BTC PALESTINIAN TERRITORY

ANNUAL RESULTS REPORT 2015

SCHOOLS CONSTRUCTION, REHABILITATION AND EQUIPMENT IN THE OCCUPIED PALESTINIAN TERRITORY PHASE IV (PZA 12 032 11)

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Acronyms

BS	Basic School
BTC	Belgian Development Agency
CTD	Central Tendering Department
DGD	Directorate General of Development Cooperation
DGB	Directorate General of Buildings (within MEHE)
DGE	Directorates General of Education
DGFA	Directorate General of Financial Affairs (within MEHE)
EUR	Euro
GEEBD	Guideline for Energy Efficient Building Design
GIS	Geographical Information System
GOB	Government of Belgium
ICP	Indicative Cooperation Program
ILS	Israeli Shekel (NIS)
ODA	Official Development Assistance
O & M	Operation and Maintenance
MEHE	Ministry of Education and Higher Education
MOF	Ministry of Finance
MOPAD	Ministry of Planning and Administrative Development
MPWH	Ministry of Public Works and Housing
PA	Palestinian Authority
PEA	Palestinian Energy Authority
PEERC	Palestinian Energy and Environment Research Centre
PT	Palestinian Territory
PSC	Project Steering Committee
PSU	Project Support Unit (formerly Project Management Team)
PV	Photovoltaic
RR	BTC Resident Representative
SA	Specific Agreement
SWAP	Sector Wide Approach
TFF	Technical and Financial File
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training

1 Intervention at a glance

1.1 Intervention form

Intervention title	Schools construction, rehabilitation and equipment in the Palestinian Territory – Phase IV (ICP 2012-2015)
Intervention code	3013739, Navision code PZA 12 032 11
Location	West Bank And Gaza
Total budget	€ 16.5 Million
Partner Institution	Ministry of Education (MEHE)
Start date Specific Agreement	17 July 2013
Date intervention start (CMO)	17 July 2013
Planned end date of execution period	16 July 2018
End date Specific Agreement	16 July 2020
Target groups	Students, teachers, Ministry of Education in Palestine
Impact[1]	The quality of primary and secondary education in the Palestinian Territory is improved
Outcome	Access to education in the oPt through improved infrastructure and the creation of healthy, safe, child and environment friendly educational atmosphere
Outputs	R1: Access to education is increased by building child and environment friendly school facilities, including furniture and equipment.
	R2: The capacities at the level of MOE, directorates, and beneficiary schools in terms of planning, design, operation and maintenance, among others, are strengthened.
Year covered by the report	2015

[1] Impact refers to global objective, Outcome refers to specific objective, output refers to expected result

1.2 Budget execution

	Budget PHASE IV EUR	Expenditure EUR		Balance EUR	Disbursement rate at the end of 2015 %
		Previous years	2015		
Output 1	14,069,200	18,625	33,719	14,016,854	0 %
Output 2	600,000	0	3,456	596,544	1 %
Gen. Means	1,382,000	101,957	244,982	1,035,059	25 %
TOTAL:	16,500,000	120,582	282,158	16,097,258	2 %

According to Steering Committee decision (June 2015), the positive balance on phase III school construction budget can be used for expenses on the phase IV school construction project, until expiry of the phase III project validity on April 20th 2016. The condition for that is that the contracts have to be committed (signed) before 20 October 2015 (official end of the project). The positive balance of phase III was around 0.68 M Euro).
Therefore it is necessary to look at disbursements combining all the school construction projects still ongoing (for 2015 it is phases II, III and IV).
The costs already paid on the phase IV budget are related to the East Jerusalem rehabilitations, and other activities in preparation of the new school construction program. Proportionally these costs are minor in comparison to the real construction cost which means that from 2016 the expenditures (related to construction) will increase.

1.3 Self-assessment performance

1.3.1 Relevance

	Performance
Relevance	A

Education is clearly inserted in the Palestinian national development plan as well as in the Belgian strategy for Palestine. It is one of the two chosen sectors for the ICP 2012-2015.
The intervention logic is still holding although risks and assumptions especially related to political stability can influence the achievement of results at any time.

1.3.2 Effectiveness

	Performance
Effectiveness	A

The Phase IV project builds on the results of previous phases and results are likely to be achieved. The preparation of the project started after signing the agreement and it is the intention that all the experiences of phase I, II and especially III will be used in Phase IV to improve the design and the implementation in accordance to the expected results as described in the Technical and Financial File (TFF or project document).
It was also expected to include the results from the Users' Satisfaction Survey launched under the Study and Consultancy Fund. Unfortunately, 2 years after the start of the phase IV project, the contract for this study still has not been signed.

1.3.3 Efficiency

	Performance
Efficiency	**B**

Several activities (as the site selection for new schools) started immediately after project signing on 17 July 2013. PSU started the preparation and implementation of most other activities as planned in the TFF. Time wise the project is on schedule with the exception for the 'special schools': the schools located in area C, the school in Gaza, the 'competition' school in Bakri, Hebron.
Budget wise the project is working according to the financial file. Small adjustments may be necessary according to decisions to be taken in relation to the above mentioned 'special schools'.

