

Project Performance Report

Overview

Period of Report (Dates)	1/1/2025 - 12/21/2025
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)	Nord, Sud, Artibonite, Grande Anse
Name of Implementing Entity Focal Point	Panaroty Ferdinand Prophete

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)	
Original Completion Date	12/21/2025
Revised Completion Date after approval of extension request (if applicable)	12/21/2026

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 Extension request submitted on February 2025

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 Prophete	pf.prophete@unesco.org	1/8/2022

Financial Data

Disbursement of AF grant funds	
Cumulative total disbursement from Trustee to IE as of date (\$)	\$9,516,237.00
Estimated cumulative total disbursement from IE to EEs as of date (\$)	\$4,530,000.00
Project disbursement rate (%)	95.96
Project execution rate (%)	49.34
Add any comments on AF Grant Funds	Please note that there has been an adjustment of - 1,557 USD of expenditure amount on Output 1.4. - As implementation arrangement, some activities under component 2 such as training of masons, foreman and engineers are directly implemented by UNESCO which has expertise in training on earthquake-resistant and cyclone-resistant constructions, standards on construction materials, and 3D modeling.
Investment Income (\$)	\$0.00
Cumulative Investment Income since inception (\$)	\$0.00

Expenditure Data	
Output	Amount (\$)
Output1.1. Trainers competence to provide inclusive, technical and effective training is improved	\$328.00
Output 1.2. Decision makers understanding of the VISUS approach enhanced	\$1,298.58
Output 1.3. VISUS surveyors know-how is transferred to university students	\$664.67
Output 1.4. Exposure and vulnerability of school facilities are assessed	\$0.00
Output 1.5. GIS-based web platform knowledge-sharing is put on place	\$4,541.21
Output 1.6. Strategic intervention plan for school facilities is developed	\$376.00
Output 2.1. Detailed intervention of the selected schools are designed	\$64,932.60
Output 2.2. Adaptation, Rehabilitation, retrofitting, reconstruction or relocation of schools	\$1,684,536.51
Output 2.3. Trainers competence to provide inclusive, technical and effective training is improved	\$63,075.50
Output 2.4. Good DRR and CCA practices are adopted by students and school staffs	\$128,155.96
Output 2.5. Risk management school protocols are adopted	\$136,450.98
Output 3.1. Knowledge and awareness of the disaster risk due to CC in Haiti enhanced	\$765.30
Output 3.2. Community emergency plan is put on place	\$215,160.36
Output 3.3. Community capacity to cope with disasters improved	\$190,970.22
Output 3.4. National action plan for resilient schools facilities and their surrounding communities	\$130,647.36
Output 4.1. Assessment of VISUS methodology in the schools	\$458.47

Output 4.2. Assessment and monitoring the safety level of the schools	\$0.00
Output 4.3. Assessment and monitoring enhancement level of climate resilience of school communities	\$0.00
IE fee (\$)	\$218,297.30
Execution cost (\$)	\$107,911.73

Planned Expenditure Schedule

Output	Projected Cost (\$)	Estimated Completion Date
output 1.1. Trainers competence to provide inclusive, technical and effective training is improve	\$0.00	6/30/2023
Output 1.2. Decision makers understanding of the VISUS approach enhanced	\$260.06	7/1/2026
Output 1.3. VISUS surveyors know-how is transferred to university students	\$743.02	7/1/2026
Output 1.4. Exposure and vulnerability of school facilities are assessed	\$1,640.04	7/1/2026
Output 1.5. GIS-based web platform knowledge-sharing is put on place	\$0.00	6/30/2023
Output 1.6. Strategic intervention plan for school facilities is developed	\$739.41	7/1/2026
Output 2.1. Detailed intervention of the selected schools are designed	\$1,407.16	12/15/2026
Output 2.2. Adaptation, Rehabilitation, retrofitting, reconstruction or relocation of schools	\$835,375.59	12/12/2026
Output 2.3. Trainers competence to provide inclusive, technical and effective training is improved	\$4,298.61	12/12/2026
Output 2.4. Good DRR and CCA practices are adopted by students and school staffs	\$114,407.04	12/13/2026
Output 2.5. Risk management school protocols are adopte	\$106,112.02	12/14/2026
Output 3.1. knowledge and awareness of the disaster risk due to CC in Haiti enhanced	\$251.73	12/10/2026
Output 3.2. Community emergency plan is put on place	\$19,632.34	12/11/2026
Output 3.3. Community capacity to cope with disasters improved	\$190,179.78	4/10/2026
Output 3.4. National action plan for resilient schools facilities and their surrounding community	\$210,459.98	4/8/2026
Output 4.1. Assessment of VISUS methodology in the schools	\$37,583.68	7/30/2026
Output 4.2. Assessment and monitoring the safety level of the schools	\$53,419.00	7/29/2026
Output 4.3. Assessment and monitoring enhancement level of climate resilience of school communities	\$53,419.00	7/28/2026
IE fee (\$)	\$157,642.74	
Execution cost (\$)	\$340,600.31	

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	\$0.00

the Project Document has actually been realized? (\$)	
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.	

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	Moderate	Extreme climatic events such as flooding and landslides may impact certain project areas temporarily inaccessible, causing delays in the implementation of activities under Component 2 specifically output 2.2. The critics field activities in flood-prone or landslide-prone areas were planned outside the peak rainy season, using the annual rainfall records that's allow an adequate planning for contingency margins and prevent delays specifically for output 2.2. This adaptive approach ensures that essential activities under Component 2 can continue without compromising staff safety or project quality.
Capacity constraints of local Institutions may limit the ability to undertake the research and interventions	Moderate	To mitigate this risk, the project is implementing a capacity-building strategy designed to transfer the best available scientific and technical knowledge to national and local institutions and community members. Under Components 1 and 2, the project delivers an intensive training program that includes training of trainers, targeted capacity-building for decision-makers, and specialized training for VISUS surveyors but also a training program for masons, foreman, engineers and other workers. This approach strengthens institutional ownership, enhances technical competencies, and ensures that local actors are fully equipped to conduct activities in the project fields effectively.
Low technology adoption rate by design and construction workers	Low	To address the low adoption rate of new technologies among design and construction professionals, the project actively promotes and demonstrates innovative yet practical technologies and practices for both school assessments throughout VISUS methodology and school-level interventions. This includes introducing 3D-printing applications in construction design, with targeted demonstrations for engineers, architecture students, and technical staff in engineering schools. Through the GENTECH competition, the project further encourages the uptake of modern design tools and risk-reduction technologies by showcasing locally relevant innovations, supporting student-led prototypes, and creating a platform where new ideas can be tested, refined, and disseminated. These activities help build a culture of innovation, strengthen technical capacity, and increase the likelihood that new technologies will be adopted by practitioners in Haiti's construction sector.

