



## **TECHNICAL & FINANCIAL FILE-V3**

“School IV” - Schools Construction,  
Rehabilitation and Equipment in The  
Occupied Palestinian Territory –  
Phase IV

### **FOURTH ADDENDUM**

**16/11/2020**

Country: Occupied Palestinian Territory

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## Abbreviations

BoQ	Bill of Quantities
BCR	Brussels Capital Region
CTD	Central Tendering Department
DGD	Directorate-General for Development Cooperation and Humanitarian Aid
DGB	Directorate General of Buildings (within MoE)
DGE	Directorate General of Education
DGPD	Directorate General of Planning and Development
DGFA	Directorate General of Financial Affairs (within MoE)
DGSH	Directorate General of School Health
EUR	Euro, European Union Currency
ESS	Equivalent Students Sufferings software
GEEBD	Guideline for Energy Efficient Building Design
GIS	Geographical Information System
GOB	Government of Belgium
GSD	General Supply Department
ICP	Indicative Cooperation Programme
IDB	Islamic Development Bank
ILS	Israeli Shekel (NIS)
JDoE	Jerusalem Directorate of Education
JFA	Joint Financing Arrangement
JFP	Joint Financing Partners
ODA	Official Development Assistance
O&M	Operation and Maintenance
oPt	occupied Palestinian territory
MEAL	Monitoring Evaluation Accountability and Learning
MoE (HE)	Ministry of Education (formerly: and Higher Education)
MOF	Ministry of Finance
MOPAD	Ministry of Planning and Administrative Development
MPWH	Ministry of Public Works and Housing
NCB	National Competitive Bidding
PA	Palestinian Authority
PEA	Palestinian Energy Authority
PLO	Palestinian Liberation Organization
PSC	Project Steering Committee
PSU	Project Support Unit
PV	Photovoltaic
RR	Enabel Resident Representative
SA	Specific Agreement
SBSD	School Buildings Service Department
SMIS	School Management Information System
SWAP	Sector Wide Approach
TFF	Technical and Financial File
TOR	Terms of Reference
UNRWA	United Nations Relief and Works Agency

# 1 Introduction to the fourth addendum

## 1.1 Bridging programme

**New §** In July 2020, the Belgium Government (Council of Ministers 17/07/2020) decided to increase the budgetary envelop for the development cooperation in the occupied Palestinian territory with the amount of €10 millions. The additional resources should be used to extend projects of the present programme and this while awaiting the preparation of a new portfolio. The resources can be used to extend “successful” project components as well as develop new initiatives as long as they remain within the frame of the programmes’ objectives.

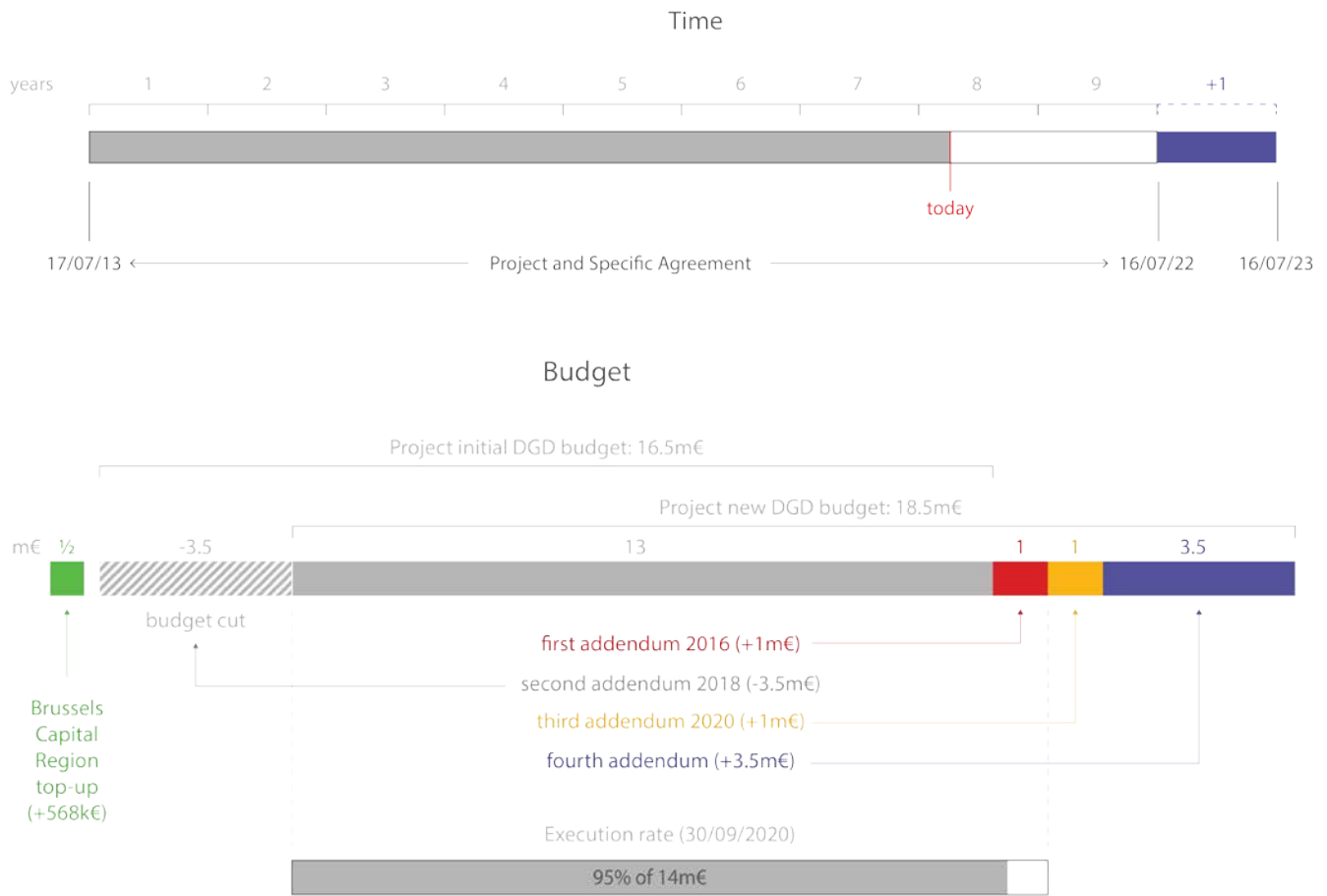
**New §** The two Parties agreed to dedicate part of this envelope (approx. € 3.5 millions) to support the continuation of activities in East Jerusalem through School IV project.

**New §** Palestine and Israel have been strongly affected by Covid-19 pandemic. In particular, schools in East Jerusalem which are situated within the boundaries of the Israeli Municipality of Jerusalem must apply rules and decrees issued by the Israeli Ministry of Health regarding the operation of schools during the pandemic, while receive no funding from the Israeli side to do so as they are not recognized as schools by the Israeli education system. As part of the pandemic, these schools have been closed many more days than their counterparts in the rest of the West Bank. Part of the funds dedicated for the rehabilitation, transformation and equipment of schools and support to the Jerusalem Directorate of Education may be used to allow these schools to continue operating as normally as possible during the pandemic.

## 1.2 School IV project current contractual framework

**New §** Three addenda have been signed until now on the project (see below).

**New §** The third addendum was signed in September 2020, including a budget increase of 1m€ for activities in East Jerusalem. The project has currently a total budget of 15 m€ and is planned to end in July 2022 (end of specific agreement). Apart from the activities foreseen in the second addendum to the project, most activities have been implemented (95% execution rate), a few remaining are ongoing.



