



ADAPTATION FUND

Project Performance Report

Overview

Period of Report (Dates)	5/31/2022 - 9/30/2023
Project Title	Implementing Measures for Climate Change Adaptation and Disaster Risk Reduction Mitigation of School Facilities in Haiti
Project Summary	
Database Number	AF00000235
Implementing Entity (IE)	United Nations Educational, Scientific and Cultural Organization
Type of IE	Multilateral Implementing Entity
Country(ies)	Haiti
Relevant Geographic Points (i.e. cities, villages, bodies of water)	Artibonite, Sud, Nord, Grand-Anse
Name of Implementing Entity Focal Point	Panaroty Ferdinand Prophète

Project Milestones

AFB Approval Date	2/23/2022
IE-AFB Agreement Signature Date	5/30/2022
Start of Project/Programme	12/21/2022
Actual Mid-term Review Date (if applicable)	4/15/2024
Original Completion Date	12/21/2025
Revised Completion Date after approval of extension request (if applicable)	

Were there any approval condition for this Project?

No

List each approval condition, if any, and report on the status of meeting them

Category of condition	
Condition or Requirement	
Current Status	
Planned actions, including a detailed time schedule	

List (only) inception report/ extension request(s)/ MTR that have been prepared for the project and provide date(s) of submission for each

Inception report submitted on December 2022

List the Website address (URL) of project

<https://www.unesco.org/fr/fieldoffice/portauprince?hub=66914>

Project Contacts			
National/Regional Project Manager/Coordinator	Name	Email	Date
National Project Manager	Panaroty Ferdinand Prophète	pf.prophete@unesco.org	8/1/2022

Financial Data

Disbursement of AF grant funds	
Cumulative total disbursement from Trustee to IE as of date (\$)	\$1,269,352.00
Estimated cumulative total disbursement from IE to EEs as of date (\$)	\$1,268,012.00
Project disbursement rate (%)	13.82
Project execution rate (%)	13.81
Add any comments on AF Grant Funds	
Investment Income (\$)	\$0.00
Cumulative Investment Income since inception (\$)	\$0.00

Expenditure Data	
Output	Amount (\$)
Assessment of school facilities by VISUS methodology	\$557,601.00
School adaptation and safety Improvement	\$268,078.00
Enhancement of climate resilience of social community through the educational sector	\$81,559.47
IE fee (\$)	\$81,712.00
Execution cost (\$)	\$1,186,300.00

Planned Expenditure Schedule		
Output	Projected Cost (\$)	Estimated Completion Date
School adaptation and safety Improvement	\$3,293,901.00	11/1/2024
Enhancement of climate resilience of social community through the educational sectors	\$530,692.00	11/1/2024
Project's outcome assessment	\$80,130.00	11/1/2024
IE fee (\$)		\$244,848.00
Execution cost (\$)		\$247,500.00

Actual co-financing (if the MTR or TE have not been undertaken this reporting period, do not report on actual co-financing)	
Does this Project have Co-Financing ?	No
How much of the total co-financing as committed in the Project Document has actually been realized? (\$)	\$0.00
Estimated cumulative actual co-financing as verified during Mid-term Review (MTR) or Terminal Evaluation (TE). (\$)	\$0.00
Add any comments on actual co-financing in	

particular any issues related to the realization of in-kind, grant, credits, loans, equity, non-grant instruments and other types of co-financing.	
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Risk Assessment

Identified Risks		
List all Risks identified in project preparation phase and what steps are being taken to mitigate them		
Identified Risk	Current Status	Steps taken to mitigate risk
Extreme climate events	High	Effects of climatic hazardous events such as flooding and induced landslide may make some areas inaccessible and generate delay mainly in some activities of Component 2. To mitigate these risks, the timeline of the project is designed in such a way that activities in flood-prone areas will be carried out before or after the rainy season.
Capacity constraints of local institutions may limit the ability to undertake the research and interventions	Low	The project will transfer the best available knowledge through an intensive training program in Component 1 and Component 2. The project will provide trainings of trainers, training to decision makers, to VISUS surveyors and technicians. Collaboration and exchange between local institutions and international research institutes will be promoted.
Low technology adoption rate by design and construction workers	Low	The project will promote and demonstrate new technologies and practices, both in schools' assessment and in schools' interventions.
Local communities with limited participation and willingness to promote project initiatives	Low	Component 3 will ensure that the local community and the community organizations will be highly and actively involved in the project implementation
Communities fail to support project activities and they are not informed	Moderate	The Component 3 of the project will carry out awareness campaigns and hold stakeholders meetings to explain the project to the communities. Local leadership will be involved in these meetings.
Failure to involve adequate representation of vulnerable communities, particularly women, and therefore failure to create ownership of the project at the community level at project sites	Low	The project will promote bottom-up approach by creating community ownership of the project interventions by building the capacity of community members at an early stage in the project. Engagement and capacity building will adopt a gender sensitive approach. The development of detailed implementation plans will be undertaken in a participatory manner, encouraging input from all community members, especially women.
Some interventions put in place by Component 2 could lead to conflicts associated with different user access	Moderate	The objective of Component 3 is to enhance the capacity and awareness of the local population and civil protection stakeholders in risk management. The community emergency plan developed with a participatory approach, will increase knowledge and awareness and will mitigate possible conflicts.
Poor collaboration amongst the relevant technical institutions	Moderate	The relevant institutions (e.g. Ministry of Environment, Ministry of Education, Civil Protection, UEH, etc.) are involved right from the project proposal and will continuously be involved in the planning, implementation, project review, and reporting. Major results of this collaboration will be at the end of Component 1 and Component 3.

		The workshop after the VISUS assessment (Component 1) will guarantee that the selection of the schools for Component 2 will reflect objective results of the VISUS assessment but also the strategic decision of the major stakeholders. The National Action Plan (Component 3) will promote the project impact further than the project duration.
Disagreement amongst decision makers with regards to school selection of Component 2.	Low	Intervention work of Component 2 will be selected based on the objective VISUS assessment results in order to ensure a transparent and equitable selection of the schools where to intervene. There will be a participatory approach to the proposed interventions.
Loss of government support may result in lack of prioritization of proposed project activities	Low	Regular stakeholders consultations and involvement will be undertaken to ensure that both beneficiary governments maintain their commitment and consider the proposed project as a support to their national education system development, with a focus to resilience on climate change
Change in government or responsible Ministers may result in delay in implementation of project	Moderate	The project team will engage the new government or Ministers so that they understand the need to carry out the project and its associated benefits. The involvement from the proposal phase of the National University of Haiti will facilitate the project continuity should a political change occur.
Delay in project implementation due to government bureaucracy, long and inefficient procurement processes	Low	The GANTT of the project has been developed considering possible delay in some crucial activities. The project staff has been tailored to cover all the strictly necessary activities without generating a too complex procurement process. Furthermore, a procurement plan will be developed and a negotiation with Government will be led to get a special support or treatment that can facilitate the implementation.
Priority interventions implemented are not found to be cost-effective or inadequate funding to complete the project (e.g. due to costs increases)	Low	All the activities of Component 1 have as main goal to guarantee an adequate and efficient allocation of the budget which is mainly allocated for structural work in Component 2. Furthermore, if necessary, the project will explore various channels to secure resources, consider alternative implementation approaches or restructure the project in consultation with the AF. Finally, Component 4 will monitor and evaluate the real change brought by the project.
Ineffective management of project funds affect project implementation.	Low	The Project Coordinator will be recruited to strengthen and coordinate the PMU and to ensure appropriate management of project funds. In addition, UNESCO oversight and account audits will ensure that there is no ineffective use of project funds.
Fluctuations in exchange rate (USD: HTG) which could affect the funding available for implementation and lead to budgetary constraints.	Low	The Project Coordinator will closely monitor the USD:HTG exchange rate and evaluate any implications so that project management can be adaptive. The PMU will collaborate closely with UNESCO should exchange rates fluctuate to the extent that budget reallocations are required. In this event, budget reallocations shall be made in such a way that the achievements of project outcomes are compromised as little as possible.
Political and social security situation in Haiti causes delays to the projects due to rioting and roadblocks.	Moderate	Request support from local authorities. Coordination with UN Security to ensure the security of its personnel.
Cost of construction materials and transport increase due to local currency inflation or other	Moderate	Review cost estimates carefully at every stage

