

**PROJECT INCEPTION REPORT**

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

Haiti, December 26th, 2022

Country/Region:

Haiti/Latin America & Caribbean

Sector:

[Disaster Risk Reduction](#)

Grant Amount:

USD 9,916,344

Transferred Amount:

USD 1,514,200

Implementing Entity:

United Nations Educational, Scientific and Cultural Organization

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 and Resilience of the University of Udine, Italy (UD)

Approval Date:

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3 years

Status:

Proposal Approved



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I. EXECUTIVE SUMMARY

In the last four years, UNESCO Office in Port-au-Prince designed a project concept note for adaptation Fund targeting Haiti. The design started in 2018 and the full project document has been submitted on January 12, 2020.

Haiti is exposed to various natural 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 of this situation amplified by the expected effects of changes in the global climate and extreme weather events is becoming more frequent and severe.

Haiti is also 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.

Due to its climate and pronounced location in the Caribbean with a mountainous landscape, fragile ecosystems, and a vulnerable, agricultural-based economy, the compounding effects of climate change and land degradation particularly affect livelihoods and economies of Haiti and its approximately 11 million inhabitants. There was a serious need to take additional climate adaptation measures mainly targeting the schools.

After responding to all recommendations and criteria, the project "Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti" has been approved in 2021. The grant amount is USD 9,916,344 and USD 1,514,200 has been transferred in August 2022.

The main objective 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.

To be more specific then project clearly 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:

- a) Improving the national comprehensive knowledge of exposure and physical vulnerability of school facilities and decision-making process of intervention in Haiti.
- b) Strengthening school safety by promoting rehabilitation, retrofitting, reconstruction or relocation on selected schools and risk management protocols for schools;
- c) Enhancing the capacity and awareness of the local population and civil protection stakeholders in risk management at national and local levels;

Following the project approval by the Adaptation Fund, several meetings with the Project Board and all stakeholders has been take via Teams or Zoom due to the security situation in Haiti. As the project will be implemented in four (4) geographical departments, the Board decided to organize an inception workshop in each geographical department (Jeremie, Grand'Anse, Les Cayes, Gonaives). Some recommendations

have been provided during these workshops and change proposal. All counterparts agreed to put in place a strategic Board and technical Board and set up the implementation with 4 field coordinators in each department.

This report will give you an overview of the recommendation, the change proposal and all the information regarding the methodology and risk assessment.

II. INTRODUCTION

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. All catastrophic hurricanes that struck Haiti hit the South. Additionally, it is subject to very localized nature of events such as tornadoes and gales. Two specific geographical departments have been chosen to implement the project in the Southern: South Les Cayes, Grand'Anse (Jeremie),

The central and northern regions are best preserved of the most violent winds. However the project will also be implemented another two specific geographical departments in the Northern the Artibonite (Gonaives) and Nord (Cap Haitian).

To implement the project, UNESCO Office in Port-au-Prince, as the implementing Entity will make the disbursed Grant funds available to the 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 and Resilience of the University of Udine, Italy (UD) in accordance with its standard practices and procedures.

In the first six month of the projects and in the framework of the inception workshop, all of those entities have been involved to ensure a mutual understanding of the project's plan of action and timeline for conducting the implementation of the four components. The workshop also provides additional guarantee of adherence to the detailed timetable, the tasks of the Project and the various work activities.

III. INCEPTION WORKSHOP METHODOLOGY, OBJECTIVE AND EXPECTED OUTCOMES

The inception report has been organized among availability, location of stakeholders and partners. The workshop with UNOPS and Udine University has been organized online via ZOOM. A specific workshop with local stakeholders in each geographical departments where the project will be implemented has been also took place.

Objective:

Open discussion with government, local authorities and implementation partners or stakeholders.

Methodology:

The inception workshop has been organized by component. A special workshop has taken place on the issue of risk consider the security situation in the country, socio-political crisis and gas shortage in Haiti.

Expected outcomes:

- a) Receive feedback from all stakeholders for the inception report considered as the notification of project/programme start to the Board of Adaption Fund.
- b) Start the project as foreseen in the four (4) components.
- c) Discuss all details on the project including how any recommendations have been considered and highlight the change proposal.

IV. PROJECT OVERVIEW AND DISCUSSION ON THE PROJECT COMPONENT

Project Component 1: Assessment of school facilities by VISUS methodology

UNESCO Port-au-Prince agree to develop this component with Universita Degli Studi Di Udine in Italy. After the discussion, due to the civil unrest in Haiti and security situation, this partner will provide **remote scientific support** during the development of Component 1 of the project Coherently with the organizational structure defined.

