



ADAPTATION FUND

AFB/PPRC.26.a-26.b/39
15 June 2020

Adaptation Fund Board
Project and Programme Review Committee

PROPOSAL FOR HAITI

Background

1. The Operational Policies and Guidelines (OPG) for Parties to Access Resources from the Adaptation Fund (the Fund), adopted by the Adaptation Fund Board (the Board), state in paragraph 45 that regular adaptation project and programme proposals, i.e. those that request funding exceeding US\$ 1 million, would undergo either a one-step, or a two-step approval process. In case of the one-step process, the proponent would directly submit a fully-developed project proposal. In the two-step process, the proponent would first submit a brief project concept, which would be reviewed by the Project and Programme Review Committee (PPRC) and would have to receive the endorsement of the Board. In the second step, the fully-developed project/programme document would be reviewed by the PPRC, and would ultimately require the Board's approval.

2. The Templates approved by the Board (Annex 5 of the OPG, as amended in March 2016) do not include a separate template for project and programme concepts but provide that these are to be submitted using the project and programme proposal template. The section on Adaptation Fund Project Review Criteria states:

For regular projects using the two-step approval process, only the first four criteria will be applied when reviewing the 1st step for regular project concept. In addition, the information provided in the 1st step approval process with respect to the review criteria for the regular project concept could be less detailed than the information in the request for approval template submitted at the 2nd step approval process. Furthermore, a final project document is required for regular projects for the 2nd step approval, in addition to the approval template.

3. The first four criteria mentioned above are:

- (i) Country Eligibility,
- (ii) Project Eligibility,
- (iii) Resource Availability, and
- (iv) Eligibility of NIE/MIE.

4. The fifth criterion, applied when reviewing a fully-developed project document, is:
(v) Implementation Arrangements.

5. It is worth noting that at the twenty-second Board meeting, the Environmental and Social Policy (ESP) of the Fund was approved and at the twenty-seventh Board meeting, the Gender Policy (GP) of the Fund was also approved. Consequently, compliance with both the ESP and the GP has been included in the review criteria both for concept documents and fully-developed project documents. The proposal template was revised as well, to include sections requesting demonstration of compliance of the project/programme with the ESP and the GP.

6. At its seventeenth meeting, the Board decided (Decision B.17/7) to approve "Instructions for preparing a request for project or programme funding from the Adaptation Fund", contained in the Annex to document AFB/PPRC.8/4, which further outlines applicable review criteria for both concepts and fully-developed proposals. The latest version of this document was launched in conjunction with the revision of the Operational Policies and Guidelines in November 2013.

7. Based on the Board Decision B.9/2, the first call for project and programme proposals was issued and an invitation letter to eligible Parties to submit project and programme proposals to the Fund was sent out on April 8, 2010.

8. According to the Board Decision B.12/10, a project or programme proposal needs to be received by the secretariat no less than nine weeks before a Board meeting, in order to be considered by the Board in that meeting.

9. The following project concept titled “Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti” was submitted for Haiti by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), which is a Multilateral Implementing Entity of the Adaptation Fund.

10. This is the first submission of the proposal using the two-step submission process.

11. The current submission was received by the secretariat in time to be considered in the intersessional period between the first and second sessions of the thirty-fifth Board meeting. The secretariat carried out a technical review of the project proposal, assigned it the diary number HTI/MIE/DRR/2020/1, and completed a review sheet.

12. In accordance with a request to the secretariat made by the Board in its 10th meeting, the secretariat shared this review sheet with UNESCO, and offered it the opportunity of providing responses before the review sheet was sent to the PPRC.

13. The secretariat is submitting to the PPRC the summary and, pursuant to decision B.17/15, the final technical review of the project, both prepared by the secretariat, along with the final submission of the proposal in the following section. In accordance with decision B.25.15, the proposal is submitted with changes between the initial submission and the revised version highlighted.



ADAPTATION FUND

ADAPTATION FUND BOARD SECRETARIAT TECHNICAL REVIEW OF PROJECT/PROGRAMME PROPOSAL

PROJECT/PROGRAMME CATEGORY: Regular-sized Concept

Countries/Region:	Haiti	
Project Title:	Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti	
Thematic Focal Area:	Disaster Risk Reduction	
Implementing Entity:	United Nations Educational, Scientific and Cultural Organisation (UNESCO)	
Executing Entities:	United Nations Office for Project Services (UNOPS)	
AF Project ID:	HTI/MIE/DRR/2020/1	
IE Project ID:		Requested Financing from Adaptation Fund (US Dollars): 9,890,000
Reviewer and contact person:	Martina Dorigo	Co-reviewer(s): Fareeha Y. Iqbal
IE Contact Person:	Prophete, Panaroty Ferdinand, pf.prophete@unesco.org	

Technical Summary	<p>The project “Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti” aims 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 a risk assessment tool, school retrofitting and implementing adaptation actions in Haiti. This will be done through the four components listed below:</p>
	<p><u>Project/Programme Background and Context:</u></p> <p><u>Component 1:</u> Assessment of school facilities by VISUS methodology (USD 770,000). <u>Component 2:</u> Schools adaptation and safety Improvement (USD 6,400,000). <u>Component 3:</u> Enhancement of the climate resilience of social community through the educational sector (USD 1,150,000). <u>Component 4:</u> Monitoring and Evaluation (USD 70,000). <u>Requested financing overview:</u> Project/Programme Execution Cost: USD 785,000 Total Project/Programme Cost: USD 8,320,000 Implementing Fee: USD 705,000</p>

	<p>Financing Requested: USD 9,890,000</p> <p>The initial technical review raised some issues, such as:</p> <ul style="list-style-type: none"> i) the proposal needs to provide better information on how the effect of future climate change on current hazard risk be considered in the rehabilitation, retrofitting or relocation of school facilities; ii) the proposal intends to apply the Visual Inspection for the definition of Safety Upgrading Strategies (VISUS) methodology to assess the condition of school facilities, and it needs to provide further information on the merits and potential weaknesses in using this tool; iii) the proposal needs to provide further information regarding the level of engagement of students and communities in the consultations undertaken; iv) the proposal takes into account its sustainability in the different realms, but needs to elaborate more on its financial sustainability; v) finally, the proposal needs to provide further information on whether all the activities could be identified during the formulation of the fully-developed proposal (based on the schools that are already identified base on the VISUS carried out in 2017), in line with the ESP of the Fund. <p>These, and other more specific points are discussed in the number of Clarification Requests (CRs) and Corrective Action Request (CAR) raised in the review sheet.</p> <p>The final technical review finds that all the CRs and CARs previously raised, have been adequately addressed at this stage.</p>
Date:	1 March 2020

Review Criteria	Questions	Comments 5 February 2020	Comments 1 March 2020
Country Eligibility	1. Is the country party to the Kyoto Protocol?	Yes.	
	2. Is the country a developing country particularly vulnerable to the adverse effects of climate change?	Yes, Haiti is small island developing state, and due to climate change, 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. 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.	
Project Eligibility	1. Has the designated government authority for the Adaptation Fund endorsed the project/programme?	Yes, as per the letter signed on 20 December 2019.	
	2. Does the length of the proposal amount to no more than Fifty pages for the project/programme concept, including its annexes; or One hundred pages for the fully-developed project document, and one hundred pages for its annexes?	Yes, the length is in line with the provisions for concept proposals.	
	3. Does the project / programme support concrete adaptation actions to assist the country in addressing adaptive capacity to the adverse effects of climate change and build in climate resilience?	<p>Yes. The project will help build climate resilience in schools through improved design and construction. However, further information is requested at this stage.</p> <p>CR1: How, for this climate change adaptation project, are the proposed activities going to be different than for a (climate) disaster risk reduction project? In other words, how will the effect of</p>	<p>CR1: Addressed. The implementing entity will ensure that the most recent models and maps, incorporating the effect of climate change, will be used when undertaking the VISUS assessment in the project</p>

		<p>future climate change on current hazard risk be considered, e.g., strengthening of coastal storms, greater intensity or duration of rainfall, etc.?</p> <p>CR2: Provide more information on what the expected lifetime for each updated school building is.</p>	<p>targeted areas.</p> <p>CR2: Addressed. The expected lifetime of each updated school should be 40 years, with proper maintenance.</p>
		<p>CR3: Provide justification on why the funding is being requested for a national conference (output 3.1), and specify its scope, immediate anticipated outputs/outcomes, and who are the envisioned participants.</p> <p>In addition, the proponent might want to take into account the following recommendations:</p> <ul style="list-style-type: none"> - We strongly recommend inclusion among the sub-Components of policy/planning mainstreaming activities that would embed climate resilient school design and construction in infrastructure or education plans. - Please consider as part of this project a sub- 	<p>CR3: Addressed. We take note of the fact that this conference aims to increase awareness on the importance of linking DRR with CCA. The example of school infrastructure will be presented as a good practice of planning adaptation with a resilience perspective.</p>

		<p>component to link up schools with advisories from flood and storm early warning systems, which would help reduce vulnerability.</p> <ul style="list-style-type: none"> - Please consider a modular approach to the infrastructure investments that would preclude large sections of the building needing replacement in the event of hazard-related damage. - Please consider that latrine heights may need to be raised to prevent overflow during flooding, and that storm drains depth/width etc. is similarly designed to accommodate possibly more intense/high-volume flows. - Please consider supplementary natural infrastructure approaches as well, e.g., planting trees at a safe distance from the school to reduce windspeed, ensuring that that grounds outside the building can absorb or divert water, etc. 	
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	<p>4. Does the project / programme provide economic, social and environmental benefits, particularly to vulnerable communities, including gender considerations, while avoiding or mitigating negative impacts, in compliance with the Environmental and Social Policy and Gender Policy of the Fund?</p>	<p>Yes, but requires further information. The proposal includes a table where it lists potential social, environmental and economic benefits, in addition it outlines the mechanism that will be put in place to avoid or mitigate the occurrence/impact of risks. Nevertheless, it doesn't provide information on the equitable distribution of benefits (e.g. will the resilient school facilities be designed to take into account disabled people?) By the time of full proposal development, please provide further information on how gender considerations will be taken into account.</p> <p>CR4: Provide information on the mechanism the project will put in place to ensure an equitable distribution of benefits.</p>	<p>CR4: Addressed. The VISUS methodology collects data concerning accessibility for disabled people. In addition, it is reported that the tool captures disaggregate data on gender, which will be key in considering the implementation of the interventions (e.g. access to toilets).</p>
	<p>5. Is the project / programme cost effective?</p>	<p>The proposal it will be most likely cost-effective, even though at this stage very vast ranges have been provided for the number of schools on which improvements will be made.</p>	