1.3.4 Potential sustainability

	Performance
Potential sustainability	**A**

a) Financial/economic sustainability depends a lot on the political situation of the country and external factors as availability of donors' contributions.
b) The level of ownership of the intervention is supported by the embedding of the project in the local structures (Ministry of Education).
c) The intervention fits in the ongoing EDSP (education development sector plan). The Ministry is supportive towards the intervention.
d) The intervention contributes to raise the capacity of the Ministry's staff involved.

Criteria	Score
Relevance	**A**
Effectiveness	**A**
Efficiency	**B**
Potential sustainability	**A**

1.4 Results achieved and Conclusions

- The project was signed and officially started on 17 July 2013.
- West Bank Schools list was proposed by PSU Staff based on the ESS software results and was approved by Steering Committee Members. Design and supervision tenders were awarded as 2 lots. The design of 6 new schools has been completed and tenders for construction were organized. Two schools are under construction now. Four are still in the tender evaluation process. Three more schools are located in area C and wait for a permit from the Israeli authorities.
- The Eco-Sustainable school tender (Bakri, Hebron) received 13 Expressions of Interest. The 6 best joint-ventures were requested to submit a design proposal. An international jury evaluated the technical offers. The financial offer of the highest ranked was opened and the financial offer negotiated after which a contract proposal was prepared. This proposal is waiting to be signed so the detailed design can be prepared.
- The (adapted) ESS software (developed by the project) was also used for the East Jerusalem (EJ) school survey. A consultancy contract was signed with Atelier Arlette Consultants to survey 121 EJ schools. The design and supervision tender for renovations of a limited number of schools was awarded to the same consultant. Design documents for 9 schools

were submitted to PSU and checked. BTC prepares tendering for rehabilitation works.

- The Early Childhood Development (ECD) site visits in Area C have been completed and the report was approved by SC members. The design was awarded to Arab Engineers and is completed. Tendering will start soon .
- The training assessment: Phase III trainings are still ongoing. In December 2015 two BTC – HQ experts met related stakeholders and proposed an action plan for the Capacity Building activities under phase IV. PSU will facilitate the implementation process of these activities.
- The tender for a Users' Satisfaction Survey (of the already built phase I, II and III schools) that is funded by the Study and Consultancy fund was evaluated. The offer of the highest ranked consultant will be negotiated and eventually proposed for contract.
- We can conclude that the activities are going on as planned in the project's TFF. Progress seems to be slow but this is typical for infrastructure projects. Some of the infrastructure works will start construction in 2016. Some others however are related to decisions outside the project (area C e.g.) and need to be monitored in order to eventually be changed in 2016. The 'soft' activities (capacity building) still need to take off and this is a challenge for 2016.

National execution official	BTC execution official
Mr. Fakhri Safadi, Project Director	**Jan Van Lint, Technical Adviser**

2 Results Monitoring[2]

2.1 Evolution of the context

2.1.1 General context

The conflict between Israel and the Palestinian People remains tense and unpredictable. It causes delays, strikes and protests. Government employee strikes occurred throughout the year (mainly for financial reasons) and affected the progress of the projects.
The war in Gaza (July-August 2014) also delayed the preparation process of building a school there.
The tense situation since October 2015 involving stabbings and rammings by Palestinians, followed by killing the suspects by the Israeli forces, and the burning of a house and killings by Israeli settlers, did not speed up mutual agreements on area C issues involving 4 phase IV schools.

2.1.2 Institutional context

The anchorage of the project at the DGB-MEHE is appropriate,as it is responsible for the construction of all schools in Palestine The Project Manager (PM) and Assistent Project Manager (APM) work at the MEHE and with the local staff together to achieve the objectives. A new Administration Building has been completed as part of the Belgian phase III project but the promise to house the whole Project Support Unit (PSU) there did not materialize yet.

2.1.3 Management context: execution modalities

The project is executed in co-management, which is appropriate considering the technical level of engineers at the MEHE.
The project follows the World Bank procurement but it will be easier for the contractors if Palestinian procedures could be followed (close to FIDIC) . These Palestinian procedures however have not been approved or endorsed yet.
For the East-Jerusalem component the work follows the Belgian legislation. This was agreed in the TFF for legal and tax refund reasons, and to facilitate the rehabilitation of also private schools.

2.1.4 Harmo context

The overall education policy is frameworked within 2 national development plans, the Palestinian Reform and Development Plan (PRDP, 2008-2010) and the National Development Plan (NDP, 2011-2013). Both national development plans highlight the education sector as the high priority sector for the development of Palestine, and maintain the position that education is a basic human right and a vital tool for socio-economic development and for installing moral values and civic responsibility.

The sector policy itself is documented in the 6-year Education Development Strategy Plan (EDSP - 2008-2013), the education development strategic plan that has been developed before the PRDP and NDP. So the NDP and PRDP drew heavily on the present EDSP to develop the priorities and development plans in the education sector.
The new EDSP3 sector strategy covering the period 2014-2019 has been approved and started implementation.

The Palestinian education budget relies heavily on external funding. At present, many donors are supporting MEHE, especially in school construction, such as Saudi Arabia, EU, Japan, Portugal, Brazil, Germany (KfW), in addition to the Joint Financing Partners (JFP) that include Germany (KfW), Norway, Ireland, Finland and Belgium.

[2] Impact refers to global objective, Outcome refers to specific objective, output refers to expected result

Government and major donors have created the Education Sector Working Group, under the leadership of the Ministry of Education and Belgium as co-chair on the Donors' side .