After the workshop, we convene with UDINE University to provide remote support and advice, as International Scientific Advisory, to the Project Management Unit for:

- the selection of the schools to be surveyed with the VISUS methodology by the National University of Haiti (NUH),
- the adaptation of VISUS to the Haitian context,
- the preparation of the technical material for the training workshops,
- the remote support during the survey activities;
- and for the development of the strategic intervention plan, taking into account the VISUS outcomes.

In particular, UDINE will provide remote scientific support to the VISUS coordinator (a NUH professor who will manage all the VISUS implementation, from logistic to technical aspects, also managing and coordinating the VISUS teams implementing the surveys on the field, and responsible for the validation process of the surveyed schools, as described in the Annex I).

UDINE will use the survey data acquired and validated (i.e., checked for completeness and quality), for elaborating the school safety assessment reports.

In this framework, the Partner will identify the international VISUS experts that will be involved in the missions of the Project under the mechanism of UNESCO POP defined in Annex I.

UDINE University will adopt gender equity principles and results-based approach in the assessment of school facilities by VISUS methodology.

Specifically, the Partner shall perform the following main functions:

- a) Set up of a VISUS scientific unit: the VISUS scientific unit will provide remote scientific support to the VISUS coordinator in the elaboration and coordination of the assessment plan of school

facilities by VISUS methodology (up to 700 schools, selected by the project management Unit according to the results from a consultation process; the selected schools are spread across the country, in Grand-Anse, Artibonite, Cayes etc., and are representative of the socio-economic conditions).

- b) Adaptation of VISUS to country profile: under this specific activity, the Partner will adapt VISUS to account for local specificities of Haiti, that will be identified also taking into consideration the potential indications of the Project Management Unit.
- c) Preparation of training material: training materials should be developed taking into account the need to transfer knowledge to VISUS surveyors and to allow them to execute the on-field surveys using the VISUS methodology. The training material is also finalized to support decision-makers in understanding and using correctly the outcomes of VISUS. The training material aims at improving the competence and the knowledge of local technicians, allowing them to assess the safety level of the school facilities across the country, and it aims at increasing the number of trainers, technicians and students with enhanced capacity to assess, design and build more resilience facilities. This knowledge is the first step to start a proper implementation of interventions for school safety upgrading.
- d) Customization of the VISUS portal service: the VISUS portal service for carrying out the surveys needs to be customized coherently with the results of the adaptation phase.
- e) Provide scientific remote support and scientific supervision to the NUH Coordinator: the Partner will provide remote scientific support and advising to the NUH Coordinator during the training, the survey execution and the survey data validation in year 1 of up to 700 schools.
- f) Elaboration of the individual reports: the individual reports will be prepared for the surveyed and validated schools in Haiti (up to 700 schools) assessed in year 1, where the validation process requires the NUH Coordinator to check the data for completeness and quality. The individual reports will consider the multi-hazard perspective, and provide indicators concerning the safety situation, the safety upgrading needs and the status condition, and highlight the weaknesses identified in the school, also with the photos proving the situation identified during the surveys.
- g) Elaboration of the collective report: the collective report summarizes the results achieved for all the surveyed and validated schools in Haiti (up to 700 schools) assessed in year 1, and it provides a starting point for supporting decision-makers in the identification of potential actions to be implemented by the school communities in order to improve school safety.

- h) Put in place a VISUS GIS-based web platform: the platform aims to facilitate the consultation and the knowledge-sharing between stakeholders. The VISUS evaluations for the surveyed and validated schools assessed in year 1 will be uploaded in a geographical web-platform, showing the location, the individual report of each single assessed school and the relative collective report.
- i) Prepare the VISUS database: the VISUS database contains the VISUS survey data, pictures, and elaborated outcomes of the schools assessed in year 1.

Project Component 2: School adaptation and safety Improvement

The component 2 “School adaptation and safety Improvement” focused on Adaptation, Rehabilitation, retrofitting, reconstruction or relocation of school facilities. This part will be implemented with United Nations Office for Project Services (UNOPS). As concluded in the project proposal, UNOPS is responsible for two outputs of this component:

Output 2.1. Design detailed intervention of selected schools.

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

During the component 1, 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 put in place including representatives of Ministry of Education, Ministry of Environment, Direction of Civil Protection, the Université d’État d’Haiti and UNESCO. This committee will select schools depend on 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:

- 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

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.