Local communities with limited participation and willingness to promote project initiatives	Moderate	To mitigate this risk, the project maintains communication with local communities and key stakeholders to ensure that implementation activities are aligned with their needs and priorities. Consultations, feedback mechanisms, and community meetings are organized to verify that project interventions remain relevant, context-appropriate, and responsive to evolving local conditions. This approach strengthens trust, promotes ownership, and ensures that communities actively support and benefit from the project's activities specifically in the output 2.2.
Communities fail to support project activities and they are not informed	Low	Throughout the entire implementation process, the project has maintained regular meetings and consultations with local and national stakeholders, as well as with community members who endorse and support the project's activities. The communication approach establishes ensure confidence in sharing feedback from communities and stakeholders. This system allows an adaptative method to receive concerns, adjust activities when necessary, and ensure that implementation remains aligned with local needs and expectations.
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	Moderate	To address this risk, the project ensures inclusive and equitable participation of vulnerable groups throughout planning, implementation, and monitoring of project activities. Specific measures are taken to actively involve women, youth, and underrepresented community members in consultations, training activities, and decision-making processes. The project applies culturally appropriate strategies, promotes gender-balanced representation in community committees. This approach strengthens community ownership, enhances social cohesion, and ensures that project benefits are shared equitably.
Some interventions put in Place by Component 2 could lead to conflicts associated with different user access	Low	To address this risk, the project established transparent, and participatory access and management arrangements for all interventions that may be used by multiple groups. This includes consulting school communities and local authorities before implementation, defining user roles and responsibilities. The project also supports the creation and strengthens school-concil management committees to oversee shared infrastructure, prevent disputes, and promote inclusive and conflict-sensitive use of project assets.
Poor collaboration amongst the relevant technical institutions	Low	To mitigate this risk, the project promotes inclusive coordination mechanisms among all relevant technical institutions. This includes establishing joint training sessions, technical working groups, and clear communication between ministries, departmental directorates, and specialized agencies. By ensuring that roles, responsibilities, and decision-making processes are well defined and jointly agreed upon, the project strengthens institutional collaboration, reduces duplication, and ensures coherent implementation across all components.
Disagreement amongst decision makers with regards to school selection of Component 2.	Low	To mitigate this risk, the project applied a transparent, evidence-based, and jointly validated school-selection process. Clear criteria such as structural vulnerability, use of schools as shelters, and socio-economic vulnerability and number of students are discussed and agreed upon with all relevant institutions before finalizing the list of schools. Regular coordination meetings are held with national and local authorities to ensure consensus, document decisions, and prevent misunderstandings. This participatory approach strengthens institutional alignment, reduces conflict, and ensures that school selection is fair, justified, and widely supported.

Loss of government support may result in lack of prioritization of proposed project activities	Low	To mitigate this risk, the project maintains continuous engagement and coordination with national authorities at both central and decentralized levels. Iterative briefings, and validation meetings are organized with all the new authorities. By institutionalizing collaboration through technical groups, formal agreements, and shared decision-making processes, the project strengthens government ownership and reduces the likelihood of disengagement. This approach ensures that project activities remain visible, relevant, and prioritized even in contexts of political or administrative change.
Change in government or responsible Ministers may result in delay in implementation of project	Low	To mitigate this risk, the project maintains institutional continuity mechanisms that do not depend on individual officeholders. This includes formalizing collaboration through written agreements, establishing technical working groups, and engaging permanent civil-service staff at both central and decentralized levels. Regular briefings and progress updates are provided to newly appointed officials to ensure smooth transitions and sustained commitment. By anchoring the project within existing national strategies and administrative structures, the project reduces vulnerability to political changes and ensures uninterrupted implementation.
Delay in project implementation due to government bureaucracy, long and inefficient procurement processes	Moderate	To mitigate this risk, the project establishes streamlined coordination and procurement management mechanisms in close collaboration with government institutions. This includes early planning of procurement needs, clear definition of technical specifications, and continuous follow-up with responsible ministries and procurement units. The project also works with national authorities to anticipate administrative requirements, accelerate validation processes, and ensure that procurement steps are completed in a timely and transparent manner. By maintaining proactive communication and early preparation, the project minimizes delays linked to bureaucratic procedures.
Priority interventions implemented are not found to be cost-effective or inadequate funding to complete the project (e.g. due to costs increases)	Low	To mitigate this risk, the project applies rigorous financial planning, cost-control measures, and continuous budget monitoring throughout implementation. Interventions are prioritized based on VISUS results, cost-benefit considerations, and alignment with national priorities. The project conducts regular financial reviews, updates cost estimates to reflect market conditions, and adjusts implementation plans when necessary to remain within budget. The project ensures resource optimization to ensure that essential activities can be completed even in the event of cost increases.
Ineffective management of project funds affect project implementation.	Low	To mitigate this risk, the project applies strict financial management procedures, including budget monitoring, transparent accounting practices, and regular financial reporting. Clear roles and responsibilities are assigned to financial staff, and expenditures are tracked against approved workplans and budgets. The project conducts periodic internal reviews and ensures compliance with UNESCO's financial regulations. These measures strengthen accountability, prevent misuse of funds, and ensure that financial resources are used efficiently to support timely implementation.
Fluctuations in exchange rate (USD: HTG) which could affect the funding available for implementation and lead to budgetary constraints.	Low	To mitigate this risk, the project applies financial planning and exchange-rate monitoring throughout implementation. Budgets are updated to reflect current market conditions, and expenditures are prioritized to protect essential activities. The project maintains a contingency margin to absorb moderate exchange-rate variations and uses cost-control measures to optimize available resources. When

		necessary, the project adjusts implementation schedules or scopes in consultation with national stakeholders to ensure that critical interventions remain feasible despite currency volatility.
Political and social security situation in Haiti causes delays to the projects due to rioting and roadblocks.	High	To mitigate this risk, the project adopts a flexible, security-informed implementation strategy that adjusts activities based on real-time security assessments. Close coordination is maintained with UNESCO's security team, UNDSS, local authorities, and community focal points to identify safe windows for travel and fieldwork. When security conditions deteriorate, the project prioritizes remote coordination, local-level implementation through trusted partners, and adaptive scheduling to minimize delays. This approach ensures continuity of operations while safeguarding staff, partners, and beneficiaries.
Cost of construction materials and transport increase due to local currency inflation or other factors on local market.	Moderate	To mitigate this risk, the project conducts regular market assessments and updates cost estimates to reflect current prices for materials, labor, and transportation. Procurement planning is carried out early and in close coordination with suppliers to anticipate fluctuations and secure competitive pricing. The project maintains a contingency margin to absorb moderate cost increases and prioritizes interventions based on urgency and impact.
Expectations of partners and schools on the work to be completed is unrealistic within the budget and timeframe	Moderate	To address this risk, the project ensure that all stakeholders clearly understand the limits of the budget, the prioritization criteria, and the expected impact of the planned works. Regular briefings, written updates, and participatory discussions will help align expectations with the project's actual capacity and ensure that partners remain fully informed and supportive throughout implementation.
Sites selection is delayed or incomplete causing additional costs for Component 2 and a loss of Possible synergies.	Low	To mitigate this risk regular follow-up meetings, clear timelines, and systematic documentation of decisions help prevent delays and maintain alignment. Early confirmation of preselected sites allows the project to optimize procurement, coordinate interventions efficiently, and preserve synergies across activities.
Final Designs do not meet projected budget through the VISUS methodology	Moderate	To mitigate this risk, the project ensures close coordination between the design team, UNOPS, UNESCO, and the PMU throughout the design process. Cost estimates are reviewed at key milestones to verify alignment with VISUS-based projections and available budgets. Any required adjustments are validated jointly with MENFP and relevant stakeholders to preserve the project's objectives and ensure transparency.

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 have been implemented and concentrated in the 4 geographical departments Nord, Sud, Artibonite, and Grande Anse in where there is no security issue. This means all project activities can continue safely. By the way, to continue the implementation process, the project is increasing its on-field staff as a strategy to implement a large and diverse number of activities.