The Joint Financing Arrangement (JFA) was signed on the 11th of November 2010 by Norway, Ireland, Finland, Germany (KfW), the so-called 'Joint Financing Partners' (JFP), and the Palestinian Authority (PA) with the aim to financially and technically support the implementation and the management of the EDSP 2008-2013. Accordingly, the JFA is regarded by the PA authorities as a tool to: (a) transform implementation to a performance-based system; (b) improve and streamline internal management and implementation structures, and (c) shift more responsibility and decision-making in managing development assistance to the ministry.

The ministry organizes twice yearly a donor meeting to discuss certain issues in the education sector. The recommendations of this meeting are used in the future Ministry planning.

2.2 Performance outcome

2.2.1 Progress of indicators

The tables below show progress of the projects in 2014 and 2015. Analysis of the information follows below.

Outcome PHASE IV: **Access to education in the oPt through improved infrastructure and the creation of healthy, safe, child and environment friendly educational atmosphere**					
Indicators PHASE IV	**Baseline value[3] 2013**	**Progress 2014**	**Progress 2015**	**Progress 2016**	**End Target[4]**
Net enrolment rate (NER) in basic education in the West Bank area (G1-G10)	**n/a**	**10162**	**11837**		
Net enrolment rate (NER) secondary education in the West Bank area (G11-G12)	**n/a**	**2047**	**2003**		
Total number of students graduating primary school in the West Bank area (G1-G10)	**n/a**	**950**	**874**		
Total number of students graduating secondary school in the West Bank area (G11-G12)	**n/a**	**1050**	**1001**		

n/a: not available in context of phase IV.

2.2.2 Analysis of progress made

1. What is the progress made towards the achievement of the outcome?
   The natural population increase is estimated at 1%. This combines the exodus and lower birth rate all over Palestine. That can explain the (total) increase of NER in Palestine.
   The graduation numbers are decreasing which certainly cannot be explained by more and better schools in Palestine. The numbers are received from the Planning department at MEHE.

2. Are outputs (still) leading to the change process envisaged (the change process is taking

[3] *The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)*
[4] *The target value at the end of the intervention*

place?)
This should be considered on the long term. Phase IV is certainly not (yet) contributing to an improvement of these indicators.

3. Issues that arose, influencing factors (positive or negative)?
   -

4. Unexpected results?
   -

2.2.3 Potential Impact

Impact pIV: (general objective) **"To improve the quality of primary and secondary education in the Palestinian Territories."**					
Indicators [5]	**Baseline value**[6] **2013**	**Progress 2014**	**Progress 2015**	**Progress 2016**	**End Target**[7]
Baseline still to be surveyed and approved.					

n/a: not yet available

A better infrastructure will certainly contribute to a higher enrolment as government's education policy highly encourages education. Since enrolment and graduation figures however already are quite high, the increase will be marginal.

Improvement of access and quality is supported by this kind of interventions that focus on environment and child friendly school construction.

Real impact can only be measured after the schools start operation. For that reason the Study and Consultancy Fund supports the users' satisfaction survey on the already completed schools under phases I, II and III. This survey measures mainly the users' satisfaction on the quality of the infrastructure provided.

[5] Data taken from the Annual M&E Report 2012 , MEHE
[6] *The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)*
[7] *The target value at the end of the intervention*

2.3 Performance output 1 Phase IV

2.3.1 Progress of indicators

Output 1: Phase IV: Access to education is increased by building child and environment friendly school facilities, including furniture and equipment.					
Indicators	**Baseline value[8] 2013**	**Progress 2014**	**Progress 2015**	**Progress 2016**	**End Target[9]**
Baseline still to be surveyed and approved.	n/a	yes	yes		
Total number of students attending school in concerned catchment area.	na	67123	70256		
Total number of Male students attending school in concerned catchment area	na	33278	26031		
Total number of Female students attending school in concerned catchment area	na	34115	36325		
Attendance rates in concerned schools	na	98.3%	98%		
Average distance between home and school in concerned catchment area	na	1138	1031.25		
One school built according to eco-sustainable principles	na	0	0		
Number of rented schools in concerned catchment area	na	36	34		
Number of schools operating with shifts systems in concerned catchment area	na	2	2		
Average number of students per classroom in concerned catchment area	na	27.64	29.6		
Average number of students per teacher in concerned catchment area	na	21	21.45		
Number of disabled teachers and students in concerned catchment area	na	748	690		
Number of students per toilet in the concerned catchment area	na	31	31.25		
Water consumption from Water Authority in concerned catchment area per month per student	na	0.5%	0. 8%		
Number of schools that collect and (re)use rainwater in concerned catchment area?	na	32	32		
Average energy consumption per month/student in concerned catchment area?	na	18.4	20.77		
Number of days the schools closed last year due to too cold weather?	na	4.5	3.9		
Average temperature in classrooms in September? (if available)	na				
Average temperature in classrooms in December? (if available)	na				
Average temperature in classrooms in March? (if available)	na				
Average temperature in classrooms in May ? (if available)	na				
Number of schools built according to the Palestinian Green Building Guidelines in the concerned catchment area	na				

n/a: not yet available

With reference to the above table, some figures seem not logic and need to be checked, during the next quarter.