factors on the local market		
Expectations of partners and schools on the work to be completed is unrealistic within the budget and timeframe	Low	Communication with schools director and partners Ministries on the scope of the work and its impact on DRR will be key to mitigate this risk.
Sites selection is delayed or incomplete causing additional costs for component 2 and a loss of possible synergies.	Moderate	UNOPS will participate in the selection process committee and will be consulted when required to ensure smooth transition from selection to implementation. If delays cause additional costs, UNOPS will discuss with UNESCO on how to cover these within the larger AF project or to revise the number of sites or quantity of work to be done on each site.
Final Designs do not meet projected budget through methodology the VISUS	Moderate	Evaluate most cost-effective output and prioritize the scope that can be completed in time and on budget.

Critical Risks Affecting Progress (Not identified at project design)

Are there any critical risks with a 50% or > likelihood of affecting progress of project? No

Identify Risks with a 50% or > likelihood of affecting progress of project

Identified Risk	Current Status	Steps taken to mitigate risk
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Risk Measures

Were there any risk mitigation measures employed during the current reporting period? If so, were risks reduced? If not, why were these risks not reduced?

Risk mitigation measures has been employed during the current reporting period and risk has been reduced. As the security situation in Port-au-Prince are still high, the main projects activities has been implemented an concentrated in the 4 geographical departments. That means that all the project activities can continue safely.

ESP Compliance

Section 1: Identified ESP Risk Management

Was the ESP risks identification complete at the time of funding approval? No

1.Compliance with the law

Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	No
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	
List here the safeguard measures (i.e. avoidance,	

management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	
List the monitoring indicator(s) for each impact identified.	
State the baseline condition for each monitoring indicator	
Describe each safeguard measure that has been implemented during the reporting period	
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	
Describe remedial action for residual impacts that will be taken	
2.Access and equity	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	Yes
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	Yes
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	Significant barriers to education access for the people living with mobility issues.
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	The VISUS assessment take into account the access and equity for all in order to reduce barriers to education access. The component two of the projects will make sure that accessibility issues is addressed in the rehabilitation's activities in the selected schools.
List the monitoring indicator(s) for each impact identified.	All the 10-20 schools selected for rehabilitation will be designed with accessibility facilities in order to facilitate equity and inclusion in education access.
State the baseline condition for each monitoring indicator	Most of the schools don't have access facilities. It's difficult for people with mobility disease to attend their classes even the school.
Describe each safeguard measure that has been implemented during the reporting period	Trought the VISUS methodology assessment the barriers to education access are addressed and will be reduce with the rehabilitation activities in the schools.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	no residual impact was identified.
Describe remedial action for residual impacts that will be taken	No residual impact was found.
3.Marginalized and vulnerable Groups	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	Yes
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	Yes

List the identified impacts for which safeguard measures are required (as per II.K/II.L)	Some vulnerable groups such as youth, women and people with mobility issues are not sufficiently involved in activities regarding climate adaptation, that means, their voices are not expressed due to social exclusion.
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	The project implementation will ensure the complete inclusion of all the vulnerable groups, considering their values and knowledge's and be sure that their voice is expressed. The project promotes social inclusion in all the activities.
List the monitoring indicator(s) for each impact identified.	A report based on list of activities participants will be done every six months in order to follow up the progress made in terms of inclusion and participation of marginalized and vulnerable groups. And a final report will be done.
State the baseline condition for each monitoring indicator	The marginalized groups are not sufficiently involved in the discussion on climate adaptation.
Describe each safeguard measure that has been implemented during the reporting period	According to the first reports, youth and women as vulnerable group are the most involved in the project activities.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	No residual impact found
Describe remedial action for residual impacts that will be taken	No residual impact found.
4.Human rights	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	No
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	
List the monitoring indicator(s) for each impact identified.	
State the baseline condition for each monitoring indicator	
Describe each safeguard measure that has been implemented during the reporting period	
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	
Describe remedial action for residual impacts that will be taken	
5.Gender equality and women's empowerment	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	Yes

During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	Yes
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	Poor women involvement in climate adaptation debates due to gender-based discrimination. Gender equality is not addressed in education access and some of the schools don't even expect hygienical facilities for women and girl. Women are not hired even though they have knowledges and competencies due to gender-based discrimination. Women and girls are victims of sexual exploitation and abuse.
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	The project aims to involve and empower women that they can become real change agents in communities. The VISUS assessment take into account hygienical facilities in schools for women and this issue will be address in rehabilitation. The project will promote gender equality in education access specially for women and girls the schools. The project coordination will ensure that women with the required knowledges and competencies are hired for the project activities. The project coordination will ensure that all local contractors and staff are aware of the sexual exploitation and abuse prevention measures.
List the monitoring indicator(s) for each impact identified.	A gender report will be done every six months to ensure the involvement of women in the project activities specially the training and the workshop. All recruited staff have to follow an online course on sexual exploitation and sexual abuse and the certificate should be submit to the gender officer to constitute a list.
State the baseline condition for each monitoring indicator	Haitian women and girls are not really part of consultation process on climate change adaptation and disaster risk reduction.
Describe each safeguard measure that has been implemented during the reporting period	Several women are hired for the project's activities. Women are really involved in the training and workshops activities. The VISUS assessment take into account the gender equality and hygienic facilities for women and girls will be considered in the rehabilitation process. All the staff have been trained on the sexual exploitation and abuse prevention.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	No residual impact found
Describe remedial action for residual impacts that will be taken	No residual impact
6.Core labour rights	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	Yes
During project/programme formulation, an impact assessment was carried out for the risks identified.	Yes

Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	Low implication of local contractors and workers due to discrimination. social movement due to local workers receiving an amount lower than required by the Haitian labor Law. Social movement due to children recruitment.
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	The project will ensure a great implication of local contractors and workers in all the project activities and the project coordination will ensure the strict compliance with the Haitian labor rights, prevent discrimination against local communities and ensure that children are not hired.
List the monitoring indicator(s) for each impact identified.	According to the number of schools that will be selected for rehabilitation, at least one local contractor will be selected by geographical department.
State the baseline condition for each monitoring indicator	The community's involvement is not really effective.
Describe each safeguard measure that has been implemented during the reporting period	Children are not engaging in any project activities or interventions. All forms of forced or compulsory labor are eliminated. Labor rights are respected, and community is more involved.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	No residual impact.
Describe remedial action for residual impacts that will be taken	No residual impact.
7.Indigenous people	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	No
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	
List the monitoring indicator(s) for each impact identified.	
State the baseline condition for each monitoring indicator	
Describe each safeguard measure that has been implemented during the reporting period	
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	
Describe remedial action for residual impacts that	

will be taken	
8.Involuntary resettlement	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	No
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	
List the monitoring indicator(s) for each impact identified.	
State the baseline condition for each monitoring indicator	
Describe each safeguard measure that has been implemented during the reporting period	
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	
Describe remedial action for residual impacts that will be taken	
9.Protection of natural habitats	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	No
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	
List the monitoring indicator(s) for each impact identified.	
State the baseline condition for each monitoring indicator	
Describe each safeguard measure that has been implemented during the reporting period	
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	
Describe remedial action for residual impacts that will be taken	