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)	Various impacts related to access and equity have necessitated safeguard measures. These have been grouped into two categories: 1- Unequal access to school facilities, which are also used as temporary shelters. Women, girls, persons with disabilities, and

	elderly people may face barriers to accessing shelter facilities due to lack of ramps or accessible toilets, unsafe or overcrowded space and lack of privacy or gender-segregated areas. 2- The exclusion of the community from the process of using schools as temporary shelters. Parents, teachers, women's groups, and local committees may not be involved in temporary shelter management, that can lead to misunderstandings, dissatisfaction, or conflict.
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 throughout the rehabilitation works ensure the improvement of physical accessibility and safety by integrating universal accessibility features into rehabilitated schools such as ramps, handrails, accessible sanitary wide circulation paths. Provide adequate lighting in rehabilitated schools area by installing self-contained solar lamps that provides light and promotes the safety of young women and girls Provide designated spaces for persons with disabilities and elderly individuals. In partnership with the Ministry of Education and Civil Protection, the project strengthens the training of school councils, composed of school principals, teachers, students, parents, and other members, on various topics including disaster risk management and the management of temporary shelters. This will raise community awareness about the purpose of temporary shelters, their operation, and how to manage them with the community to prevent conflicts.
List the monitoring indicator(s) for each impact identified.	The 8 rehabilitated schools' benefit from infrastructure facilitating accessibility, solar installations facilitating lighting and sanitary blocks adapted for women, girls and people with reduced mobility. And all those schools have an active school's council trained on several aspect on disaster risk management.
State the baseline condition for each monitoring indicator	0% of the 8 selected schools have functional accessibility features such as ramps, handrails, accessible toilets, making it difficult for students and community members with mobility impairments to safely access classrooms and school services.
Describe each safeguard measure that has been implemented during the reporting period	People with mobility impairments, women, and youth were intentionally recruited to promote equitable participation in project activities. This safeguard measure ensures that project activities are designed and implemented in a way that promotes equitable participation among groups that are often underrepresented or face structural barriers in Haiti, it strengthens social inclusion, enhances community ownership, and ensures that project outcomes reflect the needs and perspectives of diverse stakeholders and also aligns with the Adaptation Fund's Environmental and Social Policy principles on Access and Equity, Gender Equity and Women's

	Empowerment, and Marginalized and Vulnerable Groups. The project strengthens the capacities of school councils through training on disaster risk management, preparedness, and the management of schools used as temporary shelters. This safeguards measures aims to strengthening these capacities enhances the resilience of the education system, improves community preparedness, and ensures that school-based shelters operate in a safe, inclusive, and equitable manner.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	Persons with mobility disabilities may still experience partial difficulty accessing all areas of the schools or shelter, especially upper floors and older buildings that are being renovated but for which the necessary adjustments are technically very difficult. Perceptions of unequal involvement, limited transparency, or insufficient representation may persist among certain community groups, potentially leading to reduced trust, dissatisfaction, or minor tensions during shelter activation.
Describe remedial action for residual impacts that will be taken	As remedial actions the project designate ground-floor classrooms and shelter areas for persons with disabilities, elderly people, and those with limited mobility and ensure these areas have accessible toilets, water points, and safe exits. As remedial action for the second impact, the project ensures that school boards and community members are as representative as possible to avoid tensions.
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)	People from vulnerable groups, such as women, youth, people with reduced mobility, and rural communities, are highly vulnerable and underrepresented in Haiti. They face exclusion, stigmatization, and limited access to information, particularly regarding climate change and disaster risk management. Their needs, priorities, and perspectives are not adequately reflected in planning, preparedness, or decision-making processes.
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.	As a safeguard, the project uses a door-to-door strategy to raise awareness and train all possible segments of the population on climate risks and disaster risk management. Radios, megaphones, and posters are used to educate rural communities. Furthermore, their representatives are involved in key activities.
List the monitoring indicator(s) for each impact	37.5% of schools currently being rehabilitated are

identified.	located in vulnerable rural communities. Women hold key and strategic positions within the project, including a female project manager, a female chief engineer, five female engineers, and a female field coordinator, 2257 women was hire as worker. Youth represent more than 60 percent of project beneficiaries. 126 persons with mobility disease where also recruited.
State the baseline condition for each monitoring indicator	Marginalized groups particularly women, youth, persons with reduced mobility, and rural community members are currently insufficiently involved in discussions and decision-making processes related to climate adaptation.
Describe each safeguard measure that has been implemented during the reporting period	The project adopts an inclusive communication and outreach strategy to ensure that all segments of the population particularly those traditionally excluded receive adequate information and training on climate risks and disaster risk management. These measures strengthen participation, improve understanding of project objectives, and promote equitable engagement across vulnerable groups.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	Despite the mitigation measures, certain vulnerable groups may remain partially underrepresented in climate-adaptation consultations and decision-making due to persistent social, geographic, and structural barriers.
Describe remedial action for residual impacts that will be taken	Track participation of each vulnerable group in consultations and decision-making. If underrepresentation persists, adjust outreach strategies and re-engage communities through targeted follow-ups.

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)	Discriminatory hiring practices against women: Despite having the necessary knowledge and competencies, women may not be hired or promoted due to gender-based discrimination, limiting their economic empowerment and participation in project implementation. Exposure of women and girls to sexual exploitation and abuse (SEA): Women and girls may face heightened risks of sexual exploitation, abuse, or harassment, particularly in emergency shelters, during project activities, or in poorly supervised environments. Inequitable access to education and inadequate facilities for women and girls: gender equality is not fully addressed in access to education, and some schools lack appropriate hygiene and sanitation facilities for women and girls. This can reduce school attendance, compromise dignity, and increase vulnerability during climate-related events.
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.	1-Promote non-discriminatory hiring and economic empowerment of women. Apply gender-responsive recruitment procedures, ensuring equal opportunities for qualified women. Require implementing partners and contractors to adopt non-discrimination policies and report on gender-balanced hiring. Provide capacity-building and leadership training for women to strengthen their participation in technical and managerial roles. Encourage women's participation in paid project activities, including community mobilization, data collection, and training delivery. 2-As safeguard measures, staff, teachers, and community leaders are trained on SEA prevention, detection, and referral pathways. Ensure that emergency shelters and project sites include adequate lighting, privacy measures, and safe spaces for women and girls. 3-Work in schools are designed to include gender-segregated, safe, and hygienic sanitation facilities for women and girls. Integrate gender equality and climate-adaptation awareness into school activities and training. The project ensures that emergency shelters in schools include