**New §** ■ A **first addendum** of 1M€ was signed on 1st December 2016 for the rehabilitation of seven additional schools in East Jerusalem.

**New §** ■ In 2017, a further 568 k€ were obtained from the Brussels Capital Region for the installation of solar PV systems in all Belgian-funded schools. This top-up is part of a multi-country intervention contracted by Enabel with Brussels Environment (IBGE) — Navision code: BEL160661T. It was implemented in parallel co-funding and under the umbrella of School IV project. As such, it was integrated in the project's result framework through the creation of a third output, formalized by School IV's Steering Committee, but was **not the object of an addendum** to School IV project's specific agreement. It is therefore not counted as part of the global DGD budget of 18.5m€.

**New §** ■ In November 2018, the project has undergone an exceptional financial cut of 3.5M€ following the renaming of Beit Awa School, bringing the Belgian part of the funding to 14M€. All activities in West Bank, implemented in co-management with the Ministry of Education, have been stopped and re-oriented on East Jerusalem, where schools are managed by the Jordanian Waqf, leading to a **second addendum** to the project and a new version of the TFF on which this document is based.

**New §** A **third addendum** of 1M€ to the budget has been confirmed in September 2020 for activities in East Jerusalem.

### 1.3 East Jerusalem Programme Approach

**New §** Enabel signed with the EU on July 15th, 2019 a new project: "Resilience in Schools of East Jerusalem" (RiSE), parallel co-funded by EU and DGD.

- New §** This three-year project (starting on 1st June 2019) will take place in the 16 schools (phase 2 + 3) situated in several neighbourhoods of East Jerusalem, including the Old City.
- New §** It foresees the comprehensive and participatory upgrading of these schools by actively involving the students and teachers, including the creation of early childhood development units inside the schools, the development of 21st century life skills (STEAM) through the development of collective artworks co-produced by the students using newly created fab-lab units inside the schools, and the development of 5 public spaces co-designed with the neighbouring communities.
- New §** The project will have a strong emphasis on the environment, including eco-friendly innovations in the upgrading of the infrastructure, recycling of waste and environment awareness raising activities.
- New §** EU's funding of RiSE further expands and develops the activities initiated in Jerusalem schools through School IV, including by adding a third phase of rehabilitation of schools in 9 additional schools.
- New §** Some of School IV existing activities are valorised as parallel co-funding from DGD to RiSE project: the second phase of East Jerusalem school rehabilitation works in 7 schools (implemented in 2019) and some extra-curricular and environmental awareness raising activities (under implementation).
- New §** Budget of the action is currently 6.7 m€ (EU: 4.3 m€ + School IV parallel co-funding: 2.4 m€). However, any additional funds brought to School IV on East Jerusalem could also potentially be valorised to increase the parallel co-funding of RiSE project, through an addendum to RiSE project. In that case, the two interventions would benefit from the same top-up.
- New §** Integrating the top-up of this Fourth addendum to School IV project to RiSE would allow to develop a programme approach on East Jerusalem, where impact is multiplied, all resources are optimized (e.g. human resources), where procurement is integrated and facilitated<sup>1</sup> and both interventions maximize their visibility<sup>2</sup>. If the additional funds related to this addendum are also valorized and integrated into RiSE project through an addendum to that project, part of the funds currently proposed for general means in this addendum may also be reallocated to additional Jerusalem school construction, rehabilitation, transformation or equipment activities.

## 2 Executive Summary

- New §** This document is the fourth addendum to the Technical And Financial File (TFF) of School IV project. It is based on the second addendum to the TFF and further amended to take into account the following changes:

Document / event	Impact on budget	Impact on timing
Implementation agreement amendment nr.3 (29/09/2020)	1.0 M€ added to the budget for the rehabilitation and equipment of Schools in East Jerusalem	Specific Agreement and project duration extended to 16/07/2022
Implementation agreement amendment nr.4	3.5 M€ added to the budget for the rehabilitation and equipment of Schools in East Jerusalem	Specific Agreement and project duration extended to 16/07/2023

<sup>1</sup> E.g. if one intervention is funding the rehabilitation of a school and another the construction of a vertical extension on top of the same building, two separate tenders may lead to different contractors to be selected with the need to stage the works in two different periods of time. If both interventions are parallel co-funding each other as part of the same programme, one tender can be launched for both works, with only one contractor working simultaneously on both lots, while still having each intervention funding some specific part of the contract.

<sup>2</sup> RiSE project foresees a joint visibility on all rehabilitation works, notwithstanding each school's works actual earmarking of funding.



- New §** For each chapter, it is indicated what has been added as a new section (**New §**), which paragraph have been marginally edited (**Edited §**, with **highlighted changes**) and which sections remained unchanged (Same §).
- Same § The Government of the Kingdom of Belgium has been involved in the sector of school construction since 2003, with 3 consecutive phases – the first phase (5mi. EUR) was completed in 2010, the second (10 mi. EUR) ended in 2012, while the third ended in 2016 (7mi. EUR).
- Edited §** The present intervention has a total budget of **18.5** million EUR and a duration of **ten** years, as for the Specific Agreement. It should be regarded as the consolidation of the previous phases, the objective remaining the access to education with the construction of new schools in the occupied Palestinian territory (oPt). During this phase a focus should be given, on the one hand, on quality of the construction and the experimentation of innovative techniques especially on passive buildings as to build on the results of previous project phases, and on the other hand, on specific geographic coverage. Area C **has been** a priority for both Belgium and the Palestinian Authority (PA), some activities **were** therefore implemented there. In addition, the present intervention **is** involved in the rehabilitation and the remodelling of existing schools in East-Jerusalem falling under the Palestinian education system, in addition to purchasing buildings to be transformed as schools
- Same § Considering the specificity of this fast-evolving context, flexibility will be given to the project in terms of the sites selection for schools construction. Instead of a defined list of schools to be built included in the Technical and Financial File (TFF), the mandate is given to the Project Steering Committee (PSC) to select the sites based on an analysis by the project of a list of objective criteria.

### 3 Analytical record of the intervention

<b>Title of The Intervention</b>	Schools construction, rehabilitation and equipment in the Palestinian Territory – Phase IV (ICP 2012-2015)
<b>Partner Country</b>	Palestinian Territory
<b>Intervention Number DGDC</b>	3013739
<b>Navision Code Enabel</b>	PZA 12 032 11
<b>Sector</b>	Education - DAC 11120: Educational buildings, equipment, materials; subsidiary services to education
<b>Partner Institution</b>	Ministry of Education (MoE)
<b>Contribution of Partner Country</b>	2,500,000 EUR (estimation) in-kind, through different supports
<b>Belgian Contribution</b>	16,500,000 EUR <del>+ 1,000,000 EUR = 17,500,000 EUR (Addendum 1)</del> <del>-3,500,000 EUR = 14,000,000 EUR (Addendum 2)</del> <del>+1,000,000 EUR = 15,000,000 EUR (Addendum 3)</del> <del>+3,500,000 EUR = 18,500,000 EUR (Addendum 4)</del>
<b>Other contribution</b>	564,800 EUR parallel co-funding from the Brussels Capital Region
<b>Starting Date</b>	17/07/2013
<b>End date</b>	<del>16/7/2020 (initial end of specific agreement)</del> <del>16/7/2022 (after addendum 3)</del> <del>16/07/2023 (after addendum 4)</del>
<b>Total Duration</b>	7 years <del>+ 2 years = 9 years (after addendum 3)</del> <del>+ 1 year = 10 years (after addendum 4)</del>
<b>General objective</b>	The quality of primary and secondary education in the Palestinian Territory is improved
<b>Specific objective</b>	Access to education in the oPt through improved infrastructure and the creation of healthy, safe, child and environment friendly educational atmosphere
<b>Results</b>	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. R3: Access to a source of green and reliable electric energy in schools is increased.