10.Conservation of biological diversity

Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	No
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	
List the monitoring indicator(s) for each impact identified.	
State the baseline condition for each monitoring indicator	
Describe each safeguard measure that has been implemented during the reporting period	
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	
Describe remedial action for residual impacts that will be taken	

11.Climate change

Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	No
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	
List the monitoring indicator(s) for each impact identified.	
State the baseline condition for each monitoring indicator	
Describe each safeguard measure that has been implemented during the reporting period	
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	
Describe remedial action for residual impacts that will be taken	

12.Pollution prevention and resource efficiency

Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	Yes
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	Yes
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	Resources efficiency affected due to bad waste management and intensive resources exploitation.
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	The rehabilitation activities will be monitored to be in compliance with the environmental regulations. Preventing especially intensive resource exploitation and promoting good waste management, local contractors and community members will be involved in the process.
List the monitoring indicator(s) for each impact identified.	Based on VISUS data's, an environmental assessment will be done in all the selected sites to ensure that the environment will not be affected by project activities. A report will be submitted for all of them.
State the baseline condition for each monitoring indicator	No environmental assessment has been done before for the selected schools.
Describe each safeguard measure that has been implemented during the reporting period	The VISUS assessment provides data's environmental state of the sites that will be considered in the rehabilitation.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	No residual impact
Describe remedial action for residual impacts that will be taken	No residual impact
13.Public health	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	Yes
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	Yes
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	Public health issues due to bad waste management system.
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	The project contractors and the local community are aware of the waste management plan. The project coordination will ensure that the waste management plan is effective and is in compliance with public health requirements.
List the monitoring indicator(s) for each impact identified.	For each site where the selected schools that will be retrofitted a waste management plan will be developed with the participation of the local community in order to prevent health public issue.
State the baseline condition for each monitoring indicator	No waste management plan for the sites has been already developed.
Describe each safeguard measure that has been implemented during the reporting period	Aware the local contractors of the waste management plan.
Describe the residual impact for each impact	no residual impact found.

identified - if any - using the monitoring indicator(s)	
Describe remedial action for residual impacts that will be taken	no residual impact.
14. Physical and cultural heritage	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	No
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	
List the monitoring indicator(s) for each impact identified.	
State the baseline condition for each monitoring indicator	
Describe each safeguard measure that has been implemented during the reporting period	
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	
Describe remedial action for residual impacts that will be taken	
15. Lands and soil conservation	
Are environmental or social risks present as per table II.K (II.L for REG) of the proposal?	No
During project/programme formulation, an impact assessment was carried out for the risks identified. Have impacts been identified that require management actions to prevent unacceptable impacts? (as per II.K/II.L)	
List the identified impacts for which safeguard measures are required (as per II.K/II.L)	
List here the safeguard measures (i.e. avoidance, management or mitigation) identified for each impact that are supposed to be (or had to be) implemented during the reporting period. Please break down the safeguard measures by activity.	
List the monitoring indicator(s) for each impact identified.	
State the baseline condition for each monitoring indicator	
Describe each safeguard measure that has been implemented during the reporting period	
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	

Describe remedial action for residual impacts that will be taken	
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Section 2: Monitoring for unanticipated impacts / corrective actions required

Has monitoring for unanticipated ESP risks been carried out?	Yes
Have unanticipated ESP risks been identified during the reporting period?	No
If unanticipated ESP risks have been identified, describe the safeguard measures that have been taken in response and how an ESMP has been prepared/updated	

Section 3: Categorisation

Is the categorisation according to ESP standards still relevant?	Yes
If No, please describe the changes made at activity, output or outcome level, approved by the Board, that resulted in this change of categorization.	

Section 4: Implementation arrangements

What arrangements have been put in place by the Implementing Entity during the reporting period to implement the required ESP safeguard measures?	.The United Nations Educational, Scientific and Cultural Organization (UNESCO), Haiti Office, as the budget executing entity, will coordinate the overall management of the project, oversee monitoring and evaluation activities, provide technical support and report to the Adaptation Fund. UNESCO will provide technical, fiduciary and managerial support at all stages of project implementation. The project coordinator supported by the local staff, specially the field coordinators based on the geographical department of the project implementation have to ensure the strict respect of the safeguard measures.
Have the implementation arrangements been effective during the reporting period?	Yes
What arrangements have been put in place by each Executing Entity during the reporting period to implement the required ESP safeguard measures?	UNOPS will execute outputs 2.1 to 2.3 which aims to strengthen the school safety by promoting rehabilitation, retrofitting or reconstruction on selected schools. The design and construction part of the work will be sub-contracted by UNOPS who will ensure supervision and quality control of the work. The project coordinator, with the support of the field's coordinators are charged to ensure the application of the safeguard measures required on the field.
Have the implementation arrangements at the EEs been effective during the reporting period?	Yes

Section 5: Projects/programmes with unidentified sub-projects (USPs). This section needs to be completed only if the project/proramme includes USPs.

Have the arrangements for the process described in	Yes
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the ESMP for ESP compliance for USPs been put in place?	
Is the required capacity for ESMP implementation present and effective with the IE and the EE(s)? Please provide details.	Yes
Have all roles and responsibilities adequately been assigned and positions filled?	Yes
Has the overall ESMP been updated with the findings of the USPs that have been identified in this reporting period?	Yes

Identified USPs in the reporting period	Application of ESMP to the USP	ESP risks identified for the USP	Has an impact assessment been carried out?	Consultation held for risks and impacts identification for USP	Gender disaggregation to identify risks and impacts	Safeguard measures identified for the USP	Monitoring indicator(s) for each impact
The rehabilitation activities have not been started yet but the location of the selected sites have been identified by VISUS assessment	Yes	Core Labour Rights	Yes	Yes	Yes	The project will ensure a great implication of local contractors and workers in all the project activities and the project coordination will ensure the strict compliance with the Haitian labor rights, prevent discrimination against local communities and ensure that children are not hired.	According to the number of schools that will be selected for rehabilitation, at least one local contractor will be selected by geographical department

Section 6: Grievances	
Was a grievance mechanism established capable and known to stakeholders to accept grievances and complaints related to environmental and social risks and impacts?	Yes
Were grievances received during the reporting period?	No

List all grievances received during the reporting period regarding environmental and social impacts; gender related matters; or any other matter of project/programme activities	For each grievance, provide information on the grievance redress process	Provide the status/outcome
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Comments

GP Compliance

Section 1: Quality at entry

Was an initial gender assessment conducted during the preparation of the project/programme's first submission as a full proposal? Yes

Does the results framework include gender-responsive indicators broken down at the different levels (objective, outcome, output)? Yes

List the gender-responsive elements that were incorporated in the project/programme results framework