	private, secure spaces for women and girls.
List the monitoring indicator(s) for each impact identified.	-Women hold key and strategic positions in the project and are represented at 72.7% in strategic and decision-making roles. -However, in the project's overall activities, women represent 46.5% participation. -100% of the rehabilitated schools include hygiene and sanitation facilities specifically designed for women and girls. They also feature lighting systems that enhance their safety, particularly during emergencies when schools are used as temporary shelters. -100% of the project's employees, including workers on the sites, have received training on the prevention of sexual exploitation and abuse, particularly against women and girls.
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. Women are underrepresented in leadership roles.
Describe each safeguard measure that has been implemented during the reporting period	-All project staff, including field teams and technical personnel, have received mandatory training on the prevention of sexual exploitation and abuse (SEA), ensuring awareness, accountability, and compliance with protection standards. -All contractors are required to adhere to SEA-prevention standards, including signing a Code of Conduct, participating in SEA-prevention training, and implementing measures to ensure safe and respectful interactions with community members. -The project hires women for leadership roles, technical, operational, and community-based activities, ensuring equitable access to employment opportunities and promoting women's participation across all components.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	-Although the project hires women and enforces non-discriminatory recruitment, external institutions, local partners, or contractors may still exhibit gender bias that the project cannot fully control. -Women facing intersecting vulnerabilities (female-headed households, women with disabilities, adolescent girls) may still experience reduced access to project benefits compared to other groups.
Describe remedial action for residual impacts that will be taken	As remedial action the project conducts additional women-only focus particularly in STEM to increase their participation. Provide transport stipends or decentralized meeting locations for women with mobility constraints. Schedule activities at flexible times to accommodate caregiving responsibilities.
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)	Local contractors and workers may be insufficiently involved in project activities due to discriminatory practices in recruitment, task allocation, or wage distribution. Local workers may receive wages below the minimum standards required by Haitian labour legislation, this may trigger grievances, protests, or work stoppages.
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.	-Implement transparent, merit-based, and non-discriminatory recruitment procedures for all project roles and contracted services. Prioritize local hiring through clear selection criteria and equal opportunity policies. -Inform workers of their rights regarding wages, working hours, and benefits through accessible communication materials. Provide workers with access to a confidential grievance mechanism to report wage violations or unfair labour practices.
List the monitoring indicator(s) for each impact identified.	100% of the ongoing work involves local workers, who are trained for their tasks, and the work they perform is adequately matched to their wages.
State the baseline condition for each monitoring indicator	Community members are currently under-represented in project activities and report receiving compensation below the standards required by Haitian labour law
Describe each safeguard measure that has been implemented during the reporting period	-Implementation of non-discriminatory recruitment and labour-management practices to ensure equitable participation of local contractors and workers. - Provide workers with accessible information on their labour rights and ensure they can report violations through a confidential, responsive grievance mechanism.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	Despite the existence of a confidential grievance mechanism, some workers may remain reluctant to report wage violations or unfair labour practices because of perceived risks to their employment or relationships with supervisors. Even with strong oversight, some contractors or subcontractors may still fail to fully comply with labour-law requirements or fair-labour practices, resulting in occasional incidents of underpayment or unfair treatment.
Describe remedial action for residual impacts that will be taken	Provide training for contractors and supervisors on inclusive labour practices and equal opportunity standards. Ensure workers have access to a confidential grievance mechanism to report wage violations or unfair labour practices without fear of retaliation.
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)	-Air pollution from construction activities and machinery, dust emissions from excavation, demolition, or material handling affecting workers and nearby communities. -Inefficient use of water resources, excessive water consumption for construction, cleaning, or dust suppression. Over-extraction of local water sources, reducing availability for communities. -Improper solid waste management and accumulation of construction debris, packaging, and organic waste.
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.	-As safeguard measures the project provide individual protection kits such as masks to workers exposed to dust-intensive tasks. Prohibit open burning of waste or vegetation. -Use non-potable water sources such as rainwater harvesting for construction activities whenever feasible. Prohibit dumping of waste in open areas, drainage channels, or near water bodies. -Reuse construction materials when possible to reduce waste generation.
List the monitoring indicator(s) for each impact identified.	The HSSE report documents every six months the monitoring put in place to avoid overconsumption of resources.
State the baseline condition for each monitoring indicator	Absence of a structured waste-management system

Describe each safeguard measure that has been implemented during the reporting period	The project provides individual protection kits such as masks to workers exposed to dust-intensive tasks. Prohibit open burning of waste or vegetation. -Use non-potable water sources such as rainwater harvesting for construction activities whenever feasible. Prohibit dumping of waste in open areas, drainage channels, or near water bodies. -Reuse construction materials, when possible, to reduce waste generation.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	-Residual exposure of workers to airborne particles may continue despite PPE use. -Occasional accumulation of debris may occur between scheduled waste collections.
Describe remedial action for residual impacts that will be taken	-Provide additional masks to workers during high-dust activities. -Conduct community outreach to address concerns about waste handling and site cleanliness.
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)	-Construction sites, heavy machinery, and increased traffic may expose workers and community members to accidents, falls, or collisions. -Waste management activities may affect wells, rivers, or groundwater may reduce water quality, leading to gastrointestinal diseases and long-term health effects. -Project activities that disturb water sources, drainage systems, or sanitation infrastructure may increase the risk of diseases such as cholera, malaria, dengue, or diarrheal infections. -The workers may not properly equipped personal protection equipment such as with boots, helmets, and gloves.
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.	-Require all workers to use appropriate personal protective equipment (PPE) (helmets, boots, reflective vests). Implement traffic management plans, including speed limits, designated routes, and trained flaggers. Conduct mandatory safety briefings for workers and awareness sessions for nearby communities. -Develop a Waste and Wastewater Management Plan that includes safe collection, storage, transport, and disposal procedures. Prohibit waste dumping near water bodies, drainage channels, or groundwater recharge zones. -Coordinate with local health services to report and respond to any disease outbreaks.
List the monitoring indicator(s) for each impact identified.	-100 % of workers are fully equipped with personal protection equipments such as boots, helmets and gloves. -100% of the work sites have flaggers who

	direct traffic to avoid congestion and accidents.
State the baseline condition for each monitoring indicator	Workers are underequipped during work sessions.
Describe each safeguard measure that has been implemented during the reporting period	As safeguard measures the project install protective barriers, warning signs, and restricted-access zones around all construction areas and implement an adaptative traffic-management plan, including speed limits, designated routes, and trained flaggers.
Describe the residual impact for each impact identified - if any - using the monitoring indicator(s)	Residual community concerns about safety may persist, especially near high-traffic zones. Temporary disruptions to mobility for pedestrians or vehicles may continue during peak construction periods. Residual risk of minor injuries (cuts, slips, abrasions) may remain despite PPE use. Occasional non-compliance by workers may persist (e.g., removing PPE during heat, discomfort, or fatigue).
Describe remedial action for residual impacts that will be taken	-Replace damaged or inadequate PPE immediately and maintain a buffer stock. Reinforce disciplinary measures for repeated PPE non-compliance. -Provide additional sanitation support (chlorination tablets, handwashing kits) to high-risk households. -Set up first aid stations for minor interventions in the field particularly on construction sites.

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
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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	

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?	-Safeguard Specialist / Environmental & Social Officer leads monitoring, reporting, and implement corrective actions throughout HSSE plan. -Conduct consultations with parents, teachers, women's groups, and disability organizations before and during construction. -Provide accessible information on construction schedules, temporary access routes, and safety 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?	The Project Coordinator, supported by Field Coordinators, is responsible for overseeing safeguard implementation on site, monitoring compliance, documenting non-conformities, and ensuring that corrective actions. UNOPS has set up a team responsible for regularly monitoring the progress of work related to HSSE monitoring and compliance with environmental and social rules in order to produce reports and provide corrective measures.
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 the ESMP for ESP compliance for USPs been put in place?	Yes
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
As planned under Output 2.2, the project is proceeding with the rehabilitation works in the selected schools. These works include full structural rehabilitation and the construction of sanitary blocks that are specifically adapted to	Yes	Core labour rights.	Yes	Yes	Yes	Non-discrimination and equal opportunity Require contractors to apply non-discriminatory hiring practices, ensuring equal access for women, youth, and persons with disabilities. Include gender-responsive recruitment targets,	The project management team ensure that contractors respect the national quota of women integration in construction activities. 18% of local workers are women. And 100% of the schools include adapted sanitation

the needs of women, girls, and persons with physical disabilities						especially for roles in sanitation block construction.	facilities for women and girls.
As planned under Output 2.2, the project is proceeding with the rehabilitation works in the selected schools. These works include full structural rehabilitation and the construction of sanitary blocks that are specifically adapted to the needs of women, girls, and persons with physical disabilities.	Yes	Pollution prevention and resource efficiency	Yes	Yes	Yes	Use non-potable water sources such as rainwater when possible to prevent water overexploitation. Provide masks to workers exposed to dust-intensive tasks.	100% of workers have access to PPE specially masks.
As planned in output 2.2, the project continues with the implementation of rehabilitation work on the selected schools. This work involves complete rehabilitation and the construction of sanitary blocks adapted for women,	Yes	Access and Equity	Yes	Yes	Yes	Ensure sanitary blocks are fully accessible, with adapted toilets, grab bars, adequate turning space, and non-slip flooring. Provide separate, safe, and private sanitation facilities for women and girls.	100% of schools rehabilitated include accessible sanitary blocks and separated and adequate spaces for women and girls.