### 4 Situation analysis

#### 4.1 The Indicative Cooperation Programme

Same §

Unchanged.

## 4.2 The education sector in Palestine

### 4.2.1 General conditions

Same § Unchanged.

### 4.2.2 The Ministry of Education (MoE)

Same § Unchanged.

### 4.2.3 The Directorate General of Buildings

Same § Unchanged.

#### 4.2.3.1 Site selection for school construction

Same § Unchanged.

#### 4.2.3.2 Building design and construction quality

Same § Unchanged.

#### 4.2.3.3 Maintenance

Same § Unchanged.

### 4.2.4 Sector policy

Same § Unchanged.

## 4.3 The Joint Financing Arrangement (JFA)

Same § Unchanged.

## 4.4 Donor coordination

Same § Unchanged.

## 4.5 Belgian support to education

Same § For many years, Belgium has contributed to the education sector in Palestine, focusing on infrastructure and quality reform. The current portfolio of the Belgian Bilateral Cooperation in the education sector is coherent. For many years the project approach was the only aid modality of the Belgian cooperation in Palestine, interventions being always identified and formulated in compliance with the National Education Strategies (EDSP) and national development plans. Belgium has supported the development of the Palestinian Curriculum for grades 1 to 11 (2002 – 2005), the production of textbooks and the rehabilitation of schools.

Edited § The School Construction Program is currently the only remaining bilateral intervention running in the education sector, which represent the Belgian education support program.

Same § The School Construction Program supports the first goal of the EDSP, improving access and education for all. Phase I, completed in 2010, with a budget of 5 million EUR, constructed 6 schools with 79 classrooms. Phase II had an envelope of 10 million EUR and built 10 schools, with 141 classrooms. The balance is used to renovate and expend a school in Area C, and to cover the expected deficit of the third phase, which is on-going (2010-2014), with a budget of 7 million EUR.

## 5 Strategic orientations

Same § Unchanged.

### 5.1 Geographic coverage and sites selection

**New §** The project initial geographic focus for the project's activities was the West Bank, including East Jerusalem and Area C, and Gaza. For each specific area, the Ministry was to submit an extended list of potential sites for construction, to be selected and approved by the Steering Committee. In practice, no site was selected for Gaza. All school projects took place in the West Bank, including East Jerusalem. For the focus on Area C, one site (Kherbet Um Allahem school) was selected but not implemented due to the budget cut (cf. addendum 2) while other sites were selected in Area B but very close to the boundaries of Area C so as to provide services to these Areas while avoiding the risks of demolition due to the problem of obtaining building permits.

**New §** Since Addendum 2, and for the implementation of Addendum 3 and 4, **no new intervention is foreseen in Gaza or the West Bank**, outside of Jerusalem Governorate (cf. A.1.4 for activities in Jerusalem).

### 5.2 School design and innovation

**New §** The dynamic of innovation introduced in the previous project phases carried on under School IV, with a focus on cost-efficiency, users' thermal and acoustic comfort, the environmental and gender concern.

**New §** As part of the activities in East Jerusalem foreseen in Addenda 3 and 4, the project will further increase its innovative focus on:

- child-friendly schools and kindergartens,
- the environment (including greener materials, solar energy and thermal efficiency)
- the opening of playgrounds to the public after school hours (semi-public spaces)
- the conservation of heritage buildings in the Old City of Jerusalem
- Covid19 prevention and preparedness, e.g. equipment.

### 5.3 Capacity development

**New §** Before March 2019, some pilot capacity development activities had taken place, and other ones had been planned and agreed with the MoEHE. The implementation of these planned activities have been cancelled by the Belgian Government as part of addendum 2 and their available balance deducted from the budget.

**New §** No new capacity development is foreseen at the level of the MoE or West Bank directorates as part of addenda 3 and 4. Some capacity development will take place at the level of targeted Schools in East Jerusalem and of the Jordanian Awqaf (Jerusalem Directorate of Education). These are part of A.1.4 – School rehabilitation and remodeling in East Jerusalem.

## 6 Intervention framework

### 6.1 General objective

Same § Unchanged.

### 6.2 Specific Objective

Same § Unchanged.

### 6.3 Expected results

Same § Unchanged.

### 6.4 Activities

Same § Activities described hereafter are the concrete actions that will be carried out in order to achieve each result.

#### 6.4.1 R1. Access to education increased

##### 6.4.1.1 A.1.1 – Baseline and M&E Strategy

Same § Baselines were conducted for the previous project phases. As they were related to their specific construction sites, they could not be taken as reference for School IV. Furthermore, some activities will be specific to this intervention: the construction of the multi-purpose hall, the environment laboratory and the eco-sustainable school, the development of soft activities such as the capacity development activities that will result from a new needs assessment and the awareness raising activities, as well as the rehabilitation and school remodelling in East Jerusalem. This justify a M&E strategy specific to School IV.

New § No baseline was actually set up at the beginning of the project, while data for many of proposed indicators was not readily available and may need specific consultancies to be developed. Some indicators initially set for the project are also not specific, as the impact of the activities will be measured only several years after their implementation and are also depending on other external factors not related to the project. It is proposed to cancel this activity completely and reallocate the means.

##### 6.4.1.2 A.1.2 – School design and construction in West Bank and Gaza

New § The project initial geographic focus for this activity was the West Bank with Area C and Gaza. For each specific area, the Ministry was to submit an extended list of potential sites for construction, to be selected and approved by the Steering Committee. In practice, no site was selected for Gaza, and for Area C, one site (Kherbet Um Allahem school) was selected but not implemented due to the budget cut (cf. addendum 2) while other sites were selected in Area B but very close to the boundaries of Area C so as to provide services to these Areas while avoiding the risks of demolition due to the problem of obtaining building permits.

New § Since Addendum 2, and for the implementation of Addendum 3 and 4, no new intervention is foreseen in West Bank outside of Jerusalem Governorate (cf. A.1.4 for activities in Jerusalem) or in Gaza.

### 1.2.2 School design

Same § Unchanged.

### 1.2.3 Construction of the facilities

Same § Unchanged.

### 1.2.4 Design and supervision consultancy

Same § Unchanged.

## 6.4.2 A.1.3 – Equipment and furnishing

Same § Unchanged.

## 6.4.3 A.1.4 – School rehabilitation and remodeling in East Jerusalem

**Edited §** Interior rehabilitation of existing schools or the interior remodelling of buildings into schools will be eligible, considering the difficulty to get construction permit for new constructions. The project will consider at first instance activities improving the safety (fire exit, electricity network) and health/hygiene conditions (toilets, sewerage, access to running water, ventilation...), any improvement of the physical conditions will be then considered, the purpose being to achieve all the possible activities within the high priority schools, instead of conducting minor repairs within a large set of schools. All these works will have to follow prevailing technical regulations and construction norms as to limit risks of non-conformity and possible demolition.

**New §** The creation of additional classrooms will be privileged, through vertical extensions<sup>3</sup> and, where feasible, the construction of new buildings and through the purchase of existing buildings to be transformed, in addition to finishing works for existing new buildings.

Same § This activity includes the design, supervision and daily management by local consultants as well as the provision of furniture and equipment.