Gender-responsive element	Level	Indicator	Baseline	Target	Rated result for the reporting period
Trainers competence to provide inclusive, technical and effective training is improved targeting women	Output	Number of Trainers trained (breakdown based on gender)	5	40 institution representatives (20 male and 20 female)	Satisfactory
Decision makers understanding of the VISUS approach enhanced	Objective	Number of Decision Makers at National level (breakdown based on gender)	20	40 (20 male and 20 female)	Satisfactory
VISUS surveyors know-how is transferred to university students	Output	Number of last year Civil Engineering/Architecture university students trained (breakdown based on gender)	35	160 students (80 male and 80 female)	Satisfactory
Strengthening the school safety by promoting rehabilitation, retrofitting or reconstruction of selected schools and risk	Outcome	Number of students / staff that benefit from schools interventions (breakdown based on gender)	0	End: about 3500 students (3806 students 1898: male and 1909 female. These values are obtained multiply the total	Satisfactory

management school protocols				number of students beneficiaries of Component 1 by ratio 15/700	
Trainers competence to provide inclusive, technical and effective training is improved	Output	Number of contractors trained	0	End=about 2 to 523 (each contractor will promote the participation of women in the training)	Satisfactory
Good DRR and CCA practices are adopted by students and school staff	Output	Number of students trained in DRR and CCA (breakdown based on gender) Number of schools staff trained in DRR and CCA	0	End: about 2000 students (2284 students, 1139 male and 1145 female)End= about 80 people (84 people, 42 male and 42 female. 1 professor every 27 students)	Satisfactory
Enhancing the capacity and awareness of local population and civil protection stakeholders in risk management at national and local levels	Outcome	Number of Haitians benefiting from the improvement of the climate resilience of the social community (breakdown based on gender)	0	End = 150.000 people (177.631 people, (88.555 male and 89.076 female)	Satisfactory
Knowledge and awareness of the disaster risk due to CC in Haiti is enhanced	Objective	Number of people participated at the national conference and workshop (breakdown based on gender)	0	End=200 people (100 male and 100 female)	Satisfactory

Section 2: Quality during implementation and at exit

List gender equality and women's empowerment issues encountered during implementation of the project/programme. For each gender equality and women's empowerment issue describe the progress that was made as well as the results.

Gender equality and women's empowerment issues	Rated result for the reporting period	Provide justification of the rating provided
Identify differences in vulnerability, safety and resilience between men	Satisfactory	The project prioritizes vulnerable groups without any gender discrimination. Women are involved in large

and women in the school facilities, including intermediary factors such as employment, knowledge, skills, non- monetary resources, and education.		numbers and as stakeholders in all project activities. Awareness-raising, training and evaluation activities of school complexes while placing particular emphasis on clean and accessible spaces for women in schools.
Create valuable professional opportunities for researchers to ensure that women students and professionals are aware of and encouraged to undertake these opportunities	Satisfactory	The project offers great opportunities to women, particularly civil engineering students, so that they can develop and establish themselves. As part of the evaluation of school buildings using the VISUS methodology, the project offered a very great opportunity to these women students and professionals which they were also able to seize and participate in and make relevant recommendations.
Institutions, on their roles and responsibilities, include an understanding by staff of gender issues related to climate change adaptation in the Haitian education sector at national and local levels.	Satisfactory	With the Ministry of National Education and Vocational Training, a very important workshop took place on Environmental Education and the issue of gender was addressed.
The community emergency plan and improvement of coping capacity will be developed based on gender perspectives.	Satisfactory	The community contingency plans developed take gender criteria into account since women are among the first groups vulnerable to the effects of climate change in Haiti.

Section 3: Implementation arrangements

What arrangements have been put in place by the Implementing Entity during the reporting period to comply with the GP	Organization coordination for the first component has been done by IE in partnership with executive entity for example University Udine. A communication chain has been put in place by the management to make sure the needs of the ministry of education has been take into account and all school has been assessed.
Have the implementation arrangements at the IE been effective during the reporting period?	Yes
What arrangements have been put in place by each Executing Entity during the reporting period to comply with the GP?	Executive Entity lead the assessment by distance and a Focal point has been hire for immediate follow up with the Executing Entity.
Have the implementation arrangements at the EE(s) been effective during the reporting period?	Yes
Have any capacity gaps affecting GP compliance been identified during the reporting period and if so, what remediation was implemented?	No

Section 4: Grievances

Was a grievance mechanism established capable and known to stakeholders to accept grievances and complaints related to gender equality and women's empowerment?	No
Were grievances received during the reporting period?	No

List all grievances received through the grievance	For each grievance, provide	Provide the
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mechanism during the reporting period regarding gender-related matters of project/programme activities [6]	information on the grievance redress process used	status/outcome
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Comments

Rating

Implementing Entity				
Project components/outcomes	Alignment with AF outcomes	Expected Progress	Progress to date	Rating
Component 1: Assessment of school facilities by VISUS methodology	Outcome 2, Outcome 1	700 VISUS individual schools reports, each reports contain specific information breakdown based on gender (e.g. N. of M./W. as students, teacher and staff, Toilet number for M. and W., etc.)	Completed	Satisfactory
Output 1.1 Trainers competence to provide inclusive, technical and effective training is improved	Outcome 1, Outcome 2	40 institution representatives (30 male and 10 female) trained	Completed	Satisfactory
Output 1.2 Decision makers understanding of the VISUS approach enhanced	Outcome 7, Outcome 4	40 institution representatives (30 male and 10 female) of Decision Makers at National level (breakdown based on gender) understand the VISUS approach	Completed	Highly Satisfactory
Output 1.3 VISUS surveyors know-how is transferred to university students	Outcome 3, Outcome 4	160 students (100 male and 60 female) Civil Engineering/Architecture university students trained	Ontrack	Satisfactory
Output 1.4 Exposure and vulnerability of school facilities are assessed	Outcome 1, Outcome 2	622 school facilities are assessed	Completed	Satisfactory
Output 1.5 GIS-based web platform knowledge-sharing is put on place	Outcome 1, Outcome 2	622 school reports uploaded in the database approved by the VISUS coordinator and educational ministry	Completed	Satisfactory
Output 1.6 Strategic intervention plan for school facilities is developed	Outcome 7, Outcome 3	Priority intervention schools list agreed among national stakeholders	Ontrack	Satisfactory
Component 2: Schools adaptation and safety Improvement	Outcome 1	3500 students (3806 students 1898: male and 1909 female benefit from schools interventions)	Ontrack	Satisfactory
Output 2.1 Detailed intervention of the selected schools are designed	Outcome 1	2000 students (2284 students: 1139 male and 1145 female benefit from climate change and DRR training and protocols and risk management protocols)	Ontrack	Satisfactory
Output 2.3 Trainers competence to provide	Outcome 3	Output 2.3 Trainers competence to provide inclusive, technical and	Ontrack	Satisfactory

inclusive, technical and effective training is improved		effective training is improved		
Component 3: Enhancement of climate resilience of social community through the educational sector	Outcome 3	50.000 people (177.631 people, (88.555 male and 89.076 female) benefit from the improvement of the climate resilience of the social community	Ontrack	Satisfactory
Output 3.1 - Knowledge and awareness of the disaster risk due to CC in Haiti enhanced	Outcome 3	200 people (100 male and 100 female) participated at the national conference and workshop	Ontrack	Satisfactory
Output 3.4 National action plan for resilient schools facilities and their surrounding communities	Outcome 7	about 0 to 3 ESD programmes integrated into for formal education and relevant representatives of ministries involved in the consultation for the programmes development	Ontrack	Satisfactory

Please provide the Name and Contact information of the person(s) responsible for completing the Rating section

Name	Email
Jeffrey Lochard	jc.lochard@unesco.org

Please justify your rating. Outline the positive and negative progress made by the project since it started. Provide specific recommendations for next steps.