		<p>It is noted that the VISUS assessment will be carried out in the selected 750/1000 schools. Some of the schools will benefit from the beginning of the project and will be selected based on the assessment of a previous VISUS methodology exercise conducted in 2017 in 101 schools (this constitutes the 10% of the budget allocated towards component 2), the remaining 90% of the budget will be used to rehabilitate 15 to 30 schools (based on the results of the VISUS assessment conducted under this project).</p> <p>Some clarifications are needed regarding the following points:</p> <p>CR5: Please discuss more fully the merits and potential drawbacks of the VISUS methodology, which relies on visual inspection. We understand it is cost-effective, but is it robust? How will it enable identification of structural weaknesses in the schools that are not visually apparent?</p>	<p>CR5: Addressed.</p> <p>It is noted that the methodology comprises a phase in which an expert acquires the information which is key for the articulation of the final judgement. The foundation of this phase is the pre-codification of the substantial elements, which is achieved through expert elicitation. Additional assessments are undertaken, in order to verify if potential structural problems that are not visually recognized have been possibly identified due to other pre-codified elements that may indicate a serious structural issue.</p>
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		<p>CR6: It is important to ensure that those schools where investments will be made also serve as emergency shelters for the nearby community(ies). The concept states (para 110) that “the project will consider hazard intensity for category III” (buildings that can be used as civil protection shelter) but this point needs to be clearer in the document.</p> <p>Please consider to the extent possible the integration of natural (nature-based) infrastructure, such as planting trees at a safe distance from the school to reduce windspeed, ensuring there are permeable surfaces outside of the school that can absorb water, in addition to adequate water diversion structures (to reduce standing water near the school), etc.</p>	<p>CR6: Addressed.</p> <p>The level of reinforcement of the school facilities will allow them to be used as community shelters, without compromising the right to education.</p>
	<p>6. Is the project / programme consistent with national or sub-national sustainable development strategies, national or sub-national development plans, poverty reduction strategies, national communications and adaptation programs of action and other relevant instruments?</p>	<p>Yes, the proposal is aligned with different national strategies and development plans such as:</p> <ul style="list-style-type: none"> - NDC - NAPA - The Comprehensive School Safety Framework (CSSF) - The UNDAF (2017-2021) - SDG 4 and SDG 11 - Sendai Framework for DRR (2015-2030) 	

	7. Does the project / programme meet the relevant national technical standards, where applicable, in compliance with the Environmental and Social Policy of the Fund?	<p>Yes, nevertheless, further information is requested on whether earthquake-resilience is already factored or will be factored into the design of the new or retrofitted construction. Given Haiti's vulnerability to other, non-climatic hazards as well, it would be most efficient for schools to be resilient to some hazards and not others.</p> <p>CR7: Please confirm whether earthquake risks will be taken into account for new/retrofitted construction/design activities.</p>	<p>CR7: Addressed. We take note of the fact that the VISUS methodology promotes a multi-hazard approach on the design and development of school facilities.</p>
	8. Is there duplication of project / programme with other funding sources?	<p>Most likely not but needs further information.</p> <p>CAR1: Kindly provide also on-going and planned initiatives, if any, in this thematic sector (table page 33-34). In addition, specify if any schools have been already rehabilitated, retrofitted based on the VISUS methodology assessment carried out in 2017, and how this will inform the current proposal.</p>	<p>CAR1: Sufficiently addressed. No schools have been retrofitted after the 2017 VISUS assessment, nevertheless, the project will intake lessons learned from undertaking the assessment itself.</p> <p>At fully developed proposal stage, clear linkages and no duplication with any of the on-going or planned projects will need to be further described.</p>
	9. Does the project / programme have a learning and knowledge management component to capture and feedback	<p>Yes, this proposal will potentially generate information and knowledge, which will inform future interventions in this sector. Additionally, the project will be</p>	

	<p>lessons?</p>	<p>implemented through a participatory approach, by training and engaging professionals and students (through a ToT approach), thus creating capacities at national level to support an autonomous upscaling and replication of the project interventions.</p> <p>CR8: Please provide further information on how perspectives and experience of schoolchildren and teachers will be captured and inform the design of trainings, etc.</p> <p>Kindly evaluate whether it would it be possible to arrange for peer-to-peer learning across schools, especially for “trained” kids to share knowledge with schoolchildren that are not covered by the project.</p>	<p>CR8: Addressed.</p>
	<p>10. Has a consultative process taken place, and has it involved all key stakeholders, and vulnerable groups, including gender considerations in compliance with the Environmental and Social Policy and Gender Policy of the Fund?</p>	<p>Yes, but needs further information with regard to the level of engagement of students and communities. It is understood that most of the school facilities to be rehabilitated, retrofitted or relocated will be selected upon the VISUS methodology assessment to be carried out under this project, but some schools are already selected, based on results from the</p>	

		<p>VISUS methodology conducted in 2017, and consultations could have included relevant stakeholders at local level at concept stage.</p> <p>At this stage relevant ministries (Education and Environment), local authorities, NGO, UN agencies, and CSOs have been consulted (between July-August 2019) and a report of the national consultation has been provided (appendix 1).</p> <p>CR9: Kindly specify which CSOs have been consulted. In addition, clarify whether the Directorate of Civil Protection and the Permanent secretariat of risk and disaster management have or will be consulted.</p> <p>CR10: Please clarify whether school children and teachers have been engaged in the consultations or how they will be engaged. It is important to hear from the girls and boys about the issues the face or foresee in the event of a disaster.</p>	<p>CR9: Addressed. We note that the Directorate of the Civil Protection has been consulted from the information provided by the agency in the response sheet. At fully-developed proposal stage, include key information on the outcomes of these consultations and also specifications on which CSOs have been consulted.</p> <p>CR10: Addressed.</p>
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		The trainings and activities should not be a one-way knowledge flow but incorporate the views and experiences of this critical stakeholder group.	
	11. Is the requested financing justified on the basis of full cost of adaptation reasoning?	Yes, the provided information is sufficient at this stage.	
	12. Is the project / program aligned with AF's results framework?	Yes, the proposed intervention is thematically aligned with the AF framework, but specific information needs to be provided. CAR2: Please mention the project alignment at outcome level in the description of the project components.	CAR2: Addressed. The project is aligning with most of the following AF outcomes: 1, 2, 3, 4 and 7.
	13. Has the sustainability of the project/programme outcomes been taken into account when designing the project?	Yes, nevertheless more information with regard to the project financial sustainability is needed. CR11: Please clarify how will periodic inspections and maintenance/upgrades be made to the schools once this project is completed.	CR11: Addressed. We note that periodic inspections will be done by the Ministry of Education, from the information provided by the agency in the response sheet.
	14. Does the project / programme provide an overview of environmental and social impacts / risks identified, in compliance with the Environmental and Social Policy and Gender Policy of the Fund?	Yes, the proposal includes a preliminary environmental and social impact/risk identification, which is in compliance with the ESP of the Fund. As general consideration, component 2 is mostly focusing on	

		<p>rehabilitation and retro-fitting existing school buildings but may also include the construction of new schools or relocation of selected schools. The scope of ESP-related risks greatly increases in case a school is newly constructed in a location where previously there was no existing school facility. It is recommended that the scope of the project be restricted to limit the ESP risks, which is additionally recommended as the Unidentified Sub-Projects (USPs) will make up two-thirds of the project budget.</p> <p>It is also noted that 10% of the budget under component 2 will be used to adapt and rehabilitate schools from the beginning of the project based on the VISUS assessment carried out in 2017. These activities (630,000 USD) are clearly already identified to the point where they do not qualify as USPs, as a full risks and impact identification are possible at this stage. For the fully-developed proposal, kindly consider that if it will include USPs, then the activities announced for full proposal will not be feasible and an ESMP, with the required process and mechanisms, will be needed.</p>	
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		<p>CAR3: In general, the proposal lacks general gender sensitive information (with regard to the beneficiaries, and how the project will engage and benefit women and girls throughout project implementation). Kindly provide information on the situation of women and girls and explain how the project will ensure an equal distribution of benefits and how will engage them.</p> <p>CR12: Please clarify the risk finding for indigenous people.</p> <p>CR13: Please provide brief information on how the project, a part of not violating human rights, would in fact promote them (given the recent human rights issues in the country.)</p>	<p>CAR3: Addressed. The proposal now includes a section highlighting the gender context in Haiti. In addition, we take note of the fact, that the VISUS assessment will capture gender-disaggregated data, which will be taken into consideration for the implementation of the planned actions.</p> <p>CR12: Addressed, as per the information provided from the agency in the review sheet. Please make sure that, for the fully developed proposal, this principle will be checked in the table as not needing further assessment for the ESP compliance.</p> <p>CR13: Addressed, as per the supplemental information provided by the agency.</p>
Resource Availability	1. Is the requested project / programme funding within the cap of the country? For NIEs only: has the Implementing Entity requested a Project Formulation Grant and/or Project Formulation Assistance Grant?	Yes.	N/A
	2. Is the Implementing Entity	Yes.	N/A