[8] *The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)*
[9] *The target value at the end of the intervention*

2.3.2 Progress of main activities

Progress of main activities [10]	Progress:			
	A	B	C	D
A.1.1 – Baseline and M&E Strategy		□		
A.1.2 – School design and construction in West Bank and Gaza		□		
A.1.3 – Equipment and furnishing		□		
A.1.4 – School rehabilitation and remodelling in East Jerusalem		□		

2.3.3 Analysis of progress made

1. Baseline and M&E activities: PSU collected some indicators from Governorates. Other indictors could not yet be measured. The Pilot Project in Wadi Al Mughair in Hebron started measurement of temperatures in classrooms throughout the school. These data will be collected and analyzed in one year time.
2. Some indicators need to be checked with the source it came from as they seem to be unlogic (number of male students and water consumption).
3. The changes from 2014 to 2015 are related to the catchment areas where this project will build schools. Changes mentioned however cannot be the outcome of this project as construction of the new schools did not start yet. There are other factors influencing these changes (other schools built etc.).
4. Unexpected results (positive or negative):
   The project started earlier than planned. School site selection was approved in the PSC meeting of December 2013. In total 6 schools have now been designed and tendered for construction. Two schools started construction at the end of 2015. Two more schools will start construction in the first half of 2016 and two others expectedly in the second half of 2016.

   A negative unexpected result is the delay caused by not yet having received permits for the schools located in area C: Azzon, Al Jalajel, Alluban. This may be caused by recent violent incidents between Palestinians and Israelis.

[10] A: The activities are ahead of schedule
B The activities are on schedule
C The activities are delayed, corrective measures are required.
D The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.4 Performance output 2 Phase IV

2.4.1 Progress of indicators

Output 2: Phase IV: The capacities at the level of MOE, directorates, beneficiary schools and communities are strengthened.					
Indicators	**Baseline value[11] 2013**	**Progress 2014**	**Progress 2015**	**Progress 2016**	**End Target[12]**
Efficient, transparent, participatory methodology with clear set of weighted criteria for school sites selection in place	80%	80%	80%		
Environmental concerns integrated within school design	50%	55%	60%		
Number of extra-curricular activities taking place in concerned catchment area	na	na	na		
Number of environmental extracurricular activities organized in catchment area	na	na	na		
State of the art guideline integrating recommendations of Energy Efficient Building Code in place	na	na	na		
O&M checklist and guidelines available and put into practice within Belgium funded schools	0%	0%	0%		
Time between opening tender and signing of the contract for consultancies	na	na	na		
average no. of days between opening tender and signing of the contract for works	na	na	na		
Average nr of days between opening tender and signing of the contract for supply of goods	na	na	na		
Number of training activities organized for teachers and principals in catchment area	na	na	na		
Number of training activities organized for directorates and MEHE staff	na	na	na		

n/a: not yet available (but is planned to be measured in 2016)

2.4.2 Progress of main activities

Progress of main activities [13]	**Progress:**			
	A	B	C	D
A.2.1 – Capacity Development			☐	
A.2.2 – Seminars and study tours			☐	
A.2.3 – Finalization of the site selection software with equipment			☐	
A.2.4 – Enhancing O&M activities at school level			☐	
A.2.5 – Monitoring and evaluation of Wadi Al Mughair school		☐		
A.2.6 – Enhancing the appropriation of school facility by the communities through the support of extra-curricular activities			☐	

[11] *The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)*
[12] *The target value at the end of the intervention*
[13] A: The activities are ahead of schedule
B The activities are on schedule
C The activities are delayed, corrective measures are required.
D The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

A.2.7– Environment awareness raising			□	
A.2.8 – Communication and dissemination of lessons learnt		□		

2.4.3 Analysis of progress made

Capacity building activities of phase III are still ongoing.
A new training assessment needs to be made based on the present organigram and positions presently available at the DGB and other directorates.
The project intended to recruit an international consultant to make this assessment and proposals. Considering the time it would take to make such an in-depth study, the project decided to go ahead with a realistic capacity building action plan which could be implemented immediately.

The cooperation from other departments has been requested for this action plan. The targeted departments will submit their proposals to SC for approvals.

2.5 Transversal Themes

2.5.1 Gender

Gender is considered to be not an issue as the MEHE provides equal opportunity for genders in terms of education facilities and support. Notably the MEHE is currently commissioning more facilities for female than male pupils/students.
The Gross Enrolment Rate (GER) of girls in primary schools (96.8%) is slightly higher than the GER of boys (94.3 %).
In secondary schools (grade 11-12) the difference is bigger with girls GER of 83.8 % compared to a GER for boys of 65.1 %.
Co-education can be viewed as a gender issue (although it is not for the MEHE). Officially it is the norm for grades 1 to 4. Higher grades have separate boys and girls schools, except when the total number of students is rather small and space and equipment needs to be shared.
So far Belgium has built in phases II and III according to gender the following schools:

	Co-ed	Boys	Girls
Number of students (@ 40 students/class)	2,480	5,080	4,160

There is equal treatment for male and female employees (ministry staff, teachers, employees at the directorates), though the majority of higher positions is held by men.

2.5.2 Environment

The project stresses the importance of environment friendliness and energy efficiency throughout the project. This is shown in the designs of schools and the administration building.