girls, and people with physical disabilities.							
As planned in output 2.2, the project continues with the implementation of rehabilitation work on the selected schools. This work involves complete rehabilitation and the construction of sanitary blocks adapted for women, girls, and people with physical disabilities.	Yes	Public Health	Yes	Yes	Yes	Maintain clear, safe access routes for students and staff during construction. Provide mandatory PPE (helmets, boots, gloves, masks, harnesses) and set up first aid areas for workers in case of an emergency.	100% of workers are fully equipped with PPE.

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)	Good
Strengthening the school safety by promoting rehabilitation, retrofitting or reconstruction of selected schools and risk management school protocols	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 number of students beneficiaries of Component 1 by ratio 15/700	Satisfactory
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	Output	Number of students trained in DRR and	0	End: about 2000 students (2284 students, 1139	Good

students and school staff		CCA (breakdown based on gender) Number of schools staff trained in DRR and CCA		male and 1145 female)End= about 80 people (84 people, 42 male and 42 female. 1 professor every 27 students)	
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 and women in the school facilities, including intermediary factors such as employment, knowledge, skills, non-monetary resources, and education.	Good	The project prioritizes vulnerable groups without any gender discrimination. Women are involved in large 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	Good	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. During the project's

		implementation, women are the main targets of activities aiming to strengthen women involvement in scientific and technological activities in order to promote climate change adaptation and disaster risk reduction.
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.	Good	With the different stakeholders such as Ministry of National Education and Vocational Training, Protection civile and environment ministry, gender is the main target of the workshops, and it is addressed in all the activities. The priority is to strengthen women staff to be more effective.
The community emergency plan and improvement of coping capacity will be developed based on gender perspectives.	Good	The community contingency plans developed take gender criteria into account since women are among the The first group 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	During this reporting period, the hygiene, social, environmental, and safety plan is being implemented, with gender equality as a main target. Women are recruited at several steps of the project's implementation and in different roles The project coordination, supported by the field team ensure the strict involvement of vulnerable groups such as women without gender discrimination. 2275 women were recruited as worker to ensure their full participation and full project activities.
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?	During this reporting period, local contractors are working on schools retrofitting including new building construction under the supervision of UNOPS. UNOPS engineers and the project manager ensure that women are fully involved in project activities even constructions. The project management team ensure that from the inception all project activities were designed to insure full involvement all without gender consideration,
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?	Yes
Were grievances received during the reporting period?	No

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

Rating

Implementing Entity					
Project components/outcomes	Alignment with AF outcomes	Expected Progress	Progress to date	Comments	Rating
Component 1: Assessment of school facilities by VISUS methodology	Outcome 1, Outcome 2	622 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	54 (11 male and 43 female)	Completed		Highly Satisfactory
Output 1.2 Decision makers understanding of the VISUS approach enhanced	Outcome 7, Outcome 4	32 (31 male and 1 female)	Completed		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		Highly Satisfactory
Output 1.4 Exposure and vulnerability of school facilities are assessed	Outcome 1, Outcome 2	622 school facilities are assessed	Completed		Highly Satisfactory
Output 1.5 GIS-based web platform knowledge-sharing is put on place	Outcome 1, Outcome 2	A platform GIS Web platform have been put in place and provide information like geographical position, security situation about all the assessed schools in real time. The platform has been shared with the education ministry and vocational training.	Completed		Highly Satisfactory
Output 1.6 Strategic	Outcome 7,	As part of the second	Completed		Highly

intervention plan for school facilities is developed	Outcome 3	component, a strategic intervention plan has been developed for the schools according to the list provided by the ministry of education and vocational training.			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 is 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 2.2 Adaptation, Rehabilitation or retrofitting of school facilities are implemented.	Outcome 2, Outcome 1, Outcome 4	8 physical infrastructures improved to withstand climate change and variability-induced stress.	Ontrack		Satisfactory
Output 2.3: Trainers competence to provide inclusive, technical and effective training is improved	Outcome 3	54 (11 male and 43 female)	Ontrack		Satisfactory
Output 2.4: Good DRR and CCA practices are adopted by students and school staff	Outcome 2	(3283 students, 2306 male and 1249 female)	Ontrack		Satisfactory
Output 2.5 Risk management school protocols are adopted	Outcome 2	20 schools facilities benefit of emergency plan.	Completed		Satisfactory
Component 3: Enhancement of climate resilience of social community through the educational sector	Outcome 3	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	716 people (381 male and 335 female) participated at the national conference and workshop	Ontrack		Satisfactory
Output 3.2 Community emergency plan is put on place	Outcome 3	8 Community emergency plan is put on place with local emergency team.	Completed		Satisfactory
Output 3.3 Community capacity to cope with disasters improved	Outcome 3	3 schools evacuation simulation realized including community members.	Ontrack		Satisfactory
Output 3.4 National action plan for resilient school facilities and their surrounding	Outcome 3	2 ESD programmes integrated into for formal education	Ontrack		Satisfactory

communities.					
Outcome 4: Project's outcomes assessment	Outcome 4	Average of the outcomes targets percentage: Not started yet.	Delayed	The mid-term evaluation has been postponed specifically due to the security situation at the beginning of 2025, the period for which it was originally scheduled. Therefore, a comprehensive evaluation will be carried out for the entire project, and preparations are already underway.	Satisfactory
Output 4.1: Assessment of VISUS methodology in the schools	Outcome 4	End=30 (20 light, 8 medium and 2 high intervention)	Delayed	This part will have to start after the completion of the rehabilitation and construction work currently underway at the schools.	Satisfactory
Output 4.2 Assessment and monitoring of the safety level of the schools	Outcome 4	No Mid-term target. End: Check of the effectiveness of safety upgrading interventions.	Delayed	This comparative work will take place after the completion of the work and the completion of the second part of the VISUS evaluation.	Satisfactory
Output 4.3 Assessment and monitoring enhancement level of climate resilience of school communities	Outcome 4	Communities assessment after the interventions and resilience activities are going on.	Ontrack		Satisfactory

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

Name	Email
Panaroty F. 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.

Overall, I am satisfied with the project's activities, particularly considering the tangible progress achieved in the rehabilitation works throughout output 2.2. These improvements will have a significant and lasting impact on the lives of the thousands of beneficiary students. Many of these schools had waited several decades before finally receiving support that enhances their capacity to adapt to climate change and respond effectively to community needs. Building resilience is a long-term process. Thanks to this project, substantial efforts have already been undertaken, laying the foundation for structural and behavioral changes that will continue to unfold over time.