	Management Fee at or below 8.5 per cent of the total project/programme budget before the fee?		
	3. Are the Project/Programme Execution Costs at or below 9.5 per cent of the total project/programme budget (including the fee)?	Yes.	N/A
Eligibility of IE	1. Is the project/programme submitted through an eligible Implementing Entity that has been accredited by the Board?	Yes, UNESCO.	N/A
Implementation Arrangements	1. Is there adequate arrangement for project / programme management, in compliance with the Gender Policy of the Fund?	n/a at concept stage	
	2. Are there measures for financial and project/programme risk management?	n/a at concept stage	
	3. Are there measures in place for the management of for environmental and social risks, in line with the Environmental and Social Policy and Gender Policy of the Fund?	n/a at concept stage	
	4. Is a budget on the Implementing Entity Management Fee use included?	n/a at concept stage	
	5. Is an explanation and a	n/a at concept stage	

	breakdown of the execution costs included?		
	6. Is a detailed budget including budget notes included?	n/a at concept stage	
	7. Are arrangements for monitoring and evaluation clearly defined, including budgeted M&E plans and sex-disaggregated data, targets and indicators, in compliance with the Gender Policy of the Fund?	n/a at concept stage	
	8. Does the M&E Framework include a break-down of how implementing entity IE fees will be utilized in the supervision of the M&E function?	n/a at concept stage	
	9. Does the project/programme's results framework align with the AF's results framework? Does it include at least one core outcome indicator from the Fund's results framework?	n/a at concept stage	
	10. Is a disbursement schedule with time-bound milestones included?	n/a at concept stage	



ADAPTATION FUND BOARD SECRETARIAT TECHNICAL REVIEW OF PROJECT/PROGRAMME PROPOSAL

PROJECT/PROGRAMME CATEGORY: Regular-sized Concept

Countries/Region:	Haiti		
Project Title:	Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti		
Thematic Focal Area:	Disaster Risk Reduction		
Implementing Entity:	United Nations Educational, Scientific and Cultural Organisation (UNESCO)		
Executing Entities:	United Nations Office for Project Services (UNOPS)		
AF Project ID:	HTI/MIE/DRR/2020/1		
IE Project ID:		Requested Financing from Adaptation Fund (US Dollars):	9,980,000
Reviewer and contact person:	Martina Dorigo	Co-reviewer(s):	Fareeha Y. Iqbal
IE Contact Person:			

Technical Summary	<p>The project “Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti” aims 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 a risk assessment tool, school retrofitting and implementing adaptation actions in Haiti. This will be done through the four components listed below:</p> <p><u>Project/Programme Background and Context:</u></p> <p><u>Component 1:</u> Assessment of school facilities by VISUS methodology (USD 770,000).</p> <p><u>Component 2:</u> Schools adaptation and safety Improvement (USD 6,400,000).</p> <p><u>Component 3:</u> Enhancement of the climate resilience of social community through the educational sector (USD 1,150,000).</p> <p><u>Component 4:</u> Monitoring and Evaluation (USD 70,000).</p> <p><u>Requested financing overview:</u></p>	
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	<p>Project/Programme Execution Cost: USD 785,000 Total Project/Programme Cost: USD 8,320,000 Implementing Fee: USD 705,000 Financing Requested: USD 9,890,000</p> <p>The initial technical review raised some issues, such as:</p> <ul style="list-style-type: none"> i) the proposal needs to provide better information on how the effect of future climate change on current hazard risk be considered in the rehabilitation, retrofitting or relocation of school facilities; 	<ul style="list-style-type: none"> i) We are promoting a holistic vision for this. Through the implementation of the VISUS methodology decision-makers working in various ministries and departments can use the output information for defining the most appropriate strategy aiming to increase the level of safety of all assessed schools and the interventions to be implemented – restoration self-made, refurbishment, retrofitting, reconstruction or relocation (the ‘5Rs’). <p>Depending on the results of the VISUS assessment, various options for safety upgrading can be prioritized. These options are described in the subsections 6.5 of the VISUS methodology V1. Additionally, decision-makers may prioritize interventions to schools taking into consideration that any of the strategies to be implemented should contemplate the following objectives for securing learning facility safety in a holistic manner:</p> <ul style="list-style-type: none"> - Resilient construction (applying seismic, wind and other hazard-related construction codes)
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		<ul style="list-style-type: none"> - Sustainability (in terms of, for example, energy maximization, construction materials and water consumption, among others) - Learning spaces that maximize quality education - Linkage between the development of the local community and the school <p>Additional to this, decision-makers can use the information provided by the outputs of the assessment (using VISUS) and consider prioritization by exposure to a specific hazard or multiple hazards. In this sense, decision-makers can consider relocating all or some of the schools that have been flagged as highly exposed, and therefore concerning owing to their location. In this case, a site verification is recommended to explore the feasibility of improving the site conditions before deciding on a relocation strategy, and cost-effectiveness should be taken into consideration. Return periods of specific hazards could be also be considered in the analysis of decision-makers, but it is important they understand that a return period or a recurrence interval is an average time or an estimated average time between events; that is, these are statistical measures based on probability assumptions.</p> <p>Prioritization by climate-related hazards is an option that the outputs of the methodology provide, and in the case of</p>
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	<p>ii) the proposal intends to apply the Visual Inspection for the definition of Safety Upgrading Strategies (VISUS) methodology to assess the condition of school facilities, and it needs to provide further information on the merits and potential weaknesses in using this tool;</p>	<p>this specific project proposal, the prioritization of the schools to be intervened will be done from this perspective.</p> <p>*****</p> <p>ii) The VISUS methodology facilitates the decision-making process for defining rational and effective safety upgrading strategies, and allows decision-makers to make science-based decisions on where and how they should invest their available resources for strengthening, in an efficient and economical manner, the safety of schools and of their students and teaching staff.</p> <p>Visual inspections (different to detailed inspections) are a very well-established practice for reaching a cost-effective evaluation of safety situations, especially if the purpose is to establish priorities (i.e. triage for a large number of schools).</p> <p>The VISUS methodology helps administrators and decision-makers to answer specific questions such as:</p> <p>What is the safety situation of the learning facilities in question? Which schools need priority interventions? What are the reasons for intervening in those schools? What types of interventions are needed?</p>
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	<p>iii) the proposal needs to provide further information regarding the level of engagement of students and communities in the consultations undertaken;</p>	<p>How much would the interventions cost?</p> <p>The methodology has been peer-reviewed by more than twenty recognized scientific institutions worldwide, and their recommendations have been integrated in the methodology. Additional to this the method has been piloted successfully in seven countries, including Haiti.</p> <p>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</p> <p>*****</p> <p>iii) In the assessment phase, most of the involvement and engagement of students and communities is related to their participation as a trained surveyor for which some technical background is necessary in order to be one of the surveyors.</p> <p>In the implementation of the strategies resulted from the assessment, we promote a community-based approach to achieve the twin goals of safer schools and more resilient communities. It treats school <i>construction</i> as a community</p>
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	<p>iv) the proposal takes into account its sustainability in the different realms, but needs to elaborate more on its financial sustainability;</p>	<p>learning opportunity to better understand risks, collectively commit to safety, and to learn and apply strategies for safer construction. A community-based approach builds community capacity in tandem with the laying of foundations and erecting of classroom walls. It also prepares communities to be knowledgeable caretakers of schools, able to maintain the physical safety of the structures and the culture of safety among those who use it.</p> <p>More info could be found through: Challenges and benefits of community-based safer school construction Towards safer school construction: a community-based approach</p> <p>iv) From a planning perspective, the outcomes of VISUS implementation could be integrated into an EMIS and could provide information, among others, on the bud- get allocation required for the improvement of school infrastructure in a certain district or province. VISUS also provides information for asset management systems that monitor the operations and maintenance information of all the infrastructure assets in a country. These outcomes and systems allow ministries to easily identify infrastructure gaps and track the installation, use and maintenance of all school infrastructure in the country.</p>
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	<p>v) finally, the proposal needs to provide further information on whether all the activities could be identified during the formulation of the fully-developed proposal (based on the schools that are already identified base on the VISUS carried out in 2017), in line with the ESP of the Fund.</p>	<p>Similarly, they help ministries of education to better support, with science-based evidence, their negotiations with ministries of finance at the national level, or with international and regional developing banking (for grants and loans).</p> <p>On the other hand, at the end of the project a number of decision support tools will have been implemented by a critical mass of national and local experts who will be able to implement them regularly. It is thus believed that tat the end of the project there will be self-sufficiency and no need for donor funding or further technical assistance.</p> <p>The project will provide a basis upon which further work from the Member States itself will be founded. The country will have the tools and the trained personnel to scale up the work proposed herein rendering the proposed outputs sustainable.</p> <p>***</p> <p>v) As mentioned before, the formulation of the fully-developed proposal would be done upon the implementation of the assessment. The assessment will support the identification of the new most vulnerable schools, to those already identified in the first assessment of 2017. Based on this, the activities aiming to implement the most appropriate</p>
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	These, and other more specific points are discussed in the number of Clarification Requests (CRs) and Corrective Action Request (CAR) raised in the review sheet.	strategies to increase the level of safety of the most vulnerable schools (from those assessed), will be identified (restoration self-made, refurbishment, retrofitting, reconstruction or relocation), and budgeted allowing the planning of each of them.
Date:	5 February 2020	

Review Criteria	Questions	Comments	
Country Eligibility	3. Is the country party to the Kyoto Protocol?	Yes.	N/A
	4. Is the country a developing country particularly vulnerable to the adverse effects of climate change?	Yes, Haiti is small island developing state, and due to climate change, 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. 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.	N/A
Project Eligibility	15. Has the designated government authority for the Adaptation Fund endorsed	Yes, as per the letter signed on 20 December 2019.	N/A

	the project/programme?		
	16. Does the length of the proposal amount to no more than Fifty pages for the project/programme concept, including its annexes; or One hundred pages for the fully-developed project document, and one hundred pages for its annexes?	Yes, the length is in line with the provisions for concept proposals.	N/A
	17. Does the project / programme support concrete adaptation actions to assist the country in addressing adaptive capacity to the adverse effects of climate change and build in climate resilience?	<p>Yes. The project will help build climate resilience in schools through improved design and construction. However, further information is requested at this stage.</p> <p>CR1: How, for this climate change adaptation project, are the proposed activities going to be different than for a (climate) disaster risk reduction project? In other words, how will the effect of future climate change on current hazard risk be considered, e.g., strengthening of coastal storms, greater intensity or duration of rainfall, etc.?</p>	<p>CR1: In the 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, UNESCO will liaise with national, regional and international scientific institutions to verify that the most recent models and maps, that</p>