The rating section take into account the project components (1) based on assessment of school facilities by VISUS methodology. 622 VISUS individual schools has been assessed and reported with specific information breakdown based on gender (e.g. N. of M./W. as students, teacher and staff, Toilet number for M. and W., etc.)The individual reports can be accessed through the following link: <https://drive.google.com/drive/folders/1EodNEJ67i2TqABDr0DKITPD2RX0Y8uHx?usp=sharing>. This is the first step and a significant progress of the project. Also, 93 students civil engineering/architecture university students has been trained among institution representatives, decision makers at national level and all stakeholders. The next steps will focus on rehabilitation, retrofitting, reconstruction or relocation of school facilities. My recommendations is taking strictly into account the VISUS report in order to choose the schools to rehabilitate in partnership with the decision maker mainly the Ministry of education national.

Executing Entity / Project Coordinator

Project components/outcomes	Alignment with AF outcomes	Expected Progress	Progress to date	Rating
Component 1: Assessment of school facilities by VISUS methodology	Outcome 2, Outcome 1	700 VISUS individual schools reports, each reports contain specific information breakdown based on gender (e.g. N. of M./W. as students, teacher and staff, Toilet number for M. and W., etc.)	Completed	Highly Satisfactory
Output 1.1 Trainers competence to provide inclusive, technical and effective training is improved	Outcome 1, Outcome 2	40 institution representatives (20 male and 20 female) trained	Completed	Highly Satisfactory
Output 1.2 Decision makers understanding of the VISUS approach enhanced	Outcome 7, Outcome 4	40 institution representatives (20 male and 20 female) of Decision Makers at National level (breakdown based on	Ontrack	Highly Satisfactory

		gender) understand the VISUS approach		
Output 1.3 VISUS surveyors know-how is transferred to university students	Outcome 3, Outcome 4	160 students (80 male and 80 female) Civil Engineering/Architecture university students trained	Completed	Highly Satisfactory
Output 1.4 Exposure and vulnerability of school facilities are assessed	Outcome 1, Outcome 2	700 school facilities are assessed	Completed	Satisfactory
Output 1.5 GIS-based web platform knowledge-sharing is put on place	Outcome 1, Outcome 2	700 school reports uploaded in the database approved by the VISUS coordinator	Ontrack	Satisfactory
Output 1.6 Strategic intervention plan for school facilities is developed	Outcome 7, Outcome 3	Priority intervention schools list agreed among national stakeholders	Ontrack	Satisfactory
Component 2: Schools adaptation and safety Improvement	Outcome 1	3500 students (3806 students 1898: male and 1909 female benefit from schools interventions	Ontrack	Satisfactory
Output 2.1 Detailed intervention of the selected schools are designed	Outcome 1	2000 students (2284 students: 1139 male and 1145 female benefit from climate change and DRR training and protocols and risk management protocols	Ontrack	Satisfactory
Output 2.3 Trainers competence to provide inclusive, technical and effective training is improved	Outcome 3	about 2 to 8 contractors trained	Ontrack	Satisfactory
Component 3: Enhancement of climate resilience of social community through the educational sector	Outcome 3	50.000 people (177.631 people, (88.555 male and 89.076 female) benefit from the improvement of the climate resilience of the social community	Ontrack	Satisfactory
Output 3.1 - Knowledge and awareness of the disaster risk due to CC in Haiti enhanced	Outcome 3	200 people (100 male and 100 female) participated at the national conference and workshop	Ontrack	Satisfactory
Output 3.4 National action plan for resilient schools facilities and their surrounding communities	Outcome 7	about 0 to 3 ESD programmes integrated into for formal education and relevant representatives of ministries involved in the consultation for the programmes development	Ontrack	Satisfactory

Please provide the Name and Contact information of the person(s) responsible for completing the Rating section

Name	Email	Institution
Berthony Cadet	berthonycadet35@yahoo.fr	Ministry of Education and Vocational Training

Please justify your rating. Outline the positive and negative progress made by the project since it started. Provide specific recommendations for next steps.

As the director of the school engineering department at Ministry of Education, I am satisfied of the evolution of the project specially the first component that aims to assessed schools by VISUS methodology. The quality of the report, the GIS platform mentioned in the output 1.5 of the project, the training received by our staff on VISUS methodology facilitate the decision-making process and contribute to the reinforcement of the schools' activities. The rehabilitation process of schools will strengthen the safety of the

vocation establishments and guarantee the well-being of teachers and students. For those reasons, I am globally satisfied of the work already done and Me and all the Ministry of Education is ready to collaborate for the upcoming.

Other				
Project components/outcomes	Alignment with AF outcomes	Expected Progress	Progress to date	Rating
Component 1: Assessment of school facilities by VISUS methodology	Outcome 1	700 VISUS individual schools reports, each reports contain specific information breakdown based on gender (e.g. N. of M./W. as students, teacher and staff, Toilet number for M. and W., etc.)	Completed	Satisfactory
Output 1.1 Trainers competence to provide inclusive, technical and effective training is improved	Outcome 1, Outcome 2	40 institution representatives (30 male and 10 female) trained	Completed	Satisfactory
Output 1.2 Decision makers understanding of the VISUS approach enhanced	Outcome 7, Outcome 4	40 institution representatives (30 male and 10 female) of Decision Makers at National level (breakdown based on gender) understand the VISUS approach	Completed	Highly Satisfactory
Output 1.3 VISUS surveyors know-how is transferred to university students	Outcome 3, Outcome 4	160 students (100 male and 60 female) Civil Engineering/Architecture university students trained	Completed	Satisfactory
Output 1.4 Exposure and vulnerability of school facilities are assessed	Outcome 1, Outcome 2	622 school facilities are assessed	Completed	Satisfactory
Output 1.5 GIS-based web platform knowledge-sharing is put on place	Outcome 1, Outcome 2	622 school reports uploaded in the database approved by the VISUS coordinator and educational ministry	Completed	Highly Satisfactory
Output 1.6 Strategic intervention plan for school facilities is developed	Outcome 7, Outcome 3	Priority intervention schools list agreed among national stakeholders	Ontrack	Satisfactory
Component 2: Schools adaptation and safety Improvement	Outcome 1	3500 students (3806 students 1898: male and 1909 female benefit from schools interventions	Ontrack	Satisfactory
Output 2.1 Detailed intervention of the selected schools are designed	Outcome 1	2000 students (2284 students: 1139 male and 1145 female benefit from climate change and DRR training and protocols and risk management protocols	Ontrack	Satisfactory
Output 2.3 Trainers competence to provide inclusive, technical and effective training is improved	Outcome 3	Output 2.3 Trainers competence to provide inclusive, technical and effective training is improved	Ontrack	Satisfactory
Component 3: Enhancement of climate resilience of social community through the educational sector	Outcome 3	50.000 people (177.631 people, (88.555 male and 89.076 female) benefit from the improvement of the climate resilience of the social community	Ontrack	Satisfactory

Output 3.1 - Knowledge and awareness of the disaster risk due to CC in Haiti enhanced	Outcome 3	200 people (100 male and 100 female) participated at the national conference and workshop	Ontrack	Highly Satisfactory
Output 3.4 National action plan for resilient schools facilities and their surrounding communities	Outcome 7	about 0 to 3 ESD programs integrated into for formal education and relevant representatives of ministries involved in the consultation for the program's development	Ontrack	Satisfactory

Please provide the Name and Contact information of the person(s) responsible for completing the Rating section

Name	Email
Panaroty Prophete	pf.prophete@unesco.org

Please justify your rating. Outline the positive and negative progress made by the project since it started. Provide specific recommendations for next steps.