Environment criterion is understood as quality of space and environment of the education facilities and premises. As this is a significant objective of phase 3 construction programme this criterion is developed throughout the project. Notably environmental concerns were positively enhanced from phase II to III and the quality of surroundings, green areas, and plantations was significantly improved within phase II project activities and in phase III.

In terms of environmental design interesting results are expected from the pilot school in Wadi Al Mughair as well as from the Administrative Building's photovoltaic energy generation.

2.6 Risk management

Risk Identification			Risk analysis			Risk Treatment			Follow-up of risk	
	Description of Risk	Risk category	Probability	Potential Impact	Total	Action(s)	Resp.	Deadline	Progress	Status
1	Technical delays due to technical issues: quality soil, negative quality test results, etc.	Technical	low	medium	A	According to issue	DGB-PSU	Design stage	2 projects out of 11 started. No delays for the 2 projects	ongoing depending on the remaining projects
2	Lack of construction labor	Operational	low	low	A	Sufficient project duration	DGB-BTC	Tender stage	Non of these risks have been faced	All risks are related to the implementation stage status : (ongoing)
3	Lack of construction materials	Operational	low	medium	A	Sufficient project duration	DGB-BTC	Tender stage		
4	Technical dispute	Operational	low	medium	A	Clear design and bid documents	DGB-PSU	Design stage		
5	Insurance & performance security	Operational	low	low	A	Clear project duration and follow up to remind contractor timely	PSU-DGFA	Construction stage		
6	Weather: snow, rain, wind	Climate	medium	low	A	Add contingency to project duration about 20%	DGB-PSU	Design stage		
7	Earthquake	Climate	low	high	A					
8	Decision process delays	Institutional	medium	medium	B	Sufficient implementation time	MEHE-BTC			
9	Payment process delays	Institutional	medium	medium	B	Good follow up by PSU	DGB-PSU	Construction stage		
10	Document lost	Institutional	low	medium	A	Clear filing system and archive	MEHE-BTC			
11	IT software bugs	Institutional	low	low	A					
12	Delay at Ministry of Finance	Institutional	low	medium	A	Regular follow up	PSU	Ad hoc		
13	Exchange rate	Financial	low	medium	A					
14	Strikes	Political	medium	medium	B	Include contingency in time planning for implementation	MEHE-BTC	Planning stage		
15	Safety in villages	Political	low	low	A	Flexible implementation modalities	MEHE-BTC			

3 Steering and Learning

3.1 Strategic re-orientations

The project has a quite long validity of 7 years, due to expected difficulties related to the institutional and political context (see risks).

Most school designs and constructions located in the West Bank started and are ongoing as planned.

The below activities are behind schedule and may/may not need adjustments for implementation.

Schools located in area C did not yet get their permits and therefore are delayed. It might be necessary to replace them with another school, which still is possible but should be decided latest in 2016.

The eco-sustainable school was tendered according to World Bank rules but with the intention to be a competition. The proposals received were very interesting and reflected in general the request for designing an eco-sustainable school. The whole process took about one year and a contract with the winning joint-venture still has not been signed.

The follow up of the Wadi Al Mughair school built under phase III is ongoing but still contracts with experts in the field of climate adapted design need to be signed and analyses are expected from September 2016 onwards.

The East Jerusalem school rehabilitations are in tendering stage. If tendering can go on as planned (under BTC management) the implementation should be according to schedule.

Capacity Building activities have been scheduled only recently and an action plan still has to be proposed to the PSC meeting for approval and execution.

The users' satisfaction survey of phases I, II and III would provide inputs for the implementation of phase IV. However this study is done on the study and consultancy fund led by the MEHE and BTC. The MEHE and CTD (Central Tendering Department) participation was extremely slow during the tendering process and a contract is not signed yet.

3.2 Recommendations

Recommendations	Actor	Deadline
Description of the recommendations	*The actor responsible for (dis)approving the recommendation*	
Area C action in Q1 2016 needed	Belgian Consulate	Q1 2016
Sign contract and start design of Bakri eco-sustainable school in Hebron.	MEHE/BTC	31 January 2016
Wadi Al Mughair tender and sign 2 contracts for monitoring and analysis data	PSU	29 February 2016
East Jerusalem sign contracts for rehabilitations	BTC	31 March 2016
Approval Capacity Building action plan at PSC	PSU/PSC	11 February 2016
Sign contract satisfaction survey (Studyfund)	MEHE/BTC	29 February 2016

3.3 Lessons Learned

Lessons learned	Target audience
No lessons were learnt yet.	

4 Annexes

4.1 Quality criteria

1. RELEVANCE: The degree to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries				
In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D'= C; at least one 'D' = D				
Assessment RELEVANCE: total score	A	B	C	D
	x			

1.1 What is the present level of relevance of the intervention?		
X	A	Clearly still embedded in national policies and Belgian strategy, responds to aid effectiveness commitments, highly relevant to needs of target group.
	B	Still fits well in national policies and Belgian strategy (without always being explicit), reasonably compatible with aid effectiveness commitments, relevant to target group's needs.
	C	Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance.
	D	Contradictions with national policies and Belgian strategy, aid efficiency commitments; relevance to needs is questionable. Major adaptations needed.
1.2 As presently designed, is the intervention logic still holding true?		
	A	Clear and well-structured intervention logic; feasible and consistent vertical logic of objectives; adequate indicators; Risks and Assumptions clearly identified and managed; exit strategy in place (if applicable).
X	B	Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, indicators, Risk and Assumptions.
	C	Problems with intervention logic may affect performance of intervention and capacity to monitor and evaluate progress; improvements necessary.
	D	Intervention logic is faulty and requires major revision for the intervention to have a chance of success.