		<p>CR2: Provide more information on what the expected lifetime for each updated school building is.</p>	<p>incorporate the effects of climate variability, are used as an input of the method.</p> <p>CR2: Interventions should improve the capacity of the schools to resist any potential hazard. It is expected that the lifetime of each updated school, will be of around 40 years, if there is maintenance. (How Old Are America's Public Schools?). Without maintenance, the lifetime will be about 15 years.</p>
		<p>CR3: Provide justification on why the funding is being requested for a national conference (output 3.1), and specify its scope, immediate anticipated outputs/outcomes, and who are the envisioned participants.</p> <p>In addition, the proponent might want to take into account the following recommendations:</p> <ul style="list-style-type: none"> - We strongly recommend 	<p>CR3: Major national decision and policy makers, should be aware about the different ways of how climate change is increasing the existing exposure to current hazards, and how this will immediately have a negative effect on the education sector. The purpose is to raise awareness of the focus group on the need to link disaster risk reduction with climate change adaption, and how from the perspective of the education sector actions could be done in this regard. The example of school infrastructure will be presented as a good practice of planning adaptation with a resilience perspective.</p> <p>The sub-component of policy/planning</p>

		<p>inclusion among the sub-Components of policy/planning mainstreaming activities that would embed climate resilient school design and construction in infrastructure or education plans.</p> <ul style="list-style-type: none"> - Please consider as part of this project a sub-component to link up schools with advisories from flood and storm early warning systems, which would help reduce vulnerability. - Please consider a modular approach to the infrastructure investments that would preclude large sections of the building needing replacement in the event of hazard-related damage. - Please consider that latrine heights may need to be raised to prevent overflow during flooding, and that storm drains depth/width etc. is similarly designed to accommodate possibly more intense/high-volume 	<p>mainstreaming will launch a discussion on the need to evaluated if the 3 different model designs (for urban, rural or far areas), proposed by the Swiss Cooperation Agency together with the Ministry of Education, could also take into consideration also climate and sustainability issues.</p> <p>In the collection of data are requested information on the availability of early warning systems, and the access to warning at the school level. More than the availability or not of EWS, this subcomponent is more about the education activities that may help to better react when a warning is provided. This include elements for Ministry of Education responsibilities, principals of schools, and students.</p> <p>At the time of designing the interventions these approaches with natural infrastructure will be taken into consideration. It will be considered into the design at the beginning and will be budgeted for. Furthermore, the "toilet bloc" will be part of the modular approach, the version of the toilet module will be depending on the size of the schools.</p>
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		<p>flows.</p> <ul style="list-style-type: none"> - Please consider supplementary natural infrastructure approaches as well, e.g., planting trees at a safe distance from the school to reduce windspeed, ensuring that that grounds outside the building can absorb or divert water, etc. 	
	<p>18. Does the project / programme provide economic, social and environmental benefits, particularly to vulnerable communities, including gender considerations, while avoiding or mitigating negative impacts, in compliance with the Environmental and Social Policy and Gender Policy of the Fund?</p>	<p>Yes, but requires further information.</p> <p>The proposal includes a table where it lists potential social, environmental and economic benefits, in addition it outlines the mechanism that will be put in place to avoid or mitigate the occurrence/impact of risks. Nevertheless, it doesn't provide information on the equitable distribution of benefits (e.g. will the resilient school facilities be designed to take into account disabled people?)</p> <p>By the time of full proposal development, please provide further information on how gender considerations will be taken into account.</p> <p>CR4: Provide information on the mechanism the project will put in place to ensure an equitable distribution of benefits.</p>	<p>CR4: The assessment methodology captures data concerning accessibility (notably for disabled people) and provided recommendations on actions to increase</p>

			the safety of the schools by creating disable friendly environments. Similar to this, the method capture disaggregate data on gender, notably in population (students, staff), and access to sanitary services. Likewise, with the disable people recommendations on actions securing this gender considerations (e.g. toilets) are presented in the final reports, and will be taking into consideration on the implementation of the interventions.
	19. Is the project / programme cost effective?	<p>The proposal it will be most likely cost-effective, even though at this stage very vast ranges have been provided for the number of schools on which improvements will be made.</p> <p>It is noted that the VISUS assessment will be carried out in the selected 750/1000 schools. Some of the schools will benefit from the beginning of the project and will be selected based on the assessment of a previous VISUS methodology exercise conducted in</p>	

		<p>2017 in 101 schools (this constitutes the 10% of the budget allocated towards component 2), the remaining 90% of the budget will be used to rehabilitate 15 to 30 schools (based on the results of the VISUS assessment conducted under this project).</p> <p>Some clarifications are needed regarding the following points:</p> <p>CR5: Please discuss more fully the merits and potential drawbacks of the VISUS methodology, which relies on visual inspection. We understand it is cost-effective, but is it robust? How will it enable identification of structural weaknesses in the schools that are not visually apparent?</p>	<p>CR5: Visual inspections (different to detailed inspections) are a very well-established practice for reaching a cost-effective evaluation of safety situations, especially if the purpose is to establish priorities (i.e. triage for a large number of schools).</p> <p>The methodology has been peer-reviewed by more than twenty recognized scientific institutions worldwide, and their recommendations have been integrated in the methodology (listed on the acknowledge section in Volume 1).</p> <p>VISUS uses a technical triage approach for the multi-hazard safety assessment of a large number of schools. The methodology is used for defining the elements of information that support decision-makers in the identification of safety upgrading strategies.</p> <p>To understand how VISUS works, the following aspects of the methodology should be grasped:</p> <ul style="list-style-type: none"> • VISUS is based on expert reasoning;
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			<ul style="list-style-type: none"> • VISUS is a pragmatic assessment approach based on technical triage, the Pareto principle and the pre-identification of potential consequences; • VISUS comprises two processes: reasoning (the theoretical aspect of the methodology) and implementation (application of the methodology). <p>The characterization phase of the expert reasoning process aims at simulating the phase in which an expert acquires the information essential for the articulation of the final judgement. The foundation of this phase is the pre-codification of the substantial elements, which is achieved through expert elicitation.</p>
			<p>Pre-codification of the substantial elements required a high level of expertise, along with a specific approach. The experts identified the substantial elements considering the characteristics of VISUS, especially the necessity of making a quick, pragmatic safety assessment of a large number of learning facilities. Experts needed to simplify information acquisition as much as possible while making acquisition efficient. Elements that had a minor influence on the final judgement were, therefore, discarded; in this regard, experts adopted the Pareto principle.</p> <p>Also, based on the Pareto principle, one of the outcomes of the assessment is the</p>

			need for further detailed assessment. This in order to verify if potential structural problems that are not visually recognized have been possibly identified due to other pre-codified elements that may indicate a serious structural issues.
		<p>CR6: It is important to ensure that those schools where investments will be made also serve as emergency shelters for the nearby community(ies). The concept states (para 110) that “the project will consider hazard intensity for category III” (buildings that can be used as civil protection shelter) but this point needs to be clearer in the document.</p> <p>Please consider to the extent possible the integration of natural (nature-based) infrastructure, such as planting trees at a safe distance from the school to reduce windspeed, ensuring there are permeable surfaces outside of the school that can absorb water, in addition to adequate water diversion structures (to reduce standing water near the school), etc.</p>	<p>CR6: The schools considered in this project will be strengthen 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.</p> <p>As mentioned previously, in the design phase the nature-based infrastructure solution will be considered.</p>
	20. Is the project / programme consistent with national or sub-national sustainable	Yes, the proposal is aligned with different national strategies and development plans such as:	N/A

	development strategies, national or sub-national development plans, poverty reduction strategies, national communications and adaptation programs of action and other relevant instruments?	<ul style="list-style-type: none"> - NDC - NAPA - The Comprehensive School Safety Framework (CSSF) - The UNDAF (2017-2021) - SDG 4 and SDG 11 - Sendai Framework for DRR (2015-2030) 	
	21. Does the project / programme meet the relevant national technical standards, where applicable, in compliance with the Environmental and Social Policy of the Fund?	<p>Yes, nevertheless, further information is requested on whether earthquake-resilience is already factored or will be factored into the design of the new or retrofitted construction. Given Haiti's vulnerability to other, non-climatic hazards as well, it would be most efficient for schools to be resilient to some hazards and not others.</p> <p>CR7: Please confirm whether earthquake risks will be taken into account for new/retrofitted construction/design activities.</p>	<p>CR7: Yes. In the prioritization phase we will select those schools that are more vulnerable and highly exposed to climate-related hazards. But in the new/retrofitted activities, earthquake hazard will be also considered.</p> <p>In Haiti after the 2010 earthquake many schools were built in order to face any seismic activity. Nevertheless in 2016 close to 50% of the seismic resistant schools were heavily damaged as they were not designed for hurricanes. Therefore, it is important that the new activities incorporate a multi-hazard approach on the design and development</p>

			and this aspect if promoted by the VISUS methodology.
	22. Is there duplication of project / programme with other funding sources?	<p>Most likely not but needs further information.</p> <p>CAR1: Kindly provide also on-going and planned initiatives, if any, in this thematic sector (table page 33-34). In addition, specify if any schools have been already rehabilitated, retrofitted based on the VISUS methodology assessment carried out in 2017, and how this will inform the current proposal.</p>	<p>CAR1: The political instability and the lack of funds for rehabilitation/retrofitting did not allow the implementation of the actions suggested after the 2017 assessment. No schools have been already rehabilitated, retrofitted based on the VISUS methodology but the lessons learnt from the VISUS assessment conducted in 2017 will be implemented in component 1. UNESCO/UNOPS has not yet used the VISUS methodology assessment to rehabilitate/retrofit schools in Haiti.</p>
	23. Does the project / programme have a learning and knowledge management component to capture and feedback lessons?	<p>Yes, this proposal will potentially generate information and knowledge, which will inform future interventions in this sector. Additionally, the project will be implemented through a participatory approach, by training and engaging professionals and students (through a ToT approach), thus creating capacities at national level to support an autonomous upscaling and replication of the project interventions.</p> <p>CR8: Please provide further information on how perspectives and experience of schoolchildren</p>	<p>CR8: Well, the people that we are training are 1) decision-makers, 2) professionals (notably in the academic –</p>