- 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.
 - Price range: $\$350/m^2 < x < \$850/m^2$
- Heavy Work / New Construction: Erection of a new structure and/or reinforcing an existing building structurally (shear walls); structural.
 - Price range: $> \$850/m^2$

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);
 - Criteria to achieve the preferred functional zoning;
 - Address the requirements of circulation and sustainability engineering;
 - Address Gender in the workplace
 - Address Health, Safety, and Environmental
 - Address emergency shelter occasional use;
 - 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](#).

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

In the discussion related to this topic, UNESCO Port-au-Prince included the Caribbean Risk and Disaster Management Network (CARIDIMA) will implement this component. The #CARIDIMA Network is a UNESCO Youth Led platform aiming to engage youth, civil society, authorities to raise awareness regarding the risks for the Latin American region.

V. RISK ASSESSMENT DISCUSSION

The stakeholders also discussed and outlined the main risks (environmental, political, economic, social and reputational) that may affect the successful delivery of the project.

Security

Description of the risk

As a result of worsening security situation in the whole country mainly in Port-au-Prince, the hard component of the project may be affected, thereby hindering school construction facilities foreseen mainly in southern geographical department (South, Grand-Anse)

Mitigation measures:

- Liaise closely with UNESCO National Security advisor, UNDSS as the situation develops to determine if adjustments are required to work planning and/or staff capacity at national level
- Roadmap to address security situation in restricted area
- Weekly notice from UNESCO National Security advisor and UNDSS to continue monitoring all security incidents.

Political

Description of the risk

As a result of social political crisis at national level, project implementation may be affected, resulting in reduction/lack of partnership from new governmental entities and possible change of the state focal point and steering committee members.

Mitigation measures:

- Continue close collaboration with the Special Representative of the Secretary-General of the United Nations for Haiti (SRSG), UNCT to address political situation, and liaise with national stakeholders to maintain up-to-date information on shifting political contexts.
- UNCT meetings write-up related to political situation
- Progress report from local authorities and community organizations on the political situation in a regular basis

Construction and procurement related risks

Description of the risk

As a result of dynamic and unpredictable risk in construction industry linked to procurement or safety hazards issues, construction component of the project may be affected, resulting in material pricing, profitability, accident in construction sites or shortages of qualified labor.

Mitigation measures:

- Discuss with UNOPS regarding procurement method, construction risk and responsibility.
- Monitoring and regular follow up, regardless of UNOPS the entity services outsourced.

Fraud and sexual abuse:

Description of the risk

As a result of social-economic vulnerabilities of target communities specially women and girls, fraud, sexual exploitation and abuse (SEA) might be occurred, resulting in a damage to the reputation/credibility of UNESCO

Mitigation measures:

- Ensure all staff hired to be certified in Prevention of Fraud and sexual exploitation and abuse (SEA). Have a weekly communication with RCO and SEA Unit

Economic, social and Environment:

Description of the risk

Because of adverse economic and social, crises or natural disasters, project implementation might be slow down , resulting in focus on humanitarian response, poverty reduction instead of the project implementation; this situation may triggered reduction/lack of support from governmental entities and some stakeholders.

Mitigation measures:

- Liaise closely with Ministry of environment as the situation develops to determine if adjustments are required to work planning

VI. CONCLUSION AND RECOMMENDATIONS

The major change proposal of the project was the support from Udine University will be done remotely. A local focal point will be hire in the project.

The UNESCO office concluded with UNOPS that the office has already started to implement a capacity building programme for masons, masters, engineers and civil engineering students, this capacity building programme is in line with output 2.3. Thus, UNESCO implement the activities of output 2.3 in order to continue to support the municipalities that are already in the regions benefiting from the Adaptation Fund project and the target groups mentioned above.

UNESCO Port-au-Prince included the youth to support all action throughout the Caribbean Risk and Disaster Management Network (CARIDIMA). The #CARIDIMA Network is a UNESCO Youth Led platform aiming to engage youth, civil society, authorities to raise awareness regarding the risks for the Latin American region.

VII. ANNEX (List of participants to the workshop)

UNESCO Port-au-Prince attached the list of participants of the workshop online and in person.

a) Workshop with UDINE UNIVERSITY, UNOPS, GOVERNMENTS OFFICIAL

Name	Institution/Function	Telephone	E-mail
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b) Workshop with strategic and technic board

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c) Workshop with local authorities in four geographical departments

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