2. EFFICIENCY OF IMPLEMENTATION TO DATE: Degree to which the resources of the intervention (funds, expertise, time, etc.) have been converted into results in an economical way				
In order to calculate the total score for this quality criterion, proceed as follows: 'At least two 'A', no 'C' or 'D' = A; Two times 'B', no 'C' or 'D' = B; at least one 'C', no 'D'= C; at least one 'D' = D				
Assessment EFFICIENCY : total score	A	B	C	D
		x		

2.1 How well are inputs (financial, HR, goods & equipment) managed?		
	A	All inputs are available on time and within budget.
X	B	Most inputs are available in reasonable time and do not require substantial budget adjustments. However there is room for improvement.
	C	Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk.
	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.

2.2 How well is the implementation of activities managed?		
X	A	Activities implemented on schedule
	B	Most activities are on schedule. Delays exist, but do not harm the delivery of outputs
	C	Activities are delayed. Corrections are necessary to deliver without too much delay.
	D	Serious delay. Outputs will not be delivered unless major changes in planning.
2.3 How well are outputs achieved?		
	A	All outputs have been and most likely will be delivered as scheduled with good quality contributing to outcomes as planned.
X	B	Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.
	C	Some output are/will be not delivered on time or with good quality. Adjustments are necessary.
	D	Quality and delivery of outputs has and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time.

3. EFFECTIVENESS TO DATE: Degree to which the outcome (Specific Objective) is achieved as planned at the end of year N				
In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D'= C; at least one 'D' = D				
Assessment EFFECTIVENESS : total score	A	B	C	D
	x			
3.1 As presently implemented what is the likelihood of the outcome to be achieved?				
X	A	Full achievement of the outcome is likely in terms of quality and coverage. Negative effects (if any) have been mitigated.		
	B	Outcome will be achieved with minor limitations; negative effects (if any) have not caused much harm.		
	C	Outcome will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve ability to achieve outcome.		
	D	The intervention will not achieve its outcome unless major, fundamental measures are taken.		
3.2 Are activities and outputs adapted (when needed), in order to achieve the outcome?				
	A	The intervention is successful in adapting its strategies / activities and outputs to changing external conditions in order to achieve the outcome. Risks and assumptions are managed in a proactive manner.		
X	B	The intervention is relatively successful in adapting its strategies to changing external conditions in order to achieve its outcome. Risks management is rather passive.		
	C	The intervention has not entirely succeeded in adapting its strategies to changing external conditions in a timely or adequate manner. Risk management has been rather static. An important change in strategies is necessary in order to ensure the intervention can achieve its outcome.		
	D	The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.		

4. POTENTIAL SUSTAINABILITY: The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).				
In order to calculate the total score for this quality criterion, proceed as follows: At least 3 'A's, no 'C' or 'D' = A ; Maximum two 'C's, no 'D' = B; At least three 'C's, no 'D' = C ; At least one 'D' = D				
Assessment POTENTIAL SUSTAINABILITY : total score	**A**	**B**	**C**	**D**
	x			

4.1 Financial/economic viability?		
	A	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.
X	B	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.
	C	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.
	D	Financial/economic sustainability is very questionable unless major changes are made.
4.2 What is the level of ownership of the intervention by target groups and will it continue after the end of external support?		
X	A	The steering committee and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results.
	B	Implementation is based in a good part on the steering committee and other relevant local structures, which are also somewhat involved in decision-making. Likeliness of sustainability is good, but there is room for improvement.
	C	The intervention uses mainly ad-hoc arrangements and the steering committee and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.
	D	The intervention depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.
4.3 What is the level of policy support provided and the degree of interaction between intervention and policy level?		
X	A	Policy and institutions have been highly supportive of intervention and will continue to be so.
	B	Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the intervention, and are likely to continue to be so.
	C	Intervention sustainability is limited due to lack of policy support. Corrective measures are needed.
	D	Policies have been and likely will be in contradiction with the intervention. Fundamental changes needed to make intervention sustainable.
4.4 How well is the intervention contributing to institutional and management capacity?		
X	A	Intervention is embedded in institutional structures and has contributed to improve the institutional and management capacity (even if this is not an explicit goal).
	B	Intervention management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible.
	C	Intervention relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.
	D	Intervention is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.