		<p>and teachers will be captured and inform the design of trainings, etc.</p> <p>Kindly evaluate whether it would it be possible to arrange for peer-to-peer learning across schools, especially for “trained” kids to share knowledge with schoolchildren that are not covered by the project.</p>	<p>National State University of Haiti) and 3) students from selected universities and technical institutions. The perspectives of schoolchildren and teachers will be more related to the community-based safe school construction. Were they can play different roles, such as auditors of the construction process, etc. More information in the link to the publication Towards safer school construction: a community-based approach.</p> <p>We modified the proposal in order to propose a peer-to-peer learning but focusing more on the community-based involvement for the construction process, not in the assessment.</p>
	<p>24. Has a consultative process taken place, and has it involved all key stakeholders, and vulnerable groups, including gender considerations in compliance with the Environmental and Social Policy and Gender Policy of the Fund?</p>	<p>Yes, but needs further information with regard to the level of engagement of students and communities. It is understood that most of the school facilities to be rehabilitated, retrofitted or relocated will be selected upon the VISUS methodology assessment to be carried out under this project, but some schools are already selected, based on results from the VISUS methodology conducted in 2017, and consultations could have included relevant stakeholders at local level at concept stage.</p> <p>At this stage relevant ministries (Education and Environment), local authorities, NGO, UN agencies, and CSOs have been consulted</p>	

		<p>(between July-August 2019) and a report of the national consultation has been provided (appendix 1).</p> <p>CR9: Kindly specify which CSOs have been consulted. In addition, clarify whether the Directorate of Civil Protection and the Permanent secretariat of risk and disaster management have or will be consulted.</p> <p>CR10: Please clarify whether school children and teachers have been engaged in the consultations or how they will be engaged. It is important to hear from the girls and boys about the issues they face or foresee in the event of a disaster. The trainings and activities should not be a one-way knowledge flow but incorporate the views and experiences of this critical stakeholder group.</p>	<p>CR9: The Directorate of the Civil Protection is implementing body function of the National Risk Management System and Disaster (SNGRD) and coordinates the Risk Management and Permanent Secretariat of Disasters (SPGRD) and entities under this structure including departmental, municipal and local civil protection have been consulted. During these consultations the Civil Protection Department had shared with the project relevant information about risk management of the National Plan and disasters that could help better integration the project in Haitian context.</p> <p>CR10: As underline in the reply to CR8, the project promotes the engagement of children and teachers by consultation, but this is mostly related to the implementation action (component 2 and 3) but not for the VISUS assessment.</p>
	25. Is the requested financing justified on the basis of full	Yes, the provided information is sufficient at this stage.	N/A

	cost of adaptation reasoning?		
	26. Is the project / program aligned with AF's results framework?	<p>Yes, the proposed intervention is thematically aligned with the AF framework, but specific information needs to be provided.</p> <p>CAR2: Please mention the project alignment at outcome level in the description of the project components.</p>	<p>The project is aligning with most of the AF outcomes. In particular:</p> <ul style="list-style-type: none"> •Outcome 1: the VISUS assessment and the interventions of component 2 will reduced exposure to climate-related hazards and threats; •Outcome 2: component 2 will strengthen institutional capacity to reduce risks associated with climate-induced socioeconomic and environmental losses related to the education sector; •Outcome 3: the local scale of schools' intervention of component 1 and 2 will strengthen awareness and ownership of adaptation and climate risk reduction processes at local level; •Outcome 4: all the project aims to increase the adaptive capacity within education sector services and infrastructure assets; •Outcome 7: component 3 aims to improved policies and regulations that promote and enforce resilience measures at national level in the education sector.

	<p>27. Has the sustainability of the project/programme outcomes been taken into account when designing the project?</p>	<p>Yes, nevertheless more information with regard to the project financial sustainability is needed.</p> <p>CR11: Please clarify how will periodic inspections and maintenance/upgrades be made to the schools once this project is completed.</p>	<p>CR11: Periodic inspections will be done by the Ministry of Education in Haiti (though the "Direction du Genie Scolaire" or "School Engineering Department"). UNESCO/UNOPS will assist the Ministry to put in place mechanisms to continue their inspections.</p> <p>On the other hand, at the end of the project a number of decision support tools will have been implemented by a critical mass of national and local experts who will be able to implement them regularly. It is thus believed that at the end of the project there will be self-sufficiency and no need for donor funding or further technical assistance.</p> <p>The project will provide a basis upon which further work from the Member States itself will be founded. The country will have the tools and the trained personnel to scale up the work proposed herein rendering the proposed outputs sustainable.</p>
	<p>28. Does the project / programme provide an overview of environmental and social impacts / risks identified, in compliance with the Environmental and</p>	<p>Yes, the proposal includes a preliminary environmental and social impact/risk identification, which is in compliance with the ESP of the Fund.</p>	

	<p>Social Policy and Gender Policy of the Fund?</p>	<p>As general consideration, component 2 is mostly focusing on rehabilitation and retro-fitting existing school buildings but may also include the construction of new schools or relocation of selected schools. The scope of ESP-related risks greatly increases in case a school is newly constructed in a location where previously there was no existing school facility. It is recommended that the scope of the project be restricted to limit the ESP risks, which is additionally recommended as the Unidentified Sub-Projects (USPs) will make up two-thirds of the project budget.</p> <p>It is also noted that 10% of the budget under component 2 will be used to adapt and rehabilitate schools from the beginning of the project based on the VISUS assessment carried out in 2017. These activities (630,000 USD) are clearly already identified to the point where they do not qualify as USPs, as a full risks and impact identification are possible at this stage. For the fully-developed proposal, kindly consider that if it will include USPs, then the activities announced for full proposal will not be feasible and an ESMP, with the required process</p>	<p>With the budget of this proposal, no new school construction will be considered. The goal of this project is to focus on rehabilitation and/or retrofitting of existing schools.</p>
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		<p>and mechanisms, will be needed.</p> <p>CAR3: In general, the proposal lacks general gender sensitive information (with regard to the beneficiaries, and how the project will engage and benefit women and girls throughout project implementation). Kindly provide information on the situation of women and girls and explain how the project will ensure an equal distribution of benefits and how will engage them.</p> <p>CR12: Please clarify the risk finding for indigenous people.</p> <p>CR13: Please provide brief information on how the project, a part of not violating human rights, would in fact promote them (given the recent human rights issues in</p>	<p>CAR3: The project will careful try to have a balance on the people that we will be trained and it also relevant to highlight the potentiality of the VISUS assessment methodology to capture disaggregate data on gender, notably in population (students, staff), and access to sanitary services. Likewise, with the disable people recommendations on actions securing this gender considerations (e.g. toilets) are presented in the final reports, and will be taking into consideration on the implementation of the interventions.</p> <p>CR12: The study of human insecurity in Haiti carried out by the UNDP points out that the greatest risks faced by people living in rural areas are linked to the following problems: Reduction of forest cover, reduction of access to drinking water, increased rate of waterborne diseases, reduced soil fertility, lack or inadequacy of sanitation, losses in the agricultural sector and difficulties in accessing financial resources, so far the state Haitian has not yet defined public policies to solve these problems.</p> <p>CR13: This project will promote human rights, because according to the Haitian Constitution, the state must guarantee the right to education for everyone: this project will support the Haitian</p>
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		the country.)	government to guarantee the right to a safe school environment in the challenging context of climate change and disaster risk.
Resource Availability	4. Is the requested project / programme funding within the cap of the country? For NIEs only: has the Implementing Entity requested a Project Formulation Grant and/or Project Formulation Assistance Grant?	Yes.	N/A
	5. Is the Implementing Entity Management Fee at or below 8.5 per cent of the total project/programme budget before the fee?	Yes.	N/A
	6. Are the Project/Programme Execution Costs at or below 9.5 per cent of the total project/programme budget (including the fee)?	Yes.	N/A
Eligibility of IE	2. Is the project/programme submitted through an eligible Implementing Entity that has been accredited by the Board?	Yes, UNESCO.	N/A
Implementation Arrangements	11. Is there adequate arrangement for project / programme management, in compliance with the	n/a at concept stage	

	Gender Policy of the Fund?		
	12. Are there measures for financial and project/programme risk management?	n/a at concept stage	
	13. Are there measures in place for the management of for environmental and social risks, in line with the Environmental and Social Policy and Gender Policy of the Fund?	n/a at concept stage	
	14. Is a budget on the Implementing Entity Management Fee use included?	n/a at concept stage	
	15. Is an explanation and a breakdown of the execution costs included?	n/a at concept stage	
	16. Is a detailed budget including budget notes included?	n/a at concept stage	
	17. Are arrangements for monitoring and evaluation clearly defined, including budgeted M&E plans and sex-disaggregated data, targets and indicators, in compliance with the Gender Policy of the Fund?	n/a at concept stage	
	18. Does the M&E Framework include a break-down of how implementing entity IE fees will be utilized in the supervision of the M&E	n/a at concept stage	

	function?		
	19. Does the project/programme's results framework align with the AF's results framework? Does it include at least one core outcome indicator from the Fund's results framework?	n/a at concept stage	
	20. Is a disbursement schedule with time-bound milestones included?	n/a at concept stage	



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
CSSF	Comprehensive School Safety Framework
DRR	Disaster Risk Reduction
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
NAPA	National Adaptation Action Plan
NDC	National Development Contribution
PARDH	Action Plan for the Recovery and Development of Haiti
PNGRD	National Risk and Disaster Management Plan
PSDH	Strategic Development Plan of Haiti (<i>Plan Stratégique de Développement d’Haïti</i>)
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
SDG	Sustainable Development Goals
ToT	Training of Trainers
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)
Amount of Financing Requested:	US\$ 9.890.000 (in U.S Dollars Equivalent)

Table I-1 Project Information

Project Background and Context

Provide brief information on the problem the proposed project is aiming to solve. Outline the economic, social, development and environmental context in which the project would operate.