I am particularly satisfied with the implementation of the project activities because despite the socio-political situation in Haiti we were able to develop strong relationships with the stakeholders which allowed us to carry out our mission to achieve our objective. The completion of the first component of the project shows our determination to work. We were able to evaluate 622 schools out of 700. The blocking of certain roads in certain areas, particularly in the Artibonite department, reduced the number of schools evaluated but we are satisfied with the quality of the work carried out. The assessment of educational establishments also allowed the authorities to discover the risks linked to schools which they mainly use as temporary shelters during disasters. For the next steps, we will continue to strengthen the capacities of the Ministry of National Education and Vocational Training and Civil Protection so that they can really use the VISUS evaluation data as decision tools and the same continue to build the capacity of the population, students, and teachers to deal with disaster risks arising from climate change and take appropriate measures.

Overall Rating

Overall rating

Satisfactory

Please justify your rating. Outline the positive and negative progress made by the project since it started. Provide specific recommendations for next steps.

622 schools out of 700 has been assessed by VISUS methodology despite the socio-political situation in Haiti. The Implementation entity (IE) develop objective relationships all stakeholders to achieve this goal and reach those outcomes. The component 1 has been duly completed and a significant progress of the project has been also done in component 3 focus on knowledge and awareness of the disaster risk reduction (DRR) in Haiti. Climate resilience of social community through the educational sector has been enhanced.

Project Indicators

List of indicators

Type of Indicator (indicators towards Objectives, Outcomes, etc...)	Indicator	Baseline	Progress Since Inception	Target for Project End
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Outcomes	Relevant hazard and school vulnerability information, some of it are breakdown based on gender, generated by the VISUS assessment and disseminated to stakeholders.	101 VISUS individual schools reports		700 VISUS individual schools reports, each reports contain specific information breakdown based on gender (e.g. N. of M./W. as students, teacher and staff, Toilet number for M. and W., etc.)
Outcomes	Number of stakeholders at national level involved in the strategic intervention plan (breakdown based on gender)	0		40 institution representatives (20 male and 20 female)
Outputs	Number of Trainers trained (breakdown based on gender)	5		40 (20 male and 20 female)
Outputs	Number of Decision Makers at National level (breakdown based on gender)	20		40 (20 male and 20 female)
Outputs	Number of last year Civil Engineering/Architecture university students trained (breakdown based on gender)	35		160 students (80 male and 80 female)
Outputs	Number of schools assessments	101		700 schools
Outputs	Number of individual school reports uploaded in the database approved by the VISUS coordinator	101		700
Outputs	Priority intervention schools list agreed among national stakeholders	There is currently no priority intervention list in Haiti		One list of 700 schools ranked in order of priority (the final list, among all the relevant parameters, will be based also on the information breakdown based on gender)
Outcomes	Number of students / staff that benefit from schools interventions (breakdown based	0		about 3500 students (3806 students 1898: male and 1909 female. These values are obtained

	on gender)			multiply the total number of students beneficiaries of Component 1 by ratio 15/700
Outcomes	Number of students that benefit from climate change and DRR training and protocols and risk management protocols (breakdown based on gender)	0		about 2000 students (2284 students: 1139 male and 1145 female. These values are obtained multiply the total number of students beneficiaries of Component 1 by ratio 9/700
	Number of detailed designed for school intervention	0		MT=about 2 to 8 End=about 5 to 1523
	Number of schools with light interventions	0	MT=about 2 to 8 End=about 5 to 1524	
	Number of contractors trained	0	End=about 2 to 523 (each contractor will promote the participation of women in the training)	
	Number of students trained in DRR and CCA (breakdown based on gender)	0	End =about 2000 students (2284 students, 1139 male and 1145 female)	
	Number of schools staff trained in DRR and CCA	0	End= about 80 people (84 people, 42 male and 42 female. 1 professor every 27 students)	
	Number of emergency plan for schools' facilities	0	MT=about 3 End=about 9	
	Number of schools with warning messages installed	0	MT=about 3 End=about 9	
	Number of Haitians benefiting from the improvement of the climate resilience of the social community (breakdown based on gender)	0	End = 150.000 people (177.631 people, (88.555 male and 89.076 female)	
	Number of people participated at the national conference and workshop	0	End=200 people (100 male and 100 female)	

	(breakdown based on gender)			
	Number of community emergency plan adopted with at least one women's focus groups convened in each commune intervention design and planning sessions.	0	MT=about 3 End=about 9	
	Number of full evacuation simulation	0	MT=about 3 End=about 9	
	Number of warning messages installed in the municipalities	0	MT=about 30 End=about 100 (about 10 in each municipalities)	
	Number of ESD programmes integrated into for formal education	0	MT=0 End=3	
	Number of relevant representatives of ministries involved in the consultation for the programmes development	0		MT=0 End=18
Outcomes	Average of the outcomes targets percentage	0		End=75%
Outputs	Number of schools assessed by VISUS after the interventions	0		End=30 (20 light, 8 medium and 2 high intervention)
Outputs	Comparison of VISUS indicators pre- and post-interventions (i.e.: VISUS multi-hazard safety stars, VISUS warning rose, Safety upgrading action class, IUAS and gender perspective).	VISUS evaluations before the interventions (Component 1)		No Mid-term target. End: Check of the effectiveness of safety upgrading interventions
Outputs	The level of fulfilment of the safety performance goals are pre-defined by decision- makers.	Safety performance goals to obtain safety interventions, as defined by decision makers		The level of fulfilment of the safety performance goals pre-defined by decision-makers (life safety, rapid resume of operations, immediately

				operational).
	Number of communities assessed after the interventions and resilience activities	0		End=9

Comments

Lessons Learned

Implementation and Adaptive Management		
<p>Describe any changes undertaken to improve results on the ground or any changes made to project outputs (i.e. changes to project design)</p>	<p>Challenges & Opportunities</p>	<p>To deal with the socio-political reality of the country, four field coordinators were recruited in the direct implementation areas of the project with the main responsibility of implementing activities in their respective communities, working in common agreement with the departmental authorities to carrying out the activities. This made it possible to move forward more quickly in achieving the objectives set by the project and to provide satisfactory results. The project launch period was particularly marked by strong socio-political instability in Haiti and particularly in Port au Prince, for this purpose, the official launch activities of the project took place online and series of meetings took place with the different stakeholders in order to discuss their involvement in the implementation of the project. By the way, to allow the project to reach all the set targets, we work with a local staff that can implement all the activities in the field. Note that even when the social and political situation may be difficult at Port au Prince the capital, the four regions where the project is implementing like Cap-Haitian (North), Les Cayes (South), Jeremie (Grande Anse)</p>