4.2 Decisions taken by the steering committee and follow-up

Decision to take					Action			Follow-up	
Decision to take	Period of identification	Timing	Source	Actor	Action(s)	Resp.	Deadline	Progress	Status
List of schools to be built under Phase IV.	PSC 09/12/2013		PSC Minutes	PSU BTC MEHE	Start Design phase for the chosen locations	PSU MEHE	2013	The list is ready	CLOSED
To make a questionnaire to prioritize the areas requesting an intervention in East Jerusalem.	PSC 09/12/2013		PSC Minutes	PSU BTC MEHE	Make and approve questionnaire	PSU MEHE	2013	The questionnaire were done	CLOSED
To propose to the Belgian Consulate (DGD) the transfer of the expected positive balance on Phases II and III to Phase IV	PSC 09/12/2013		PSC Minutes	PSU BTC MEHE	Write a letter to Consulate, Mopad and BTC	MEHE		No letter was sent	Not completed
Schools III Project Manager and Assistant Manager to continue to work for Schools IV project in their capacities as Senior Engineer and Junior Engineer.	PSC 09/12/2013		PSC Minutes	BTC MEHE	Sign new contracts	BTC MEHE	2013	Signed	CLOSED
To make modification to the TFF: (1) TFF par. 5.4.1 p.40: will become: "The PSU will be recruited by MEHE with No Objection of the BTC Representation in Palestine following the principles of co-management, except the ITA and the accountant (33%) that will be recruited by BTC with No Objection from MEHE. The contracts of PSU staff will be managed by MEHE, except the ITA and the accountant (33%) that will be managed by BTC. The salaries will be paid by BTC under direct	PSC 09/12/2013		PSC Minutes	BTC MEHE	Apply as stated.	BTC MEHE		Modifications done	CLOSED

management modality and principles. The PSU will be yearly evaluated by DGB and BTC."									
(2) National Project Director (NPD): considering the relation between NPD and PSU some contradictions were found in the TFF. We hereby agree that "the National Project Director is not part of the PSU, but he will coordinate & supervise the PSU.	PSC 09/12/2013		PSC Minutes	BTC MEHE	Apply as stated.	BTC MEHE		Done	CLOSED
Approved operational planning report for Phase IV	PSC 12/2/2014		PSC Minutes	PSU BTC MEHE		PSU MEHE	2014	Fully approved	CLOSED
Approved BTC procurement planning	PSC 12/2/2014		PSC Minutes	PSU BTC MEHE		PSU MEHE	2014	Approved	CLOSED
The PSC agrees to continue disbursements (also Phase IV disbursements) on the Phase III project until the end of the Specific Agreement	PSC 20/8/2014		PSC Minutes	PSU BTC MEHE		PSU MEHE	2015	Done	CLOSED
The PSC agrees with the updated priority list for phase IV, and postpones the decision on the school in Gaza	PSC 20/8/2014		PSC Minutes	PSU BTC MEHE		PSU MEHE	2016	Done	CLOSED
The PSC agrees with the updated priority list for phase IV, including the industrial school Hebron (TVET) on the waiting list	PSC 20/8/2014		PSC Minutes	PSU BTC MEHE		PSU MEHE	2016		Ongoing

The PSC agrees with the updated priority list for phase IV, if Gaza School cancelled the budget will be allocated to be used for TVET school.	PSC 20/8/2014		PSC Minutes	PSU BTC MEHE		PSU MEHE	2016	Approved	ongoing
the Steering Committee membres approve the Annual reports phases II + III, phase IV'	6/17/2015		PSC Minutes	SC MEMBERS		BTC MEHE		Approved	CLOSED
Confirmation moving balance II to III and paying IV on III,the remaining balance will be used on Phase IV	6/17/2015		PSC Minutes	SC MEMBERS		BTC MEHE	Aug-15	Not yet confirmed	Ongoing
The PSC agrees with the updated priority list for phase IV, excluding the school in Gaza and including the TVET industrial school Hebron	6/17/2015		PSC Minutes	SC MEMBERS		BTC MEHE		Approved	CLOSED
the Steering Committee members suggest That the Belgium Consulate push the permits on Area C ,regard the schools and the kindergarten	6/17/2015		PSC Minutes	SC MEMBERS		BTC, MEHE, Consulate	Aug-15	Approved	Ongoing
the Steering Committee members approve progress of East Jerusalem rehabilitations design & supervision	6/17/2015		PSC Minutes	SC MEMBERS		BTC, MEHE		Approved	CLOSED

4.3 Updated Logical framework

See PSC decisions for proposed changes.

4.4 MoRe Results at a glance

Logical framework's results or indicators modified in last 12 months?	No (modified in 2014)
Baseline Report registered on PIT?	Yes (The draft report)
MTR	Not yet (planned Q4 2016)
ETR	Not yet (planned 2019)
Backstopping missions 2015	2 missions in 2015

4.5 « Budget versus current » Report

Only a small amount expenses has been booked on Phase IV in 2015. The expenses report for 2015 according to FIT (BTC accounting) is attached on the next pages.
This project uses the savings from phase II, III with a total amount of appr. 500,000 Euro, so all the payments are payed from the saving till 20 April 2016 for all the contracts that were signed before 20/10/2015.
This includes 2 construction contracts: Doma and Raqa Schools

4.6 Communication resources

No information available.

Budget vs Actuals (Year to Month) of PZA1203211

Project Title : **Schools Construction, Rehabilitation and Equipment in the Occupied Palestinian Territory - PHASE IV**

Budget Version: **C01**
Currency : EUR
Year to month : 31/12/2015
VIM : **Report includes all closed transactions until the end date of the chosen closing**