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-2 Statistics of departments of Haiti



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).)

Figure I-1 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 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

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>

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.

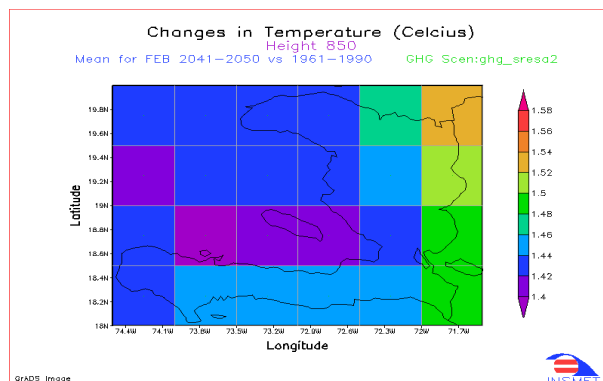


Figure I-2 Temperature changes expected for the Decade 2041-2050 (Ministry of the Environment, 2009).

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

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

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.

South	1	3	10
South East	3	6	5

Table I-3 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.

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-4 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.

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

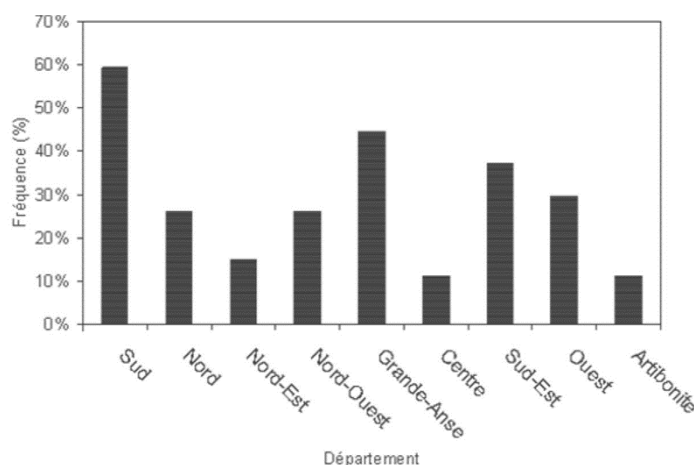


Figure I-3 Frequency of cyclones in Haiti's departments.

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.
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).

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

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

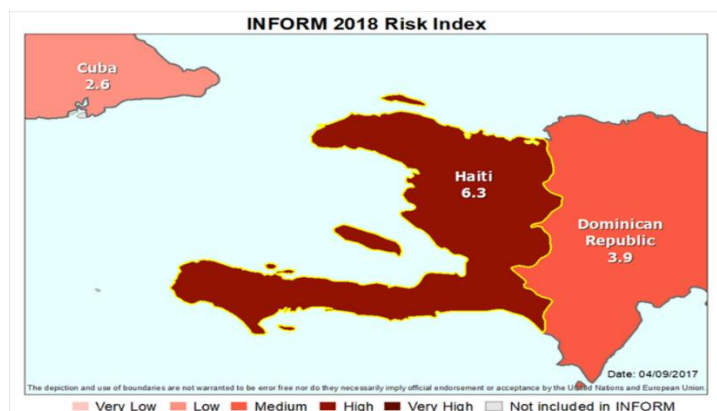


Figure I-4 Inform Risk Index 2018.

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.
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 Gonaïves 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

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.

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.

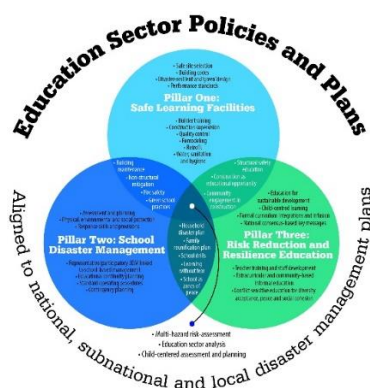


Figure I-5: Comprehensive School Safety Framework (CSSF)

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

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

¹⁷ 80% 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

communities. The activities like retrofitting of a school and new construction with safety measures can spread the message to the community of the importance of resilient buildings to reduce disaster impacts.

Project Objectives

List the main objectives of the project

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, reconstruction or relocation 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

Fill in the table presenting the relationships among project components, activities, expected concrete outputs, and the corresponding budgets. If necessary, please refer to the attached instructions for a detailed description of each term.

Project Components	Expected Concrete Outputs	Expected Outcomes	Amount (US\$)
Component 1 Assessment of school facilities by VISUS methodology	Output 1.1 Improve trainers competence to provide inclusive, technical and effective training	Outcome 1 Improve the national knowledge to the exposure and physical vulnerability of school facilities and capacity of the decision process of intervention in Haiti	20.000
	Output 1.2 Enhance decision makers understanding of the VISUS approach		30.000
	Output 1.3 VISUS surveyors know-how to transfer to university students		50.000
	Output 1.4 Assess the exposure and vulnerability of school facilities		600.000
	Output 1.5 Put on place GIS-based web platform knowledge-sharing		50.000
	Output 1.6		20.000

	Develop Strategic intervention plan for school facilities		
Component 2 Schools adaptation and safety Improvement	Output 2.1 Design detailed intervention of the selected schools	Outcome 2 Strengthening the school safety by promoting rehabilitation, retrofitting, reconstruction or relocation on selected schools and risk management school protocols	550.000
	Output 2.2 Implement Adaptation, Rehabilitation, retrofitting, reconstruction or relocation of school facilities		5.500.000
	Output 2.3 Improve trainers competence to provide inclusive, technical and effective training		50.000
	Output 2.4 Good DRR and CCA practices are adopted by students and school staffs		200.000
	Output 2.5 Adopt risk management school protocols		100.000
Component 3 Enhancement of the climate resilience of social community through the educational sector	Output 3.1 Enhance knowledge and awareness of the disaster risk due to CC in Haiti	Outcome 3 Enhancing the capacity and awareness of local population and civil protection stakeholders in risk management at national and local levels	50.000
	Output 3.2 Community emergency plan		300.000
	Output 3.3 Put on place community capacity to cope with disasters improved		500.000
	Output 3.4 National action plan for resilient schools facilities and their surrounding communities.		300.000
Component 4 : Monitoring and evaluation	Output 4.1 Assessment of VISUS methodology in the schools		20.000
	Output 4.2 Assessment and monitoring the safety level of the schools		30.000
	Output 4.3 Assessment and monitoring enhancement level of climate resilience of school communities		30.000
6. Project Execution cost (9.5%)			785.000
7. Total Project Cost			8.320.000
8. Project Cycle Management Fee charged by the Implementing Entity (8.5%)			705.000
Amount of Financing Requested			9.890.000

Table I-5 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 I-6 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

Indicate the dates of the following milestones for the proposed project/programme

Milestones	Expected Dates
Start of Project/Program Implementation	October, 2020
Mid-term Review (if planned)	November, 2021
Project/Program Closing	October, 2023
Terminal Evaluation	2024

Table I-6 Projected calendar

Education Sector		Extended School Community	
Present situation	The Haitian Education sector is exposed and vulnerable to multi-hazards climate 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	Present situation	The Haitian communities are aware of the risks that are exposed
<i>so that, Outcome 1</i>	Decision makers will have the knowledge, competence and information to develop a strategic intervention plan	<i>so that (i)</i>	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	<i>so that (ii)</i>	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	<i>so that (iii)</i>	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 efficaciously adopted by the people in the schools	<i>so that (iv)</i>	The population will properly use the school facilities as temporary shelters during extreme events
<i>so that, Outcome 2</i>	The safety and resilience of people inside the school increases	<i>so that, Outcome 3</i>	The safety 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		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	I	The extended communities are 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	II	The extended communities recognize the values of adopt appropriate behavior in case of emergency
E	The retrofitted and adapted schools has implemented a emergency protocols and courses on CC related topics	III	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	IV	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	Outcome 3	

Figure I-6 Theory of change

PART II: PROJECT JUSTIFICATION

A. Project Components

Describe the project components, particularly focusing on the concrete adaptation activities of the project, and how these activities contribute to climate resilience.

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 event 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, reconstruction or relocation 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 three interlinked components:
- Component 1: Assessment of school facilities by VISUS methodology
 - Component 2: Improvement of schools safety
 - Component 3: Enhancement of climate resilience of social community through the educational sector.
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: Improved 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 event unfortunately confirms. 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 technical experts. These specific competences will allow to assess the vulnerability 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 the definition of Safety Upgrading Strategies**, that allows to rank the priority interventions, and to define specific actions required and how much they would cost. 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 provides participants with horizontal and crossing information and skills to plan, to develop, and to 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;
- A second ToT planned after the first trainings implementation to share lesson learnt and if necessary to review the methods.

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 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;

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

- A training on how to use the outputs of the VISUS assessments;
- Final workshop on the results of the AF application project.