Same § Considering the specific context, the project will face numerous administrative challenges. The necessity of a construction permit for rehabilitation work may vary from case to case. On the other hand, the access to East Jerusalem for DGB is subject to delivery of formal invitation.

**New §** One million euro has been added, through the third addendum to the programme, to the budget for this activity. As part of the fourth addendum, a further 3.0 m€<sup>4</sup> is also added for the activity.

**New §** This 4m€<sup>5</sup> budget will be used to further expand the school rehabilitation, extension and equipment activities. While the exact projects to be selected and implemented will be validated by the Steering Committee after technical and legal studies have been completed, the pre-identified projects are:

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<sup>3</sup> After structural assessment of the existing building

<sup>4</sup> the remaining 500k€ of the 3.5m€ from the 4<sup>th</sup> addendum are allocated to general means (cf. budget)

<sup>5</sup> 1m€ from addendum 3 + 3m€ from addendum 4

New §

	Projects	Status	Estimated Cost	Targets		
A - Pre-selected projects (from Addendum 3)				Schools	Classrooms	Students
1	Creation of two new school extensions in Sheikh Saad boys' school and Sheikh Saad girls' school and their rehabilitation and development	Identified, designed, ready to be tendered	1,057,947€	2 schools extended 1 school rehabilitated	6 new 13 rehabilitated	531 students (288F, 243M) + 180 new students
2	Creation of two additional fab labs (in Sheikh Saad Boy's school and Zaayem schools)	Identified, under design	70,000€	2 schools equipped	2 fab-labs	402 students (118F, 284M)
3	Installation of 28 kW of solar photovoltaic systems on two schools (see Result 3)	Identified, pre-designed	28,000€	47,600 KWh/y 30 tons CO <sub>2</sub> reduction / year		
B - Pre-selected projects for Addendum 4						
4	Rehabilitation of 4 schools, in Sheikh Saad girls' school, Zaayem school, Hassan Al Thani School and Jabal Al Mukabber School, including the creation of Kindergarten units in some of these schools	Pre-selected, designed, ready to be tendered	1,398,826€	4 schools rehabilitated	62 rehabilitated	1079 students (509F, 570M)
5	Securing the tenure of an existing TVET school by purchasing a currently rented building in Sur Baher, allowing further investments to develop the school.	Option to be selected by Steering Committee	1,500,000€	1 TVET school	1200m <sup>2</sup> building + 1200m <sup>2</sup> land and warehouses	tbc
C – Alternative option for subproject 5						
6	Creation of a new school in Wadi-Al-Joz by purchasing a residential building and rehabilitating and tranforming it.	Option to be selected by Steering Committee	1,500,000€	1 school (potentially KG + primary)	350-400m <sup>2</sup> 6 new classrooms 1250m <sup>2</sup> land	Approx. 180 students

New § See attached subproject sheets (annex 1) for a more complete description of the pre-identified subprojects.

New § The Steering Committee may propose additional or replacement projects to the ones listed above and review the budgets of the sub-projects.

#### 6.4.4 R2. Strengthened capacities within MoE directorates, and beneficiary schools

Same § Unchanged.

##### A.2.1 – Capacity Development

Same § Unchanged.

##### A.2.2 – Seminars and study tours

Same § Unchanged.

### **A.2.3 – Finalization of the site selection software with equipment**

Same § Unchanged.

### **A.2.4 – Enhancing O&M activities at school level**

Same § Unchanged.

### **A.2.5 – Monitoring and evaluation of Wadi Al Mughair school**

Same § Unchanged.

### **A.2.6 – Enhancing the appropriation of school facility by the communities through the support of extra-curricular activities**

Same § Unchanged.

### **A.2.7 Environment awareness raising**

Same § Unchanged.

### **A.2.8 – Communication and dissemination of lessons learnt**

Same § Unchanged.

## **6.4.5 R3. Access to a source of green and reliable electric energy in schools is increased.**

Same § This third outcome has been added to Schools IV project after the funding of a 564,800€ “ top-up” (parallel co-funding) by the Brussels Capital Region and its enactment during Schools IV Steering Committee meeting of 23/05/2018, inserting this contribution as a third outcome of School IV project.

Same § The objective of this parallel co-funding is to facilitate the access of green electricity to Palestinians through the installation of around 350 kilowatts of photovoltaic (PV) panels and the provision of appropriate training in approximatively 50 schools built either through Belgium funding or the Joint Financing Agreement in the occupied Palestinian territory.

Same § Installing 350 KW of solar panels is expected to produce 595 000 kWh/year, leading to a reduction of 443 Tons of CO2 emissions per year. It is also expected to reduce the energy bill of the Palestinian Authority by 95 200€ per year.

Same § Meanwhile, the installation of panels and the display of energy savings in schools is expected to raise awareness of students, teachers and the staff of the Ministry and its Directorates on the potential environmental and financial benefits of green energy.

Same § The project foresees to install solar panels for a total capacity of around 350 KW on schools in the oPt, integrated with a data monitoring system of the consumption and production of electricity in the schools, and training of the direct beneficiaries in maintenance of the equipment.

Same § Activities include the procurement of a design-and-build contract for the supply and installation of PV systems in approximately 50 schools in the West Bank, with an online monitoring system of the production of electricity and training of staff at the school and directorate level on the maintenance of the systems.

New § As part of the third addendum to the project, it is foreseen to cover two schools in East Jerusalem with a total capacity of installation of 28 kW of solar photovoltaic systems. It is expected to increase the annual green electricity production in schools by 47,600KWh/y, therefore leading to an annual reduction of CO2 emissions of 30 tons. As for previous PV systems installed with DGD funding, this activity is budgeted as part of School Rehabilitation and Equipment (in this case: A0104).



## **6.5 Indicators and means of verification**

Same §      Unchanged.

## **6.6 Description of beneficiaries**

Same §      Unchanged.

## 6.7 Risk analysis

### 6.7.1 Implementation risks

Same § The project supposes that the political situation in the area remains relatively stable. Geo-political instability can result in difficult or impossible transport of goods and people.

Same § The assumptions and risks, listed and explained below, are inserted in the logical framework. Follow-up of the assumptions will enable the PSC to adapt the logical framework in a suitable and timely way.

New § Updated risk table:

Risk Identification			Risk analysis			Risk Treatment
Description of Risk	When identified	Risk category	Probability	Potential Impact	Total	Action(s)
Unfruitful tenders: not enough bidders participate in the tenders for the design and works	1/6/19	OPS	High	Medium	High	Opening up to West Bank and Israel-based contractors for schools; possible additional publications and invitations.
Absorption capacity of the construction sector market in Jerusalem	1/11/2020	OPS	Medium	Medium	Medium	Slicing large tenders into lots that can be awarded to lower capacity contractors
Safety incident during the works	1/6/19	OPS	High	Medium	High	Carry out works during school holidays. Include safety duties in contract. Supervise the implementation of safety standards during supervision, with surprise visits.
Vandalism on the renovated infrastructure	1/6/19	OPS	Medium	Low	Medium	Increase sense of ownership by students with participatory workshops and use anti-vandalism materials
Lack of interest or participation from students in extra-curricular activities	1/6/19	OPS	Medium	Low	Medium	The promotion of new technologies (such as 3D printing) in the extra-curricular activities is expected to be a good incentive
Impossibility to find the necessary spaces for creating the technology labs in the schools	1/6/19	OPS	Medium	Low	Medium	Space identification started during the preliminary technical assessment.
Safety incident in a technology lab	1/6/19	OPS	Medium	Low	Medium	The highest applicable safety standards will be respected and training for students and teachers will be assured
Schools refusing to open their courtyards to the public outside of school hours after the place has been rehabilitated	1/6/19	OPS	Low	Medium	Medium	The potential schools have already been pre-identified during the assessment. Community-based supervisory board shall be created. Formal agreement to be signed with the school before.
Not receiving the necessary approvals from the Municipality	1/6/19	OPS	High	Low	Medium	Recruiting an experienced intermediary in that role will mitigate the risk. In case no agreement is found, all spaces may take place within the schools themselves.