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 1, Outcome 2	622 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	54 (11 male and 43 female)	Completed		Satisfactory
Output 1.3 VISUS surveyors know-how is transferred to university students	Outcome 3, Outcome 4	32 (31 male and 1 female)	Completed		Satisfactory
Output 1.4 Exposure and vulnerability of school facilities are assessed	Outcome 1, Outcome 2	160 students (100 male and 60 female) Civil Engineering/Architecture university students trained	Completed		Satisfactory
Output 1.5 GIS-based web platform knowledge-sharing is put on place	Outcome 1, Outcome 2	622 school facilities are assessed	Completed		Satisfactory
Output 1.6 Strategic intervention plan for school facilities is developed	Outcome 3, Outcome 7	A platform GIS Web platform have been put in place and provide information like geographical position, security situation about all the assessed schools in real time. The platform has been shared with the education ministry and vocational training.	Completed		Highly Satisfactory
Component 2: Schools adaptation and safety Improvement	Outcome 2	3500 students (3806 students 1898: male and 1909 female benefit from schools' interventions	Ontrack		Satisfactory
Output 2.1 Detailed	Outcome 1	2000 students (2284 students:	Ontrack		Satisfactory

intervention of the selected schools is designed.		1139 male and 1145 female benefit from climate change and DRR training and protocols and risk management protocols.			
Output 2.2 Adaptation, Rehabilitation or retrofitting of school facilities are implemented.	Outcome 1, Outcome 2	8 physical infrastructures improved to withstand climate change and variability-induced stress.	Ontrack		Satisfactory
Output 2.3: Trainers competence to provide inclusive, technical and effective training is improved	Outcome 2	54 (11 male and 43 female)	Completed		Satisfactory
Output 2.5 Risk management school protocols are adopted	Outcome 2	20 schools facilities benefit of emergency plan.	Ontrack		Satisfactory
Component 3: Enhancement of climate resilience of social community through the educational sector	Outcome 3	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	716 people (381 male and 335 female) participated at the national conference and workshop	Completed		Marginally Satisfactory
Output 3.2 Community emergency plan is put on place	Outcome 3	8 Community emergency plan is put on place with local emergency team.	Ontrack		Satisfactory
Output 3.3 Community capacity to cope with disasters improved	Outcome 3, Outcome 4, Outcome 1	3 schools evacuation simulation realized including community members	Ontrack		Satisfactory
Output 3.4 National action plan for resilient school facilities and their surrounding communities	Outcome 3, Outcome 4	2 ESD programmes integrated into for formal education	Ontrack		Highly Satisfactory
Outcome 4: Project's outcomes assessment	Outcome 4	Average of the outcomes targets percentage: Not started yet.	Delayed	This assessment depends on the completion of the ongoing rehabilitation work.	Unsatisfactory
Output 4.1: Assessment of VISUS methodology in the schools	Outcome 4	End=30 (20 light, 8 medium and 2 high intervention)	Delayed	Scheduled for the period of finalization of ongoing	Satisfactory

				works.	
Output 4.2 Assessment and monitoring of the safety level of the schools	Outcome 4, Outcome 5	No Mid-term target. End: Check of the effectiveness of safety upgrading interventions.	Delayed	Schedule d for the period of finalization of ongoing works.	Satisfactory
Output 4.3 Assessment and monitoring enhancement level of climate resilience of school communities	Outcome 4	Communities assessment after the interventions and resilience activities are going on.	Ontrack		Satisfactory

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

Name	Email	Institution
Jean Misgaire Fanor	Jeanmisgairefanor@gmail.com	Ministère de l'Education Nationale et de la Formation Professionnelle

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

From the perspective of the Ministry of Education, there is overall satisfaction with the project, particularly given the progress made in strengthening school councils on disaster risk management and in implementing activities that enhance resilience within schools. These efforts have enabled meaningful advancements in this area. In retrospect, the Ministry recognizes the scope of the work undertaken and the results that can be observed in the short, medium, and long term. Output 2.2 provides a structural reinforcement of the schools, generating benefits for students and the wider community not only today but also in the years to come.

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, Outcome 2	622 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	54 (11 male and 43 female)	Completed		Satisfactory
Output 1.3 VISUS surveyors know-how is transferred to university students	Outcome 1	32 (31 male and 1 female)	Completed		Satisfactory
Output 1.4 Exposure and vulnerability of school	Outcome 1, Outcome 2	160 students (100 male and 60 female) Civil	Completed		Satisfactory

facilities are assessed		Engineering/Architecture university students trained			
Output 1.5 GIS-based web platform knowledge-sharing is put on place	Outcome 1, Outcome 2	622 school facilities are assessed	Completed		Highly Satisfactory
Output 1.6 Strategic intervention plan for school facilities is developed	Outcome 3, Outcome 7	A platform GIS Web platform have been put in place and provide information like geographical position, security situation about all the assessed schools in real time. The platform has been shared with the education ministry and vocational training.	Completed		Highly Satisfactory
Component 2: Schools adaptation and safety Improvement	Outcome 2	3500 students (3806 students 1898: male and 1909 female benefit from schools interventions	Ontrack		Highly Satisfactory
Output 2.2 Adaptation, Rehabilitation or retrofitting of school facilities are implemented.	Outcome 2, Outcome 4, 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	14 (11 male and 3 female)	Ontrack		Satisfactory
Output 2.4: Good DRR and CCA practices are adopted by students and school staff	Outcome 3, Outcome 4	(3283 students, 2306 male and 1249 female)	Ontrack		Satisfactory
Output 2.5 Risk management school protocols are adopted	Outcome 4, Outcome 2	20 schools facilities benefit of emergency plan.	Ontrack		Satisfactory
Component 3: Enhancement of climate resilience of social community through the educational sector	Outcome 4, Outcome 2	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	716 people (381 male and 335 female) participated at the national conference and workshop	Ontrack		Satisfactory
Output 3.2 Community emergency plan is put on place	Outcome 3, Outcome 4	8 Community emergency plan is put on place with local emergency team.	Completed		Satisfactory
Output 3.3 Community capacity to cope with disasters improved	Outcome 3, Outcome 4	3 schools evacuation simulation realized including community members.	Ontrack		Satisfactory
Output 3.4 National action plan for resilient school facilities and their	Outcome 3	2 ESD programmes integrated into for formal education	Ontrack		Satisfactory

surrounding communities					
Outcome 4: Project's outcomes assessment	Outcome 4	Average of the outcomes targets percentage: Not started yet.	Delayed	Plan for after the finalization of the work.	Unsatisfactory
Output 4.1: Assessment of VISUS methodology in the schools	Outcome 4	End=30 (20 light, 8 medium and 2 high intervention)	Delayed	Plan for after the finalisation of the work.	Satisfactory
Output 4.2 Assessment and monitoring of the safety level of the schools	Outcome 4	No Mid-term target. End: Check of the effectiveness of safety upgrading interventions.	Delayed	Plan for after the finalisation of the work.	Satisfactory
Output 4.3 Assessment and monitoring enhancement level of climate resilience of school communities	Outcome 4	Communities assessment after the interventions and resilience activities are going on.	Ontrack		Satisfactory

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

Name	Email
Berthony Cadet	berthonycadet35@yahoo.com

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

Since the beginning of the project, our priorities have centered on strengthening the educational system both through training provided to students, teachers, and school boards, and through the multi-risk reinforcement of school infrastructures. This project has enabled us to advance more rapidly in terms of infrastructure strengthening, particularly under Output 2.2. Our greatest satisfaction comes from knowing that many families, including the most disadvantaged, will now have access to a reinforced school environment where teachers are aware of disaster risks and are equipped to educate students accordingly. Looking ahead, our ambition is to strengthen as many schools as possible in order to improve access to education for all, while ensuring that educational facilities become progressively less vulnerable to disaster risks even the situation was challenging during the implementation process.