		<p>and Gonaives (Artibonite) are not strongly affected, and the activities can continue easily and quickly with the support of the Local Staff specifically the fields coordinators on place. This strategy helped in the implementation of the first component.</p>
<p>Have the environmental and social safeguard measures that were taken been effective in avoiding unwanted negative impacts?</p>	<p>Opportunities</p>	<p>The environmental and social safeguards measures taken has been really effective and guarantee great efficiency since the project activities continue and benefits support from the involvement of the community at all levels, which is the greatest beneficiary.</p>
<p>How have gender considerations been taken into consideration during the reporting period? What have been the lessons learned as a consequence of inclusion of such considerations on project performance or impacts? List lessons learned specific to gender, detailing measures and project/programme-specific indicators highlighting the role of women as key actors in climate change adaptation.</p>	<p>Opportunities</p>	<p>Gender considerations were taken into account throughout the project, aware that women represent a marginal group in Haitian society and the main victim of the harmful effects of climate change, specifically poverty, and cases of theft and rape perpetrated during post-disaster periods, in its implementation, the project placed particular emphasis on involving more women in training sessions on risk and disaster management, training sessions on the management of temporary shelters which involve women in discussions about the behaviors to adopt to protect oneself but also to protect other women. Furthermore, the project allows women to actively participate in community awareness activities which creates a climate of trust in discussions between women on climate change and disaster risk management. On the other hand, as part of the evaluation of educational establishments using the VISUS methodology, young women engineers were greatly involved and were able to put forward their ideas within the framework of the recommendations made around</p>

		the protection of women in shelters but also girls in the schools evaluated.
Were there any delays in implementation? If so, include any causes of delays. What measures have been taken to reduce delays?	Challenges	The project activities took place over time since the launch, and we were able to finalize the work of the first component and provide the report within the allotted time, however, in order to prepare the launch of the second component of the project a committee technical staff composed of executives from UNESCO and UNOPS to support the Ministry of National Education and Vocational Training in the choice of educational establishments to be rehabilitated and which will allow them to remain on schedule.
What implementation issues/lessons, either positive or negative, affected progress?	Challenges & Opportunities	The overall launch of the project activities was mainly affected by the socio-political crisis in the country particularly at Port au prince, to this end, we opted for an online launch activity with the participation of the various implementing partners, and we carried out series of meetings with decentralized structures of the different partner institutions at the department level, which allowed us to move forward very quickly and above all to stay in time. Note that the social and political situation at Port au Prince is never the same in the other main cities of Haiti such as Cap-Haitien (Nord), Jeremie (Grande Anse), Gonaives (Artibonite) and Les Cayes (Sud) where all the activities can continue without affecting the project. That's why we have a local staff and field coordinators that can continue with the implementation process from the four main cities above. This strategy helped to implement easily and quickly the first component of the project.

Has the project already reached mid term or project completion?(yes/no).

No

Climate Resilience Measures	
What have been the lessons learned, both positive and negative, in implementing climate adaptation measures that would be relevant to the design and implementation of future projects/programmes for enhanced resilience to climate change?	
What is the potential for the climate resilience measures undertaken by the project/programme to be replicated and scaled up both within and outside the project area?	
Readiness Interventions (Applicable only to NIEs that received one or more readiness grants)	
What have been the lessons learned, both positive and negative, in accessing and implementing climate finance readiness support that would be relevant to the preparation, design and implementation of future concrete adaptation projects/programmes?	
How have the outputs (such as manuals, guidelines, procedures or the experience from providing peer support, etc) from employing readiness grants been used to inform institutional capacity needs, gender issues, and environmental and social aspects in developing and implementing concrete projects/programmes for enhanced resilience to climate change?	
Concrete Adaptation Interventions	
What have been the lessons learned, both positive and negative, in implementing concrete adaptation interventions that would be relevant to the design and implementation of future projects/programmes implementing concrete adaptation interventions?	
What is the potential for the concrete adaptation interventions undertaken by the project/programme to be replicated and scaled up both within and outside the project area?	
Knowledge Management	
How has existing information/data/knowledge been used to inform project development and implementation? What kinds of information/data/knowledge were used?	
Has the existing information/data/knowledge been made available to relevant stakeholder? If so, what channels of dissemination have been used?	
Please list any knowledge products generated and include hyperlinks whenever possible (e.g. project videos, project stories, studies and technical reports, case studies, training manuals, handbooks, strategies	

and plans developed, etc.)	
If learning objectives have been established, have they been met? Please describe.	
Describe any difficulties there have been in accessing or retrieving existing information (data or knowledge) that is relevant to the project. Please provide suggestions for improving access to the relevant data.	
Has the identification of learning objectives contributed to the outcomes of the project? In what ways have they contributed?	
Innovation	
Describe any innovative practices or technologies that figured prominently in this project.	
Complementarity/ Coherence with other climate finance sources	
Has the project been scaled-up from any other climate finance? Or has the project build upon any other climate finance initiative?	
If you answered yes, kindly specify the name of the Fund/Organization.	

Results Tracker

Goal: Assist developing-country Parties to the Kyoto Protocol and the Paris Agreement that are particularly vulnerable to the adverse effects of climate change in meeting the costs of concrete adaptation projects and programmes in order to implement climate-resilient measures.

Impact: Increased resiliency at the community, national, and regional levels to climate variability and change.

Is this the mid-term or terminal project performance report?

Impact: Increased resiliency at the community, national, and regional levels to climate variability and change

Core Indicator: No. of beneficiaries

		Total	% of female beneficiaries	% of Youth beneficiaries
Baseline information	Direct beneficiaries supported by the project	0	0	0
Baseline information	Indirect beneficiaries supported by the project	0	0	0
Baseline information	Total (direct + indirect beneficiaries)	0	0	0
Target performance at completion	Direct beneficiaries supported by the project	1711361	53.26	37.15

Target performance at completion	Indirect beneficiaries supported by the project	2092784	15.15	30.36
Target performance at completion	Total (direct + indirect beneficiaries)	3804145	34.205	33.754999999999995
Performance at mid-term	Direct beneficiaries supported by the project			
Performance at mid-term	Indirect beneficiaries supported by the project			
Performance at mid-term	Total (direct + indirect beneficiaries)	0	0	0
Performance at completion	Direct beneficiaries supported by the project			
Performance at completion	Indirect beneficiaries supported by the project			
Performance at completion	Total (direct + indirect beneficiaries)	0	0	0

Outcome 1: Reduced exposure to climate-related hazards and threats

Indicator 1: Relevant threat and hazard information generated and disseminated to stakeholders on a timely basis

	Number of targeted stakeholders - Total	Number of targeted stakeholders - % of female targeted	Hazards information generated and disseminated	Overall effectiveness
Baseline information	0	0	Hurricane	1: Ineffective
Target performance at completion	40	50	Hurricane	4: Effective
Performance at mid-term				
Performance at completion				

Output 1.1 Risk and vulnerability assessments conducted and updated

Indicator 1.1: No. of projects/programmes that conduct and update risk and vulnerability assessments

	No. of projects/programme that conduct and update risk and vulnerability assessments	Sector	Scale	Status
Baseline information	5	Disaster risk reduction	National	3: Risk and vulnerability

				assessments completed or updated
Target performance at completion	40	Disaster risk reduction	National	3: Risk and vulnerability assessments completed or updated
Performance at mid-term				
Performance at completion				

Output 1.2 Targeted population groups covered by adequate risk reduction systems

Core Indicator 1.2: No. of Early Warning Systems

	No. of adopted Early Warning Systems	Category targeted	Hazard	Geographical coverage	Number of municipalities
Baseline information	0	3: Dissemination and communication	Inland flooding	Local	0
Target performance at completion	9	3: Dissemination and communication	Inland flooding	Local	4
Performance at mid-term					
Performance at completion					

Outcome 2: Strengthened institutional capacity to reduce risks associated with climate-induced socioeconomic and environmental losses

Indicator 2: Capacity of staff to respond to, and mitigate impacts of, climate-related events from targeted institutions increased

	Number of staff targeted - Total	Number of staff targeted - % of female targeted	Sector	Capacity level
Baseline information	0	0	Disaster risk reduction	1: No capacity
Target performance at completion	3806	50.15	Disaster risk reduction	3: Medium capacity
Performance at mid-term				
Performance at completion				

Output 2.1 Strengthened capacity of national and sub-national centres and networks to respond rapidly to extreme weather events

Indicator 2.1.1: No. of staff trained to respond to, and mitigate impacts of, climate-related events