	Status	Fin Mode	Amount	Start to 2014	Expenses 2015	Total	Balance	% Exec
A ACCESS TO EDUCATION IN OPT IS INCREASED			14.669.200,00	18.625,84	**37.175,50**	55.801,34	14.613.398,66	0%
01 Increased access to education			14.069.200,00	18.625,84	**33.719,50**	52.345,34	14.016.854,66	0%
01 Baseline survey and set-up of a M&E strategy		REGIE	50.000,00	0,00	**0,00**	0,00	50.000,00	0%
02 Schools design and construction in the oPt		COGES	11.893.200,00	0,00	**0,00**	0,00	11.893.200,00	0%
03 Supply and installation of furniture & equipment		COGES	726.000,00	0,00	**0,00**	0,00	726.000,00	0%
04 Schools rehabilitation in East Jerusalem		REGIE	1.400.000,00	18.625,84	**33.719,50**	52.345,34	1.347.654,66	4%
02 Strengthened capacities of MOE & end users			600.000,00	0,00	**3.456,00**	3.456,00	596.544,00	1%
01 Capacity development		COGES	120.000,00	0,00	**3.456,00**	3.456,00	116.544,00	3%
02 Seminars & study tours		COGES	70.000,00	0,00	**0,00**	0,00	70.000,00	0%
03 Finalization of the site selection software with equipment		COGES	100.000,00	0,00	**0,00**	0,00	100.000,00	0%
04 Enhancing O&M activities at school level		COGES	50.000,00	0,00	**0,00**	0,00	50.000,00	0%
05 Follow-up of Wadi Al Mughair school (M&E, training &		COGES	50.000,00	0,00	**0,00**	0,00	50.000,00	0%
06 Enhancing appropriation of school by communities &		COGES	80.000,00	0,00	**0,00**	0,00	80.000,00	0%
07 Environment awareness raising activities		COGES	80.000,00	0,00	**0,00**	0,00	80.000,00	0%
08 Communication and dissemination of lessons learnt		COGES	50.000,00	0,00	**0,00**	0,00	50.000,00	0%
X CONTINGENCIES (MAX 5% * TOTAL ACTIVITIES)			448.800,00	0,00	**0,00**	0,00	448.800,00	0%
01 Contingencies			448.800,00	0,00	**0,00**	0,00	448.800,00	0%
01 Contingencies Co-management		COGES	306.300,00	0,00	**0,00**	0,00	306.300,00	0%
02 Contingencies Own-management		REGIE	142.500,00	0,00	**0,00**	0,00	142.500,00	0%
Z GENERAL MEANS			1.382.000,00	101.957,13	**244.982,97**	346.940,10	1.035.059,90	25%
		REGIE	2.926.500,00	120.576,59	**278.682,66**	399.259,25	2.527.240,75	14%
		COGEST	13.573.500,00	6,38	**3.475,81**	3.482,19	13.570.017,81	0%
		TOTAL	16.500.000,00	120.582,97	**282.158,47**	402.741,44	16.097.258,56	2%

Budget vs Actuals (Year to Month) of PZA1203211

Project Title : **Schools Construction, Rehabilitation and Equipment in the Occupied Palestinian Territory - PHASE IV**

Budget Version: **C01**
Currency : EUR
YtM : **Report includes all closed transactions until the end date of the chosen closing**

Year to month : 31/12/2015

	Status	Fin Mode	Amount	Start to 2014	Expenses 2015	Total	Balance	% Exec
01 Personnel			1.146.000,00	101.116,38	**240.361,40**	341.477,78	804.522,22	30%
01 Int Technical Assistance (2 years full-time + 2)		REGIE	720.000,00	101.116,38	**190.468,42**	291.584,80	428.415,20	40%
02 Project Manager		REGIE	150.000,00	0,00	**0,00**	0,00	150.000,00	0%
03 Secretary		REGIE	42.000,00	0,00	**1.922,23**	1.922,23	40.077,77	5%
04 Financial Officer (part-time)		REGIE	36.000,00	0,00	**199,04**	199,04	35.800,96	1%
05 Assistant project manager		REGIE	90.000,00	0,00	**0,00**	0,00	90.000,00	0%
06 Consultancy		REGIE	100.000,00	0,00	**46.741,18**	46.741,18	53.258,82	47%
07 Legal consultancy		REGIE	8.000,00	0,00	**1.030,53**	1.030,53	6.969,47	13%
02 Investments			8.000,00	0,00	**40,74**	40,74	7.959,26	1%
01 IT Equipment		REGIE	8.000,00	0,00	**40,74**	40,74	7.959,26	1%
03 Running costs			48.000,00	6,38	**19,81**	26,19	47.973,81	0%
01 Office rental		COGES	12.000,00	0,00	**0,00**	0,00	12.000,00	0%
02 Communication & operation costs		COGES	36.000,00	6,38	**19,81**	26,19	35.973,81	0%
04 Audit, monitoring & evaluations			180.000,00	834,37	**4.561,02**	5.395,39	174.604,61	3%
01 Evaluation		REGIE	100.000,00	825,90	**3.060,98**	3.886,88	96.113,12	4%
02 Audit		REGIE	30.000,00	0,00	**0,00**	0,00	30.000,00	0%
03 Capitalization		REGIE	30.000,00	0,00	**0,00**	0,00	30.000,00	0%
04 Backstopping		REGIE	20.000,00	8,47	**1.500,04**	1.508,51	18.491,49	8%
		REGIE	2.926.500,00	120.576,59	**278.682,66**	399.259,25	2.527.240,75	14%
		COGEST	13.573.500,00	6,38	**3.475,81**	3.482,19	13.570.017,81	0%
		TOTAL	16.500.000,00	120.582,97	**282.158,47**	402.741,44	16.097.258,56	2%