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.

The work carried out within the framework of the project, whether through the first component, the second, or the third component, delivers on its promise in terms of strengthening the education system and the

community in general. The involvement of young people and adults from various social backgrounds in the project's activities is among the strong points. Moreover, the school rehabilitation work provides relief for the communities, which can use them as shelter if needed while learning to prepare for adverse events. Despite the difficult security situation in Haiti, the project team delivered a commendable performance in achieving results under challenging conditions.

Project Indicators

List of indicators

Type of Indicator (indicators towards Objectives, Outcomes, etc...)	Indicator	Baseline	Progress Since Inception	Target for Project End
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	622 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	93 institutions representatives (71 male and 22 female)	40 institution representatives (20 male and 20 female)
Outputs	Number of Trainers trained (breakdown based on gender)	5	54 (11 male and 43 female)	40 (20 male and 20 female)
Outputs	Number of Decision Makers at National level (breakdown based on gender)	20	32 (31 male and 1 female)	40 (20 male and 20 female)
Outputs	Number of last year Civil Engineering/Architecture university students trained (breakdown based on gender)	35	133 students (71 male and 62 female)	160 students (80 male and 80 female)
Outputs	Number of schools assessed	101	622 VISUS individual schools' reports	700
Outputs	Number of individual school reports uploaded in the database	101	622 VISUS individual schools' reports	700 schools

	approved by the VISUS coordinator			
Outputs	Priority intervention schools list agreed among national stakeholders	0	8	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 on gender)	0	In progress	about 3500 students (3806 students 1898: male and 1909 female. These values are obtained multiply the total number of students beneficiaries of Component 1 by ratio 15/700
Outcomes	Number of students that benefit from climate change and DRR training and protocols and risk management protocols (breakdown based on gender)	0	12871 (8085 female and 4786 male)	bout 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
Outputs	Number of detailed designed for school intervention	0	8	MT=about 2 to 8 End=about 5 to 15.
Outputs	Number of schools with light interventions	0	8	MT=about 2 to 8 End=about 5 to 15.
Outputs	Number of contractors trained	0	15	End=about 2 to 523 (each contractor will promote the participation of women in the training)
Outputs	Number of students trained in DRR and CCA (breakdown based on gender)	0	about 1190 students (525 male and 648 female)	End =about 2000 students (2284 students, 1139 male and 1145 female)
Outputs	Number of schools staff trained in DRR and CCA	0	160	End= about 80 people (84 people, 42 male and 42 female. 1 professor every 27 students)
Outputs	Number of	0	43	MT=about 3

	emergency plan for schools' facilities			End=about 9
Outputs	Number of schools with warning messages installed	0	On going	MT=about 3 End=about 9
Outputs	Number of Haitians benefiting from the improvement of the climate resilience of the social community (breakdown based on gender)	0	38686 (21383 female and 17303 male)	End = 150.000 people (177.631 people, (88.555 male and 89.076 female)
Outputs	Number of people participated at the national conference and workshop (breakdown based on gender)	0	226 (160 male and 66 female)	End=200 people (100 male and 100 female)
Outputs	Number of community emergency plan adopted with at least one women's focus groups convened in each commune intervention design and planning sessions.	0	4	MT=about 3 End=about 9
Outputs	Number of full evacuation simulation	0	On going	MT=about 3 End=about 9
Outputs	Number of warning messages installed in the municipalities	0	Not Started	MT=about 30 End=about 100 (about 10 in each municipalities)
Outputs	Number of ESD programmes integrated into for formal education	0	3	MT=0 End=3
Outputs	Number of relevant representatives of ministries involved in the consultation for the programmes development	0	About 20	MT=0 End=18
Outcomes	Average of the outcomes targets percentage	0	64%	End=75%
Outputs	Number of schools assessed by VISUS after the interventions	0	Not started yet	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)	Not started yet	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	Not started	The level of fulfilment of the safety performance goals pre-defined by decision-makers (life safety, rapid resume of operations, immediately operational).
Outputs	Number of communities assessed after the interventions and resilience activities	0	Not started	End=9
Goals	Number of people living in the communes that will benefit from the schools project assessment (breakdown based on gender)	0	About 249 057 people (121 573 male and 117 484 female)	about 1.5 million people (1.711.361 people, 864.234 male and 911.322 female)
Outputs	Number of student indirectly targeted and with medium intensity in 4 departments (breakdown based on gender)	0	234639 students (112338 male and 112301 female) 11510 teachers (7869 male and 3641 female) 2908 school personal (1366 male, 1542 female)	about 150 thousands students (177.631 students, 88.555 male and 89.076 female)

Comments

Lessons Learned

Implementation and Adaptive Management		
Describe any changes undertaken to improve results on the ground or any changes made to project outputs (i.e. changes to project design)	Challenges & Opportunities	Since the inception of the project, significant governance changes have occurred across the country, both at the local and national levels. In response

		to these shifts, the project team adopted an institutional approach centered on stable and reliable focal points. To further ensure the sustainability of its activities, the team has strengthened synergies with local communities, who not only participate in the interventions but also progressively take ownership of the tasks carried out. In this regard, it is important to highlight that a sustainable institutional strategy combined with strong community engagement contributes to achieving solid and lasting results, even in contexts marked by socio-political instability.
Have the environmental and social safeguard measures that were taken been effective in avoiding unwanted negative impacts?	Opportunities	In a highly volatile social context, the social and environmental safeguards implemented throughout the project enabled an effective and timely response, preventing material shortages and allowing the team to anticipate necessary adjustments. Adapting these safeguards to the local context proved to be a decisive turning point in the project's implementation.
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.	Opportunities	The Haitian economy is largely informal and relies heavily on women's labor. Women's income is generally directed toward supporting their families, while they continue to face limited economic opportunities. In this context, training and involving increasing numbers of women in projects of this nature strengthens their economic potential and provides entire families with greater opportunities to build a more secure future. Furthermore, as a marginalized group disproportionately exposed to disaster risks particularly those linked to climate change women's participation, whether as project managers, engineers,

		or members of decision-making bodies, significantly increases the likelihood that decisions will be equitable not only for them but also for vulnerable girls.
Were there any delays in implementation? If so, include any causes of delays. What measures have been taken to reduce delays?	Challenges	Despite the safeguards put in place, the delays accumulated at the beginning of the project required a revision of the implementation schedule to accommodate potential changes. Consequently, a request for a cost-free extension was submitted to the Adaptation Fund Secretariat with the agreement of all stakeholders. To adapt to this situation, the project management team is iteratively updating the schedule and working diligently to complete the project within the revised timeframe, while avoiding any additional costs or further delays.
What implementation issues/lessons, either positive or negative, affected progress?	Challenges & Opportunities	Overall, this project demonstrates that the success of such initiatives relies heavily on strong community involvement and ownership. When synergy with the beneficiary community is well established, local actors become the guardians of the work, implementation proceeds smoothly, and the results achieved are both tangible and durable. Moreover, road closures and the rainy season have significantly affected the prices and availability of certain essential materials. In this context, it is crucial to systematically integrate contingency reserves and additional time into the project schedule to accommodate potential delays and ensure the completion of planned activities.