Exchange rates (EUR vs. ILS). Usually, the contractors are compensated for these changes based on the rate from the date of the bid opening, which means that the total contract amount committed is unknown at the time of awarding.	1/6/19	FIN	Medium	Low	Medium	Contingency budget is included in the budget line for works. Not all works shall be committed simultaneously so that the scope of the later works can be adjusted in compensation.
Fiduciary Risks	1/6/19	FIN	Low	High	Medium	Enabel has a long experience in school construction in Palestine and has already conducted successfully a first phase of school rehabilitation in EJ. The short available time window for implementing the works during the summer has been taken into consideration through effective procurement planning.
Accusation of promoting incitement to violence in schools (school naming, etc.)	1/6/19	REP	Low	High	Medium	Only school rehabilitation will take place. All schools have been pre-identified, and their names checked. These are well-established (no new schools) and names are not contentious.
Restrictions by Israeli Authorities on the functioning of Waqf schools in EJ	1/6/19	REP	Medium	High	High	The situation is assessed on a regular basis and, if needed, certain flexibility can be built in the project such as focusing on the schools on the East of the wall or on private schools.
Movement restrictions and school closures due to coronavirus outbreak	1/3/20	OPS	High	High	Very High	Use online meetings as much as possible. Use online media for environmental awareness activities. Stage the works differently, some potentially during the school year.

### 6.7.2 Management risks

Same § Unchanged.

### 6.7.3 Effectiveness risks

Edited § The project is a continuation of an existing project with generally the same modalities. It is expected that the project effectiveness will be similar to the effectiveness of the on-going and past interventions, including for East Jerusalem.

Same § The major threat to the effectiveness of the intervention is related to the political context (blockages of the project, difficulty of access to the schools, post-construction damage).

### 6.7.4 Sustainability risks

Same § Unchanged.

### 6.7.5 Fiduciary risks

Same § Unchanged.

## 7 Resources

### 7.1 Financial resources

#### 7.1.1 Palestinian contribution

Same § Unchanged.

#### 7.1.2 Belgian contribution

Same § The Belgian contribution will finance all the other project activities.

Edited § The non-refundable Belgian contribution amounts to 18.500.000 EUR.

Edited § The distribution between Enabel own-management and co-management is as follows:

- Enabel own management: 7.924.500 EUR
- Co-management: 10.575.500 EUR

Same § The budget is based on the following principles:

- The final list of selected schools will be adapted to the available budget after the completion of the design component and budget estimations by the Engineering and Consultancy study;
- The cost estimate of school construction is calculated based on an average unit price of 400 EUR/m<sup>2</sup>. This unit price should be compared with the experience of School I that was of 370EUR/m<sup>2</sup> – it faced high inflation on the construction materials – 340 EUR/m<sup>2</sup> for school II and of 385 EUR/m<sup>2</sup> for school III.
- Design fee is estimated at 2.5% of the construction costs while the site supervision fee is calculated based on the provision of 3.5%.
- The Furniture and equipment costs are calculated pro rata to the construction cost – based on previous projects.
- A large amount of contingencies is foreseen for the construction and supplies to allow for budget increases due to the volatile Palestinian market: changes in currency exchange rate, increased unit prices for construction materials, increased

mobilisation costs, etc. These contingencies are included within construction budget line, while a separate reserve budget line will cover the unforeseen costs of the other activities.

- The details of the budget and planning of expenses can be found in a table presented in the following page.

## 7.2 Human resources

**New §** All activities from Addenda 3 and 4 will be carried out in Jerusalem and using the own management modality. For this reason, the PSU will be primarily composed of staff members from Enabel instead of relying of the MoE's HR resources as in the beginning of the project. All Enabel Human Resources are shared with other interventions from Enabel, to optimize costs and ensure a higher degree of specialization and expertise.

**Edited §** The Project Support Unit (PSU) will be limited to the following members:

- A part-time Project director designated by MoE
- A part-time Enabel International Technical Advisor (ITA) who will act as project – co-director
- A part-time Financial Controller, sharing their time with RiSE project
- A part-time National Technical Advisor / Assistant Project Manager, sharing their time with RiSE project
- A part-time Monitoring, Evaluation Accountability and Learning officer (MEAL), sharing his/her time with other Enabel projects
- A part-time Communication and Digital Skills Officer (COM), sharing his/her time with other Enabel projects
- A part-time Expert in Contracting (ECA), sharing his/her time with other Enabel projects

**Same §** For the field supervision during the implementation of the civil works, the MoEHE can also appeal to specialised technicians among the Ministry or consultancy and engineering firms, if needed.

**Edited §** Table 1: List of PSU staff

Function	Time allocation	Contracted by	Funded by
Project Director	10%	MoE	MoE
International Technical Assistant – co-director	50%	Enabel	Belgium
<u>National Technical Advisor</u>	<u>50%</u>	<u>Enabel</u>	<u>Belgium</u>
Financial and Administrative Officer	50%	Enabel	Belgium
<u>MEAL officer</u>	<u>33%</u>	<u>Enabel</u>	<u>Belgium</u>
<u>COM officer</u>	<u>25%</u>	<u>Enabel</u>	<u>Belgium</u>
<u>ECA officer</u>	<u>50%</u>	<u>Enabel</u>	<u>Belgium</u>

**Same §** The project will tackle a series of issues for which MoE and the PSU might require punctual high level external support. The use of both national and/or international consultancy might therefore be needed. This expertise could be related to any field of activity of the project, including passive building, renewable energy, community participation, awareness raising, communication, pedagogic support to extra-curricular activities...

**Same §** Such input will be also necessary for supporting the setting-up of the extra-curricular related activities. This will cover the review and upgrading of the content of the different initiatives,

the elaboration of complementary pedagogic tools and the preparation of the training of trainers content.

Same § Punctual external input from both national and/or international consultants might also be required to elaborate the awareness raising and related communication strategies as well as for the strengthening of community collaboration, including in the field of O&M.

### **7.3 Material resources**

Same § The ITA, NTA, FAO and MEAL officer will work at Enabel offices in Jerusalem. Their salary and office rental will be shared with other interventions.

Same § The part-time COM and ECA will be based at Enabel office in Ramallah. Their salary and office rental will be shared with other interventions.