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

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 schools 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 local engineers, architects, geologist, student etc., that will perform assessment of schools
 - Training to the teams that will perform the assessment at the school level.
 - Production of technic 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 750/1000 schools in those areas of the country that are more exposed to extreme hazard as underlined in the project background. The assessment surveys will be carried out by trained team of four people, consisting of three students 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.
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;
 - Selection of schools that will need a further and deeper assessment investigation.
 - Implementation of a more detailed assessment to the previous selected schools that will be performed by particular specialists.

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 retrofitting? 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 risk implies the necessity to know the level of risk and the criticalities together with the required countermeasures and their costs. 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.
61. Indicative activities:
- Identification and maps of the schools, areas, regions, and localities; that will need urgent intervention.
 - Workshop with the relevant stakeholder to discuss the assessment results
 - 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, reconstruction or relocation on selected schools and implementing school protocols for risk management. The budget allocated for this component allow to intervene only on some off all the 750/1000 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 between 15 to 30 schools that have at least 300 students and that require light level of interventions, each with an estimated budget between 100K\$ and 200K\$; 5 to 10 schools that have at least 450 students and the require medium level of interventions, each with an estimated budget between 200K\$ and 400K\$; finally, 2 to 3 schools that have at least 800 students and the require heavy level of interventions, each with an estimated budget between 400K\$ and 600K\$. The level of interventions and budget estimates are provided by the VISUS methodology.
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 upgrading level of safety of learning facilities

accordingly to the developed strategy. 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. In fact, only after this step will be possible to confirm the exact number of intervention and establish each specific subcontract for the individual intervention.

65. Indicative activities:

- Detailed designs of all schools considered in the strategy
- Detailed BOQ and budget estimates for each intervention
- Execute the subcontracts for the selected interventions

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 will 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 (is is noted that schools do not have electricity at nights).

67. Indicative activities:

- Schedule the work without interrupting the education service provided to students
- Implement the interventions to upgrade the safety of school facilities
- Implement the necessary adaptation interventions

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

68. As for Outcome 1.1, the ToT provide participants with horizontal and crossing information and skills to plan, develop and to mainstream active participation, with gender and youth inclusion, in their trainings. The construction sector is extremely sensitive to these issues, for this reason the project proposes specific ToT integrated with vertical construction competences.

69. Indicative activities:

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

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

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.

70. Indicative activities:

- Training programs on how to behave in case of hazardous events tailored to students and school staff;
- 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

71. 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).

72. 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

73. 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.

74. 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.

75. Component 3 contains 4 outputs described below.

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

76. 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.

77. 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

78. 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.

79. 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
- Establish an emergency plan for the community

Output 3.3: Community capacity to cope with disasters improved

80. 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.

81. Indicative activities:

- 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.

82. The final output aims to collect all the lessons learnt from the three components and rationally summarize them into a proposal for 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 school safety and the disaster risk management activities implemented to transform the school facilities into temporary shelters, will be integrated into a document that will allow to strategically implement similar interventions in the future.
83. Indicative activities:
- Review of the existing national and local plans regarding the upgrading of the existing and new school facilities;
 - Report on the methodology adopted for the strategy intervention and the implementation of DRM activities on the extended school community;
 - Organize workshops with relevant ministries to share the output of the project and obtain their involvement in the proposal of the NAP;
 - Develop of the NAP proposal.

B. Economic, social and environmental benefits

Describe how the project provides economic, social and environmental benefits, with particular reference to the most vulnerable communities, and vulnerable groups within communities, including gender considerations. Describe how the project will avoid or mitigate negative impacts, in compliance with the Environmental and Social Policy of the Adaptation Fund (the Environmental and Social Policy) and its Gender Policy.

Outcomes of the projects	Benefits		
	Social	Environmental	Economic
Outcome 1: Improving a national and comprehensive knowledge of exposure and physical vulnerability of schools and decision-making process of intervention in Haiti;	<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
Outcome 2: Strengthening the school safety by promoting rehabilitation, retrofitting, reconstruction or relocation on selected schools and implementing schools protocols for risk management;	<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

Outcome 3: Enhancing the capacity and awareness of local population and civil protection stakeholders in risk management at national and local levels;	<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
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Table II-1 Economic, social and environmental benefits

Avoiding or mitigating negative impacts

84. 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.
85. 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.
86. 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 Directorate 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.
87. 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.
88. 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 since 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 and unskilled 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 and 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 remains 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.

C. Cost-effectiveness

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

89. 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 three 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.

90. 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.
91. 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).
92. 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. 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 following graph shows the population served by the 41 selected schools and the minimum and maximum budget allocation for each school. A similar approach will be used to select the intervention of Component 2 based on the assessment of Component 1 in order to maximize the cost-effectiveness.

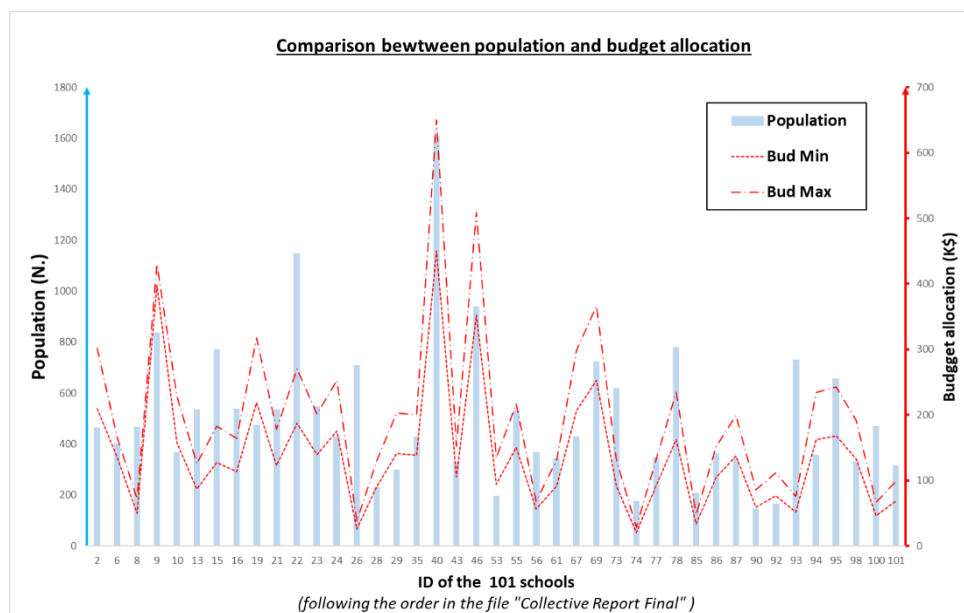


Figure II-1: A rational approach to prioritize school intervention to maximize the cost-effectiveness

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.

93. 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)**¹⁹ 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.
94. Rooted in the urge to increase the country's resilience to the impacts of climate-related extreme events, the **National Adaptation Action Plan (NAPA)**²⁰ 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;
 - Information, education and awareness.

¹⁹ Contribution Prévue Déterminée au niveau National ([Link](#))

²⁰ PIAN D'ACTION NATIONAL D'ADAPTATION (PANA)

95. 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.
96. 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
97. 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.
98. 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
99. 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:

100. 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.
101. 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."*
102. 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 Stratégique de Développement d'Haïti, PSDH)** 2012-2030 particularly territorial rebuilding, economic rebuilding, social rebuilding and institutional rebuilding.

103. 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'Haiti*, 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.
104. 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*).
105. 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.
106. **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.
107. **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].
108. **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.

109. 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.
110. 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.
111. 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 ESMG the technical conditions. In fact, the rapid multi-hazard safety assessment methodology is conforming to the ESMG, 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 ESMG 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.

112. 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**.
113. 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.
114. 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.

115. For the preparation of this proposal, the consultation process with the key stakeholders provide a complete mapping of potential overlapping activities. 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.

116. 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.
117. 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 already 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.
118. 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).
119. 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 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.
<i>Education and Protection of Children Affected by the Earthquake in Haiti (Save the Children)</i>	2,453,820\$	2010 and 2011 (21 months)	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.
<i>Increasing Human Security to Disaster Risk in Haiti (UNESCO Haiti)</i>	4,112,230\$	2016 and 2017 (24 months)	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 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.
<i>Fonds d'Assistance Economique et Sociale (FAES) (UNOPS and IDB)</i>	\$162,137	04/2012 12/2013	Technical Assistance to the procurement-related activities for the construction of 30 schools 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.
	\$223,212	07/2012 11/2012	Technical evaluation for 28 school construction projects 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.
	\$162,851	4/2013 4/2014	Technical assistance on negotiations for the relaunching of works for 19 schools 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.

G. Knowledge management

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

120. 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.
121. 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.

122. 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.

123. 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.

124. 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.

125. 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)

126. 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.

127. 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.

128. The complete documentations regarding the analysis of the key consultation findings are available upon request in French, due to the limited number of pages allowed in the Concept Note, the 6 main analysis carried out during the concept design are summarized below:

129. **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.

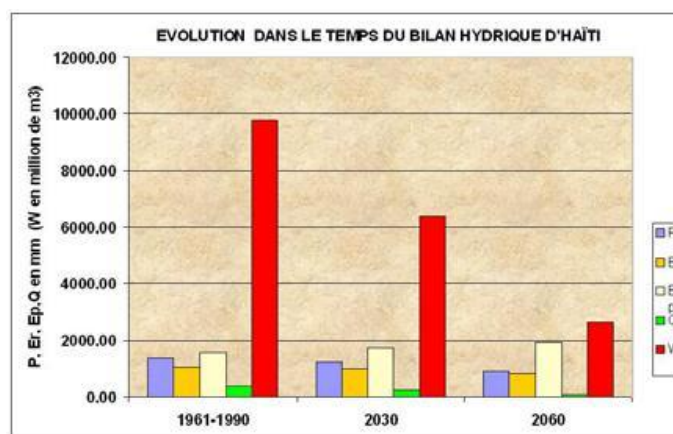


Figure II-2 Water balance for the reference periods.

130. **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.
131. **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.
132. **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.
133. **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 charism- real change agents in communities over any attempt to innovation.
134. **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.