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

Yes

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?	Experience shows that climate adaptation measures are most effective and sustainable when they are grounded in community needs, supported by strong local engagement, and paired with capacity-building that ensures long-term ownership. At the same time, several challenges and critical lessons for future projects: misalignment with local priorities can generate resistance, governance instability can slow implementation, and climatic or logistical constraints can disrupt supply chains and increase costs and delays. These lessons underscore the importance of careful planning, transparent communication, and context-specific strategies that can be replicated in other regions to enhance 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?	Experience with climate finance readiness shows that investment in institutional capacity building that prioritize community engagement, capacity building for youth and women create the foundations for long term resilience. At the same time important lessons for future initiatives have shown complex administrative procedures can slow access to funds, governance instability can disrupt continuity, and limited local capacity at local level can delay implementation across the board.
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?	The manuals, guidelines and procedures help identify institutional capacity needs, develop and reinforce coordination methods. They have also provided structured guidance for integrated project planning, ensuring that women's needs, vulnerabilities, and leadership roles are systematically included in project planning and implementation. Combined, these resources have been instrumental in designing an inclusive approach that includes appropriate adaptation interventions that enhance 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	In implementing concrete adaptation measures, it is essential that these interventions respond to the needs of the population and that communities be fully informed about the activities undertaken. This ensures that the benefits of the project can be sustained well beyond its completion. When adaptation measures are not aligned with community needs, they can generate tensions and social unrest. Ensuring coherence between project interventions and local priorities is therefore critical to maintaining social stability and achieving lasting results.
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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?	The project's training strategy places a strong emphasis on youth, building the resilience of the current generation while preparing the next. This approach combining infrastructure reinforcement, community-based disaster preparedness, ecosystem restoration, and technological innovation provides a transferable framework that can be adapted and applied in other small island developing states or territories exposed to comparable hazards.
Knowledge Management	
How has existing information/data/knowledge been used to inform project development and implementation? What kinds of information/data/knowledge were used?	In developing and implementing the project, existing information, data, and knowledge were systematically used to guide decision-making, monitor progress, and compare project results against national baselines. Key sources included official information from national government institutions, statistical datasets and analytical reports from UN agencies, situation reports from protection authorities, and strategic documents such as the National Adaptation Plan. These resources provided insights into climate risks, socio-economic vulnerabilities, institutional capacities, and strategic priority, enabling the project team to design context-appropriate interventions and adjust implementation based on evolving conditions.
Has the existing information/data/knowledge been made available to relevant stakeholder? If so, what channels of dissemination have been used?	The existing information, data, and knowledge used throughout the project have been shared with relevant stakeholders to ensure transparency, coordination, and informed decision-making. Dissemination has taken place through multiple channels, including technical workshops, coordination meetings, and training sessions with local authorities, school personnel, and community representatives.
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.)	During the project implementation the followings documents, knowledges and data were generated: -The global report of the VISUS assessment (https://drive.google.com/file/d/12YgSHwzNOjkGpAYKpmkLON_Smk-CA16n/view?usp=drive_link) -An individual Report for each assessed school (https://drive.google.com/drive/folders/1EodNEJ67i2TqABDr0DKITPD2RX0Y8uHx?) - A Web Platform have been developed with geographical and safety situation of each assessed schools (http://sprint-webgis.uniud.it:8080/lizmap/www/). A VISUS Handbook has been developed for students A progress report for the second components.
If learning objectives have been established, have they been met? Please describe.	The main goal is to increase the level of knowledge of the local population and the school community on adaptation to climate change specifically on disaster risk reduction, early warning system, ecosystems restoration and overcome other potential challenges identified in the implementation plan related to climate change. To achieve this goal, the project team maintained great collaboration with all the stakeholders and the community.
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.	Several difficulties were encountered in accessing and retrieving existing information relevant to the project. In some cases, national datasets were incomplete, outdated, or dispersed across different institutions, making it challenging to obtain consistent baselines. Limited digitalization of data and the absence of centralized data repositories also slowed retrieval, while frequent institutional changes and turnover affected continuity in data sharing. In addition, some sectoral information, particularly on environmental and social conditions was not readily available or required formal requests. To improve access, future projects would benefit from strengthened inter-institutional coordination, the establishment of centralized digital data platforms, the development of data-sharing protocols, and regular updates of national statistics. Investing in local capacity for data collecting and management and ensuring systematic documentation of project activities would further facilitate timely access to reliable information.

Has the identification of learning objectives contributed to the outcomes of the project? In what ways have they contributed?	The identification of clear learning objectives has contributed significantly to the outcome of the project. By defining what knowledge, skills, and capacities needed to be strengthened from the outset, the project was able to design targeted training modules, prioritize youth engagement, align capacity-building activities with the real needs of schools and communities. These learning objectives also helped structure peer-to-peer exchanges, guide the development of many procedures, and ensure that disaster-risk awareness and climate adaptation practices were consistently integrated across all project components. As a result, stakeholders gained a better understanding of climate risks, improved their technical and organizational capacities, and are better equipped to sustain and replicate adaptation measures beyond the project's duration.
Innovation	
Describe any innovative practices or technologies that figured prominently in this project.	During the implementation of the project, school assessments were carried out using the Inspection for defining Safety Upgrading Strategies (VISUS) methodology. This approach enabled the team to rapidly evaluate a large number of schools and to generate clear, evidence-based recommendations on their safety conditions through a multi-risk analysis. The use of VISUS significantly improved decision-making by providing a standardized, scientific framework for prioritizing interventions, particularly in schools. In parallel, the project introduced 3D printing as an innovative tool to support engineers and masons in improving construction practices. This technology facilitated the visualization of structural components, enhanced precision in design, and contributed to more resilient and efficient construction methods. Together, VISUS and 3D printing represent key innovations that strengthened the project's technical quality and offer replicable tools for future climate-resilient infrastructure initiatives.
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?	No
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? After Midterm

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	0	0	0

	project			
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	198752	42.5	69.2
Performance at mid-term	Indirect beneficiaries supported by the project	596256	38.1	54.5
Performance at mid-term	Total (direct + indirect beneficiaries)	795008	40.3	61.85
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	93	23.65	Hurricane	4: Effective
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/programmes 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	15	Disaster risk reduction	National	3: Risk and vulnerability assessments completed or updated
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	National	0
Target performance at completion	9	3: Dissemination and communication	Inland flooding	National	4
Performance at mid-term	0	3: Dissemination and communication	Inland flooding	National	0
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	Sector	Capacity level
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		female targeted		
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	1341	54.73	Disaster risk reduction	3: Medium capacity
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	54	79.62	Public
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	Public	National	Disaster risk reduction	3: Medium capacity
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	4	Regional	Disaster risk reduction	3: Medium capacity
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	32	Disaster risk reduction
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
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Output 3.2: Strengthened 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 committees/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	16	40% to 60%	4: Mostly aware
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	2	Training manuals	National
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	Disaster risk reduction	National	4: Mostly responsive (Most defined elements)
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	Disaster risk reduction	2: Physical asset (produced/improved/strengthened)	4: Mostly Improved
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	0		Disaster risk reduction
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

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

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	
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
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
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)	

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			4: Most	
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	Sector	Scale	Type

	introduced or adjusted			
Baseline information	0	Other	National	Environmental policy
Target performance at completion	3		National	Environmental policy
Performance at mid-term	2	Other	National	Environmental policy
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	8	3: Partially enforced (Some elements implemented)	4: Effective
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
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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
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Indicator 8.2: No. of key findings on effective, efficient adaptation practices, products and technologies generated

	No. of key findings generated	Type	Effectiveness
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