## 7.4 Budget

		Current Budget (after Addendum 3)	Budget modification	Additional budget Addendum 4	New total budget	Expenditure until Q3 2020	Q4 Financial Planning	2021	2022	2023
<b>A Access to education in OPT is increased</b>		<b>13,425,500</b>	<b>-50,000</b>	<b>3,000,000</b>	<b>16,375,500</b>	<b>11,768,711</b>	<b>421,442</b>	<b>2,048,620</b>	<b>1,706,727</b>	<b>458,009</b>
<b>01 Increased access to education</b>		<b>13,365,500</b>	<b>-50,000</b>	<b>3,000,000</b>	<b>16,315,500</b>	<b>11,737,987</b>	<b>409,442</b>	<b>2,048,620</b>	<b>1,706,727</b>	<b>458,009</b>
01 Baseline survey and set-up of a M&E strategy	OWN-MGT	50,000	-50,000		-	-	-	-	-	-
02 Schools design and construction in the oPt	CO-MGT	9,813,500	162,000		9,975,500	9,892,830	92,958	-	-	-
03 Supply and installation of furniture & equipment	CO-MGT	562,000	-162,000		400,000	317,153	24,129	58,122	-	-
04 Schools rehabilitation in East- Jerusalem	OWN-MGT	2,940,000		3,000,000	5,940,000	1,528,004	292,355	1,990,498	1,706,727	458,009
<b>02 Strengthened capacities of MOE &amp; end users</b>		<b>60,000</b>	<b>-</b>	<b>-</b>	<b>60,000</b>	<b>30,725</b>	<b>12,000</b>	<b>-</b>	<b>-</b>	<b>-</b>
01 Capacity development	CO-MGT	15,500			15,500		-	-	-	-
02 Seminars & study tours	CO-MGT	500			500	440	-	-	-	-
03 Finalization of the site selection software & equipment	CO-MGT	-			-	-	-	-	-	-
04 Enhancing O&M activities at school level	CO-MGT	20,000			20,000		12,000	-	-	-
05 Follow-up of Wadi Al Mughair school	CO-MGT	14,000			14,000	10,395	-	-	-	-
06 Enhancing appropriation of school & extra-curricular	CO-MGT	-			-	659	-	-	-	-
07 Environment awareness raising activities	CO-MGT	-			-	-	-	-	-	-
08 Communication and dissemination of lessons learnt	CO-MGT	10,000			10,000	3,693	-	-	-	-
<b>X Contingencies</b>		<b>100,000</b>	<b>-93,000</b>	<b>-</b>	<b>7,000</b>	<b>-</b>	<b>-</b>	<b>7,000</b>	<b>-</b>	<b>-</b>
<b>01 Contingencies (max 5% * total activities)</b>		<b>100,000</b>	<b>-93,000</b>	<b>-</b>	<b>7,000</b>	<b>-</b>	<b>-</b>	<b>7,000</b>	<b>-</b>	<b>-</b>
01 Contingencies Co-management	CO-MGT	-			-	-	-	-	-	-
02 Contingencies in own management	OWN-MGT	100,000	-93,000		7,000	-	-	7,000	-	-
<b>Z General means</b>		<b>1,474,500</b>	<b>143,000</b>	<b>500,000</b>	<b>2,117,500</b>	<b>1,507,541</b>	<b>3,500</b>	<b>177,033</b>	<b>203,383</b>	<b>198,034</b>
<b>01 Personnel</b>		<b>1,241,500</b>	<b>143,000</b>	<b>428,000</b>	<b>1,812,500</b>	<b>1,357,550</b>	<b>3,500</b>	<b>151,033</b>	<b>181,383</b>	<b>131,034</b>
01 Int Technical Assistance	OWN-MGT	815,500	63,000	168,000	1,046,500	881,019	-	57,000	74,000	37,000
02 Project Manager	OWN-MGT	150,000	-55,000		95,000	92,140	-	-	-	-
03 Secretary	OWN-MGT	42,000	-35,000		7,000	6,909	-	-	-	-
04 Financial Officer (part-time)	OWN-MGT	36,000	100,000	73,000	209,000	152,814	3,500	21,000	21,000	21,000
05 Assistant project manager / NTA	OWN-MGT	90,000	-20,000	90,000	160,000	70,918	-	26,700	40,050	26,700
06 Consultancy	OWN-MGT	100,000	40,000		140,000	144,474	-	-	-	-
07 Legal consultancy	OWN-MGT	8,000			8,000	9,276	-	-	-	-
08 ECA officer (50%)	OWN-MGT	-		72,000	72,000	-	-	24,000	24,000	24,000
09 MEAL officer (33%)	OWN-MGT	-	50,000		50,000	-	-	14,000	14,000	14,000
10 COM officer (25%)	OWN-MGT	-		25,000	25,000	-	-	8,333	8,333	8,334
<b>02 Investment</b>		<b>65,000</b>	<b>-</b>	<b>7,000</b>	<b>72,000</b>	<b>66,425</b>	<b>-</b>	<b>3,000</b>	<b>2,000</b>	<b>2,000</b>
01 IT equipment and software	OWN-MGT	15,000		7,000	22,000	18,200	-	3,000	2,000	2,000
02 Project Vehicle	CO-MGT	50,000			50,000	48,225	-	-	-	-
<b>03 Running costs</b>		<b>48,000</b>	<b>-</b>	<b>42,000</b>	<b>90,000</b>	<b>28,536</b>	<b>-</b>	<b>14,000</b>	<b>14,000</b>	<b>14,000</b>
01 Office rental	CO-MGT	12,000		19,500	31,500	3,787	-	6,500	6,500	6,500
02 Communication & operation costs	CO-MGT	36,000		22,500	58,500	24,749	-	7,500	7,500	7,500
<b>04 Audit, monitoring &amp; evaluation</b>		<b>120,000</b>	<b>-</b>	<b>23,000</b>	<b>143,000</b>	<b>55,030</b>	<b>-</b>	<b>9,000</b>	<b>6,000</b>	<b>51,000</b>
01 Evaluation	OWN-MGT	70,000			70,000	32,998	-	-	-	30,000
02 Audit	OWN-MGT	15,000		18,000	33,000	972	-	6,000	6,000	6,000
03 Capitalization	OWN-MGT	15,000			15,000	-	-	-	-	15,000
04 Backstopping	OWN-MGT	20,000		5,000	25,000	21,060	-	3,000	-	-
	CO-MGT	10,533,500	-	42,000	10,575,500	10,317,469	129,087	72,122	14,000	14,000
	OWN-MGT	4,466,500	-	3,458,000	7,924,500	2,958,784	295,855	2,160,531	1,896,110	642,043
<b>TOTAL DGD</b>		<b>15,000,000</b>	<b>-</b>	<b>3,500,000</b>	<b>18,500,000</b>	<b>13,276,253</b>	<b>424,942</b>	<b>2,232,653</b>	<b>1,910,110</b>	<b>656,043</b>

## 8 Implementation modalities

### 8.1 Legal framework

Same § Unchanged

#### 8.1.1 For the Palestinian Party

Same § Unchanged

#### 8.1.2 For the Belgian Party

Same § Unchanged

### 8.2 Duration

Edited § The duration of the Specific Agreement and the project is ten years (120 months).

Same § The project starts on the date of the SC approval of the inception report within 6 months of the date of signing the Specific Agreement.

### 8.3 Implementation and follow up structures

#### 8.3.1 The Partner Committee

Same § Unchanged

#### 8.3.2 Project Steering Committee

Same § The Project Steering Committee (PSC) represents the highest management level of the project. It is responsible for providing the necessary strategic guidance to all implementers and assures that project objectives are timely achieved.

Same § The PSC is created at project start-up. It meets at the onset of the project to approve the indicative action plan. Within the limitations imposed by the Specific Agreement signed between the Palestinian Authority and the Kingdom of Belgium, the SC shall lay down its own internal rules and take its decisions by consensus of the members.

Edited § The composition of the Steering Committee is the following:

1. The Director General of Building of the MoE, Chairman
2. Enabel's Resident Representative, co-chairman
3. The Director of the Jerusalem Directorate of Education
4. The Director General of International Relations and Projects, Ministry of Financial Affairs and Planning
5. The Director General of Financial Affairs, MoE
6. Any additional expert, observer, informer if and when necessary with no voting right.