	Total staff trained	% of female staff trained	Type
Baseline information	0	0	Public
Target performance at completion	84	50	Public
Performance at mid-term			
Performance at completion			

Indicator 2.1.2: No. of targeted institutions with increased capacity to minimize exposure to climate variability risks

	Type	Scale	Sector	Capacity Level
Baseline information	Public	National	Disaster risk reduction	2: Low capacity
Target performance at completion	Public	National	Disaster risk reduction	4: High capacity
Performance at mid-term				
Performance at completion				

Output 2.2. Increased readiness and capacity of national and sub-national entities to directly access and program adaptation finance

Indicator 2.2.1: No. of targeted institutions benefitting from the direct access and enhanced direct access modality

	Number of beneficiaries	Scale	Sector	Capacity Level
Baseline information	0	National	Disaster risk reduction	2: Low capacity
Target performance at completion	9	National	Disaster risk reduction	4: High capacity
Performance at mid-term				
Performance at completion				

Outcome 3: Strengthened awareness and ownership of adaptation and climate risk reduction processes

Indicator 3.1: Increase in application of appropriate adaptation responses

	Percentage of targeted population applying adaptation measures	Sector
Baseline information	0	Disaster risk reduction
Target performance at completion	65	Disaster risk reduction
Performance at mid-term		
Performance at completion		

Output 3.1: Targeted population groups participating in adaptation and risk reduction awareness activities

Indicator 3.1.1: Percentage of targeted population awareness of predicted adverse impacts of climate change, and of appropriate responses

	No. of targeted beneficiaries	% of female participants targeted	Level of awareness
Baseline information	0	0	1: Aware of neither
Target performance at completion	177631	50.14	5: Fully aware
Performance at mid-term			
Performance at completion			

Output 3.2: Stenghtened capacity of national and subnational stakeholders and entities to capture and disseminate knowledge and learning

Indicator 3.2.1: No. of technical committees/associations formed to ensure transfer of knowledge

	No. of technical committees/associations	% of women represented in committes/associations	Level of awareness
Baseline information	0	20% to 39%	2: Partially not aware
Target performance at completion	9	40% to 60%	5: Fully aware
Performance at mid-term			
Performance at completion			

Indicator 3.2.2: No. of tools and guidelines developed (thematic, sectoral, institutional) and shared with relevant stakeholders

	No. of tools and guidelines	Type	Scale
Baseline information	0	Training manuals	National
Target performance at completion	3	Training manuals	National
Performance at mid-term			
Performance at completion			

Outcome 4: Increased adaptive capacity within relevant development sector services and infrastructure assets

Indicator 4.1: Increased responsiveness of development sector services to evolving needs from changing and variable climate

	Project/programme sector	Geographical scale	Response level
Baseline information	Disaster risk reduction	National	1: Non responsive (Lacks all elements)

Target performance at completion	Disaster risk reduction	National	4: Mostly responsive (Most defined elements)
Performance at mid-term			
Performance at completion			

Core Indicator 4.2: Assets produced, developed, improved or strengthened

	Sector	Targeted asset	Changes in asset (quantitative or qualitative)
Baseline information	Disaster risk reduction	2: Physical asset (produced/improved/strengthened)	1: Not improved
Target performance at completion	Disaster risk reduction	2: Physical asset (produced/improved/strengthened)	5: Fully improved
Performance at mid-term			
Performance at completion			

Indicator 4.1.1: Vulnerable development sector services and infrastructure assets strengthened in response to climate change impacts, including variability

Indicator 4.1.1: No. and type of development sector services to respond to new conditions resulting from climate variability and change

	Number of services	Type	Sector
Baseline information	0		Disaster risk reduction
Target performance at completion	4		Disaster risk reduction
Performance at mid-term			
Performance at completion			

Outcome 5: Increased ecosystem resilience in response to climate change and variability-induced stress

Indicator 5: Ecosystem services and natural resource assets maintained or improved under climate change and variability-induced stress

	Natural resource improvement level	Sector	Type
Baseline information			
Target performance at completion			
Performance at mid-term			
Performance at completion			

Output 5: Vulnerable ecosystem services and natural resource assets strengthened in response to climate change impacts, including variability

Core Indicator 5.1: Natural Assets protected or rehabilitated

	Natural asset or Ecosystem (type)	Total number of natural assets or ecosystems protected/rehabilitated	Unit	Effectiveness of protection/rehabilitation
Baseline information				
Target performance at completion				
Performance at mid-term				
Performance at completion				

Outcome 6: Diversified and strengthened livelihoods and sources of income for vulnerable people in targeted areas

Indicator 6.1: Increase in households and communities having more secure access to livelihood assets

	No. of targeted households	% of female headed households	Improvement level
Baseline information			
Target performance at completion			
Performance at mid-term			
Performance at completion			

Indicator 6.2: Increase in targeted population's sustained climate-resilient alternative livelihoods

	No. of targeted households	% of female headed households	% increase in income level vis-à-vis baseline	Alternate Source
Baseline information				
Target performance at completion				
Performance at mid-term				
Performance at completion				

Output 6 Targeted individual and community livelihood strategies strengthened in relation to climate change impacts, including variability

Indicator 6.1.1: No. and type of adaptation assets created or strengthened in support of individual or community livelihood strategies

	Number of Assets	Type of Assets	Sector	Adaptation strategy
Baseline information				
Target performance at completion				
Performance at mid-term				
Performance at				

completion			
Core Indicator 6.1.2: Increased income, or avoided decrease in income			
	Number of households (total number in the project area)	Income source	Income level (USD)
Baseline information			
Target performance at completion			
Performance at mid-term			
Performance at completion			

Outcome 7: Improved policies and regulations that promote and enforce resilience measures

Indicator 7: Climate change priorities are integrated into national development strategy

	Integration level
Baseline information	3: Some
Target performance at completion	5: All (Fully integrated)
Performance at mid-term	
Performance at completion	

Output 7: Improved integration of climate-resilience strategies into country development plans

Indicator 7.1: No. of policies introduced or adjusted to address climate change risks

	No. of Policies introduced or adjusted	Sector	Scale	Type
Baseline information	0	Other	National	Environmental policy
Target performance at completion	3	Other	National	Environmental policy
Performance at mid-term				
Performance at completion				

Indicator 7.2: No. of targeted development strategies with incorporated climate change priorities enforced

	No. of Development strategies	Regulation	Effectiveness
Baseline information	0	2: Partially not enforced (Most elements not implemented)	2: Partially effective
Target performance at completion	18	5: Fully enforced (All elements implemented)	5: Very effective
Performance at mid-term			
Performance at			

completion			

Outcome 8: Support the development and diffusion of innovative adaptation practices, tools and technologies

Indicator 8: Innovative adaptation practices are rolled out, scaled up, encouraged and/or accelerated at regional, national and/or subnational level

	Sector of innovative practice	Geographic Scale	Type
Baseline information			
Target performance at completion			
Performance at mid-term			
Performance at completion			

Output 8: Viable innovations are rolled out, scaled up, encourages and/or accelerated

Indicator 8.1: No. of innovative adaptation practices, tools and technologies accelerated, scaled-up and/or replicated

	No. of innovative practices/ tools technologies	Sector	Status	Effectiveness
Baseline information				
Target performance at completion				
Performance at mid-term				
Performance at completion				

Indicator 8.2: No. of key findings on effective, efficient adaptation practices, products and technologies generated

	No. of key findings generated	Type	Effectiveness
Baseline information			
Target performance at completion			
Performance at mid-term			
Performance at completion			