I. Funding justification

Provide justification for funding requested, focusing on the full cost of adaptation reasoning.

Component 1	
Assessment of school facilities by VISUS methodology (USD 770,000)	
<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 750/1000 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	
Schools safety Improvement (USD 6,400,000)	
<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 521²¹ schools were completely destroyed.</p> <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>This component aims on average to do between 15 and 30, between 5 and 10 and between 2 and 3 light, medium and heavy school interventions, respectively (by VISUS methodology).</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.</p>

²¹ report of the situation in the deep south before and after the passage of Hurricane Matthew (Ministry of National Education)

	teachers and children). The resilient schools will become emergency shelter areas for hazards related to climate change (e.g. hurricane and floods).
Component 3 Enhancement of climate resilience of social community through the educational sector (USD 1,150,000)	
<i>Baseline scenario (without AF resources)</i>	<i>Additionality (with AF resources)</i>
<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>

J. Sustainability of the project

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

135. 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.
136. 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 guarantee due to the relevant involvement of the project partners of the Haitian ministries as executive entities: education, environmental and civil protection. Furthermore, the project strong 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 projects activities.

137. **Technical sustainability** - the project strengthens the school safety by promoting rehabilitation, retrofitting, reconstruction on selected schools to be more resilience and technological sustainable in long term under different climate condition. 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.
138. **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 term 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.

139. Institutional arrangement

Entities	Responsibilities
UNESCO	will be responsible for implementing this project
UNOPS	will be responsible for carrying out the concrete activities of the project
MDE	The ministry of environment will be responsible have the supervision, assessment and monitoring this project
MICT	support the implementation of the project
MENFP	support the implementation of the project

140. **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.

141. **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.

142. **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.

143. A preliminary social and environmental risk assessment was performed during the consultation process based on the Adaptation Fund's 15 environmental and social principles outlined in the Adaptation Fund Environmental and Social Policy.

144. Some activities of the project may have potential negative impacts if not implemented properly. However, these activities are not yet fully defined at this early stage and will be further developed with the individual communities during the project implementation. The project is therefore 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 will be screened against the Adaptation Fund's 15 principles. An environmental and social risk assessment will be carried out during full project preparation, when concrete activities will be defined, and an environmental and social risk management plan will be developed to mitigate risks identified.

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 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 Component 3.
<i>Marginalized and Vulnerable Groups</i>		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.
<i>Human Rights</i>	x	Low to no risk - This project affirms the rights of all people and does not violate any pillar of human rights.
<i>Gender Equity and Women's Empowerment</i>		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 definition, a gender assessment will be performed to ensure that the project effectively responds to the unique needs of women and girls and promotes gender equity.
<i>Core Labour Rights</i>		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.
<i>Indigenous Peoples</i>		– 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.
<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.
<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>	X	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	Low to no risk – The risk to have a negative impact to a cultural heritage by the implementation of the project activities is low and only related to potential rehabilitation in school facilities

		that are close or within a cultural heritage area. The VISUS assessment take into account the presence of physical or cultural heritage, and in case this risk materialized, action to protect the physical and cultural values will be adopted.
<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-2 Checklist of environmental and social principles

PART III: IMPLEMENTATION ARRANGEMENTS

PART IV: ENDORSEMENT BY GOVERNMENT AND CERTIFICATION BY THE IMPLEMENTING ENTITY

- A. Record of endorsement on behalf of the government²²** *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:*

Joseph Jouthe Ministre de l'Environnement	Date: 12-26-2019

- 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 (.....list here.....) . it is subject to the approval by the Adaptation Fund Board, <u>commit to implementing the project/program 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/program.	
Alvarez-Laso, Pilar UNESCO representative in Haiti Implementing Entity Coordinator	
Date: 12-26-2019	Tel.and email: p.alvarez@unesco.org
Project Contact Person: Alvarez-Laso, Pilar	
Tel. And Email: p.alvarez@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 programs proposed by the implementing entities.



MINISTÈRE DE L'ENVIRONNEMENT

MDE/JJ/DEISE/DCC/12-19-736

Port-au-Prince, le December 20, 2019

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 is 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, the program will be implemented by the **UNESCO Office in Haiti** and executed by the Ministry of the Environment in collaboration with the Ministry of National Education, Civil Protection and UNOPS.

Sincerely,



Ing. Moïse JEAN-PIERRE
Point Focal Adaptation Fund

Seen and approved by



Joseph JOUTHE
Ministre de l'Environnement



Atelier de validation du document de projet

"Mesures d'Adaptation aux changements climatiques et réduction des risques de catastrophes dans les établissements/installations scolaires en Haïti.

Liste de présence

Date : 27 novembres 2019

Lieu : Ministère de l'Environnement

no	Nom et Prénom	institution	Phone	Signature
1.	Coles Hugo	MDE	38893939	
2.	Desir Joslyne	MDE	48988614	
3.	Pierre Davidson	CRNL	41247928	
4.	LAURA MOENS	UNOPS	31192792	
5.	CORVILLE Gerry	PNUD	48912329	
6.	Herry, M ^{ie} Denise Jean-Mary	MDE	48986767	
7.	Gager Jean Bidault	MDE/DRE	48961613	
8.	Marcia Kelly	MDE/GA	37285567	
9.	Moncombe Trench Charles	MDE/PA	48790750	
10.	Philippi Th. Simeon	MAE	48961734	
11.	HORAT Romy	MDE	48961606	
12.	OSTINE Lamentine	MDE	48988610	
13.	Orisme Sonia	DDO/MDE	34514646	
14.	HONORE Charline	JIPHRO	3990-0348	
15.	Alexis Judevie	JIPHRO	37835646	
16.	Sorin Melisse	JIPHRO	31387898	
17.	Estime Valencia	CRH	3797-7307	
18.				



Atelier de validation du document de projet

"Mesures d'Adaptation aux changements climatiques et réduction des risques de catastrophes dans les établissements/installations scolaires en Haïti.

Liste de présence

Date : 27 novembre 2019

Lieu : Ministère de l'Environnement

19.	Jean-Paul Henry	CRH	3800-6070	
20.	Vincent Junior Alexander	SC	3773-7630	
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Appendix

Appendix1: Report of the National Consultation for the adaptation fund climate change

September 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 Réduction 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

- The relevant ministries (Ministry of National Education, Ministry of Environment)
- Local authorities (mayors of Cap Haïtien, Gonaïves, Les Cayes, Jérémie)
- NGOs working in Haiti (Oxfam Haiti Plan, Save the Children)
- The United Nations system (UNDP, UN Women)
- 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:

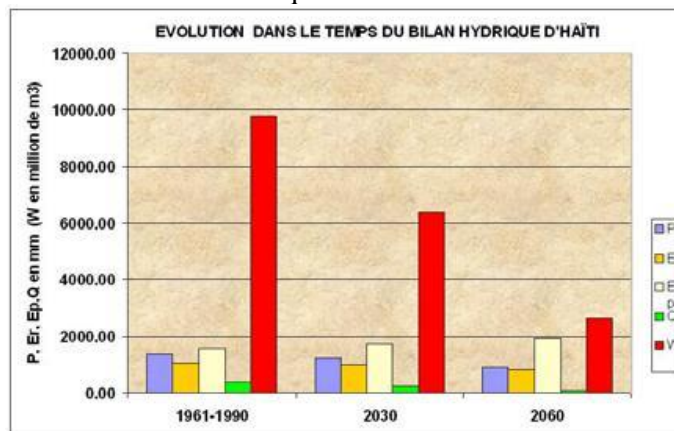
Rain: the average rain was calculated using the isohyet method using a rain gauge network combined with estimated data for a gate of a half degree resolution. The spatial distribution of this network concerns the whole country but its density is very low for high precision calculations.

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 nivau sea (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.



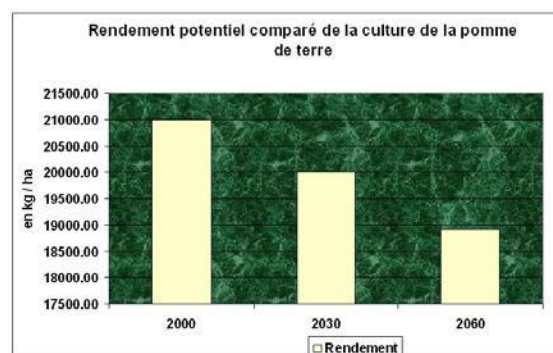
Vulnerability assessment of the agricultural sector to climate change in 2030 and 2060

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).

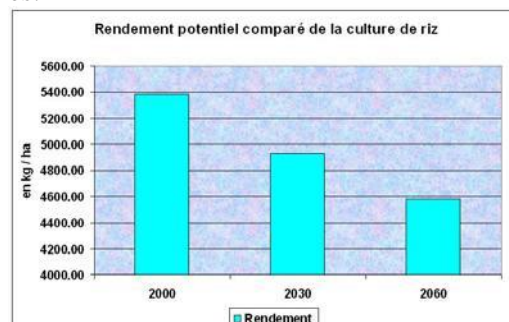
Vulnerability of the agricultural sector

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).

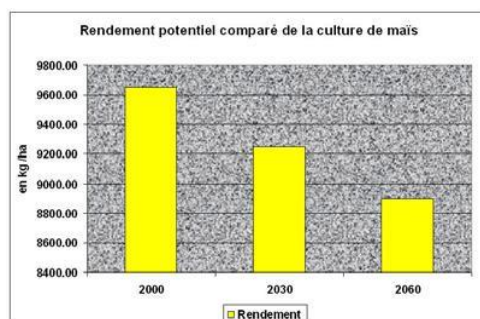
Since the optimum temperature for the cultivation of the potato is about 20 ° C, warming expected to Kenscoff until 2060 does not offer an environment hostile to the potato grown in this area. He does not lose sight of that at lower elevations than where is the community located in Kenscoff, where current 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,