Same §	The PSC decides by consensus. The PSC members may designate a delegate to the PSC in case they are not able to attend the meeting. The delegate must fully mandated to take decisions. The PSC meets twice a year and as needed.
Same §	The Project Support Unit is acting as the Secretariat. The Minutes of the PSC will be signed by the PSC members.
Same §	<p>The PSC is responsible for:</p> <ul style="list-style-type: none"> <li>• Providing general guidance to the project implementation</li> <li>• Approving the state of progress of the project and the achievement of its specific objective on the basis of the progress reports</li> <li>• Approving the work plan of the project, including the financial planning</li> <li>• Approving the quarterly progress and financial reports</li> <li>• Approving the proposals to adjust or modify the project (such as the financial modalities, the budget revisions and reallocations between budget lines, the expected results and planned activities, the indicators at specific objective and result level), as long as those revisions do not affect the project specific objective, the approved budget and the duration of the intervention</li> <li>• Approving the changes of the composition and responsibilities of the PSC and the mechanism to change the Technical and Financial File (TFF)</li> <li>• Identifying any problem relating to the management of the resources (human, financial or material) or the interpretation of the Specific Agreement or to the TFF, which may pose a threat to the smooth course of the Programme, and inform both Governments;</li> <li>• Approving the monitoring and evaluation reports</li> <li>• Approving the financial audits and the monitoring reports</li> <li>• Formulating recommendations on possible necessary changes in the project components, budgets and future directions</li> <li>• Validating and following up the project closure process</li> <li>• Approving the final report and closing the programme.</li> </ul>

### **8.3.3 Project Team**

#### **8.3.3.1 National Director**

Same § Unchanged

#### **8.3.3.2 Project Support Unit**

Same § Unchanged

## **8.4 Operational management**

### **8.4.1 Human Resources**

Same § Unchanged

### **8.4.2 Planning and reporting**

Same § Unchanged

## **8.5 Financial management**

The Belgian contribution will be managed in two different modes indicated as co-management and Enabel own management.

### **8.5.1 Bank accounts and authorizations**

#### **8.5.1.1 Co-management**

Same § Unchanged

#### **8.5.1.2 Own management**

Same § Unchanged

### **8.5.2 Request for funds**

#### **8.5.2.1 For the main accounts**

Same § Unchanged

#### **8.5.2.2 For the project accounts**

Same § Unchanged

### **8.5.3 Financial reports**

#### **8.5.3.1 Budget follow-up reports**

Same § Unchanged

#### **8.5.3.2 Financial planning**

Same § Unchanged

#### **8.5.3.3 Accounting**

Same § Unchanged

#### **8.5.3.4 Other financial reports**

Same § Unchanged

### **8.5.4 Budget Management**

Same § Unchanged

### **8.5.5 Financial closure**

#### **8.5.5.1 Financial balance**

Same § Unchanged

#### **8.5.5.2 Balances**

Same § Unchanged

### 8.5.5.3 Expenses beyond the agreement

Same § Unchanged

## 8.6 Audit

### 8.6.1 Project audit

Same § Unchanged

### 8.6.2 Enabel audit

Same § Unchanged

## 8.7 Procurement

### 8.7.1 Public procurement

#### 8.7.1.1 Co-management

Same § Unchanged

#### 8.7.1.2 Enabel own management

Edited § The budget lines related to School works in East Jerusalem, the International Expert, the PSU, the legal consultancy, the purchase of IT, the technical backstopping, the audits and other monitoring and evaluation activities will be managed in direct Enabel own management according to the Belgian procurement regulations.

Edited § In exceptional cases, and to allow compatibility with contracts initiated in RiSE project (which School IV project is co-funding) or by the Ministry of Education, to improve procurement efficiency, World Bank may be used.

Same § Nevertheless the procurement of works, supplies and consultancies in Enabel direct management will be conducted in close collaboration with the Palestinian counterpart.

## 8.8 Monitoring and Evaluation

Edited § A **Baseline Study** had to be carried out during the first year of the project and be launched after formal approval of the Technical and Financial File by the PSC. The baseline study was to provide user friendly qualified and quantifiable indicators to allow adequate monitoring and evaluation exercises. This baseline study didn't take place in practice.

New § A part-time MEAL officer may be recruited and be in charge of ensuring adequate data is collected.

Same § An external **Mid-Term Review** shall be carried out 24 months after the signature of the Specific Agreement. As far as possible, the MTR shall cover School IV two components (construction and remodelling and rehabilitation) as well as the capacity building project results. It shall assess the overall state of implementation of the project with a particular emphasis on the construction in Gaza, East Jerusalem and Enabel international expertise. If the

construction in a specific area is not progressing well, reallocation of the funds should be identified within the project. The MTR will be submitted to the PSC that will take timely and appropriate decisions on the proposed recommendations to be submitted to the approbation of the Partner Committee.

Same § An external **Final Evaluation** shall be carried out one year before the end of the Specific Agreement to evaluate the achievements of the project and whether the beneficiaries are benefiting from the results and services of the project. It will perform a check of compliance with the expected results proposed in the TFF and propose lessons learnt. The final evaluation report will be submitted to the PSC that will draw lessons for any future similar project.

Same § Yearly **backstopping missions** will be carried out by Enabel HQ during the course of the project. These missions may coincide with and contribute to the PSC. The Terms of Reference of these missions will be prepared in close collaboration with Enabel Representation in Jerusalem and the PSU. If necessary the yearly backstopping missions may be outsourced. The project may also benefit from additional technical backstopping carried out by external consultants.

## 9 Cross cutting themes

### 9.1 Environment

Same § Mainstreaming environmental issues has been identified as a major goal of the Palestinian education system and of the Belgian Development Cooperation. In association with the Ministry of Agriculture, the Ministry of Education has incorporated an environmental perspective into the national curriculum, to raise awareness of the problems facing the environment and to highlight solutions.

Same § In the third phase of schools construction, environmental concern was considered during the design phase for Wadi Al Mughair school. Some concepts developed there, such as the maximisation of greening in the school compound, the orientation of the facilities with regards to sun and wind direction, the maximal use of daylight and natural ventilation, will be directly applied within School IV. The lessons will be taken from the operation, management and maintenance of the passive measures that will be experimented. They will feed the reflection not only of the MoEHE but of the entire Palestinian construction sector through appropriate communication channels. In the meantime, an eco-sustainable school will be designed through a call for proposals to stimulate innovative ideas, giving the opportunity to the Ministry to test alternative passive measures within another climatic context. Due attention will be given to choosing materials with limited environmental impact for the construction of schools, and when selecting furniture and equipment.

Same § Excavation works will be reduced as much as possible, while valuable plant species present on the school premises will be safeguarded as much as possible. Any trees cutting for the purpose of construction will imply planting at least the same amount of new trees. Planting of endemic plants species by the school committees will be actively encouraged, as well as the development of botanical gardens. Considering the lack of space, the eventuality of using 'green flat roofs' for the school buildings will be also studied.

- Same § The use of rainwater harvesting will be maximised with connection to irrigation systems and toilets. Wastewater drainage will be handled adequately. It will be either discharged into the sewer system, into isolated septic tanks or even to lagoons.
- Same § Beside these investments, the project will support MoEHE in developing awareness raising campaigns, including through the promotion of Environmental clubs. Within that general framework, an environmental laboratory will be developed targeting grade 5 and 6 students.
- Same § These different initiatives shall be part of a comprehensive environment strategy aiming at raising awareness on environment protection and ecological buildings of both the population and the administration.
- New § The development of solar photovoltaic systems to generate clean electricity will be studied for all schools where they can be implemented.

## **9.2 Social economy**

- Same § Unchanged

## **9.3 Children's rights and gender**

- Same § Unchanged

## 10 Logical Framework

Same §

Unchanged

<b>Project title:</b>		Schools Construction, Rehabilitation and Equipment in the Occupied Palestinian Territory – Phase IV (ICP 2012-2015)		
	Logic of intervention	Indicators	Sources of verification	Hypotheses
GO	<u>General objective</u>	The quality of primary and secondary education in the Palestinian Territory is improved		
SO	<u>Specific objective</u> Access to education in the oPt through child and environment friendly schools and the creation of a health and safe educational environment is increased	<ul style="list-style-type: none"> <li>School enrolment in the concerned villages and cities</li> <li>Total number of students graduating in primary and secondary schools in the concerned villages and cities                             <ul style="list-style-type: none"> <li>One school built according to eco-sustainable principle:s</li> </ul> </li> <li>Schools built under School IV in line with recommendation of the School III evaluation made by Klimos (2013)</li> </ul>	<ul style="list-style-type: none"> <li>Concerned schools' database</li> <li>MoE database</li> <li>Baseline study</li> </ul>	<ul style="list-style-type: none"> <li>Local authorities and communities continue to maintain school facilities</li> <li>Local Authorities and communities continue to prioritise education and equity</li> <li>General safety in the concerned villages and cities allows students to attend school</li> <li>Curfews and road blocks do not inhibit school attendance</li> <li>Adequate teachers are available</li> <li>Pedagogic equipment is made available and adequately used</li> <li>Construction costs and exchange rates remain relatively stable</li> </ul>
R1	<u>Result 1</u> Access to education is increased by building child and environment friendly schools	<ul style="list-style-type: none"> <li>Total number of students attending school in concerned villages/cities with girls ratio</li> <li>Number of schools operating with shifts systems in concerned villages/cities</li> <li>Attendance rates in concerned schools</li> <li>Distance between home and school in concerned villages/cities</li> <li>Number of students per classroom in concerned villages/cities</li> <li>Number of students per toilet</li> </ul>	<ul style="list-style-type: none"> <li>MoE database</li> <li>Concerned schools' enrolment lists</li> <li>Project plans</li> <li>Handbook for school design</li> <li>Results of the survey on the satisfaction and expectation of the end users of the schools built under Belgium support (Study Fund)</li> </ul>	<ul style="list-style-type: none"> <li>Construction permits are granted</li> <li>Access roads to the schools are provided</li> <li>Teachers and supportive personnel are available</li> <li>Management and maintenance of schools is assured</li> <li>Sanitary facilities are kept clean and are maintained</li> <li>School environment is maintained and maintenance checklist, guidelines, and training is given to concerned persons</li> </ul>

		<ul style="list-style-type: none"> <li>• Water and energy consumption and amount of water access facilities in concerned schools</li> <li>• Level of application of the Building Code and the sustainable principles</li> <li>• Monthly average temperature in the classrooms of the green and eco-sustainable school</li> </ul>	<ul style="list-style-type: none"> <li>• Results of the monitoring and evaluation survey of Wadi Al Mughair school</li> <li>• Need assessments of the different areas</li> <li>• Project reports</li> <li>• Site surveys</li> </ul>	
R2	<p><u>Result 2:</u> The capacities at the level of MoE, directorates, beneficiary schools and communities are strengthened</p>	<ul style="list-style-type: none"> <li>• Efficient, transparent, participatory methodology with clear set of weighted criteria for school sites selection in place</li> <li>• Policy in favour of women, disabled and specific groups applied within MoEHE and the related schools</li> <li>• Environmental concerns integrated within school design and O&amp;M of the schools</li> <li>• Extra-curricular activities taking place in Belgium funded schools</li> <li>• State of the art guideline integrating recommendations of Energy Efficient Building Code in place</li> <li>• O&amp;M checklist and guidelines available and put into practice within Belgium funded schools</li> <li>• Fiduciary risks taken into consideration within the different MoEHE procedures</li> <li>• Training programmes produced and used Implemented training plans in place incorporating needs assessment and resource requirements</li> <li>• Quality of training and impact on competence to develop and implement activities</li> <li>• Priority services identified in local plans and budgets</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Project Reports</li> <li>• Training plan approved by the Steering Committee</li> <li>• Capacity Development and Training Strategy approved by the MoEHE</li> <li>• Training evaluation reports</li> <li>• Staff surveys and user feedback mechanisms</li> <li>• MoEHE decision and guidelines</li> <li>• Design guidelines and school designs</li> </ul>	<ul style="list-style-type: none"> <li>• General context allows the Ministry to work efficiently</li> <li>• MoEHE staff ready to participate, deliver and cooperate</li> <li>• Qualified staff available</li> <li>• Sufficient capacity of local training institutions</li> <li>• Suitable trainers available</li> </ul>

R3	<p><u>Result 3:</u> Access to a source of green and reliable electric energy in schools is increased.</p>	<ul style="list-style-type: none"> <li>• Quantity of green electricity produced in schools [KWh]</li> <li>• Reduction of CO2 emissions [Tons]</li> <li>• Savings on electricity bills [€]</li> </ul>	<ul style="list-style-type: none"> <li>• Meter in inverter (with distant monitoring system)</li> <li>• KWh measured and official grid emission factor of oPt</li> <li>• Schools bills</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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	Activities to reach Result 1	Means	Indicators	Belgian Contribution (EUR)		
				Before 4 <sup>th</sup> addendum	4 <sup>th</sup> addendum	Total after 4 <sup>th</sup> addendum
R 1	Access to education is increased by building child and environment friendly schools					
A 1.1	Baseline survey and M&E strategy in place Collection of data necessary for the project monitoring and evaluation	Local consultancy	-	50.000	-50.000	0 (Canceled, reallocated to Z0109 - MEAL officer)
A 1.2	Design and construction of schools in oPt Set of schools in West Bank, Area C and Gaza, if conditions allow 1 eco-sustainable school through call for proposals 1 multi-purpose hall next to a secondary girls school 1 environmental laboratory for grade 5 and 6 students	Local design companies with advices from PSU, ITA, International consultancy Local builders	6 New schools built  2 School Rehabilitations  5 School Extensions	9.813.500	+162.000  (Budget reallocation form A.1.3. no new activities)	9.975.500
A 1.3	Equipment and furnishing	PSU, Tender department, suppliers	13 schools equipped and furnished	562.000	-162.000	400.000
A.1.4	Rehabilitation and remodelling schools in East Jerusalem	Local engineers or UNDP, ITA, local consultants, builders	16 Schools rehabilitated  Addenda 3&4: + 2 school extensions +5 schools rehabilitated +1 new school created	2940000	+3.000.000	5.940.000

	Activities to reach Result 2	Means	Belgian Contribution		
			Before 4 <sup>th</sup> addendum	4 <sup>th</sup> addendum	Total after 4 <sup>th</sup> addendum
R 2	The capacities at the level of MoEHE, directorates, beneficiary schools and communities are strengthened		Costs in Euros		

A 2.1	Capacity development Trainings and on-the job training on gender and environment protection, procurement, fiduciary risks and financial management, state of the art for school design, maintenance	ITA, PSU local and international consultants	15,500	No change	15,500
A 2.2	Seminars and study tours Organisation and/or participation of seminars and study tours abroad related to the fields described in A.2.1	ITA, PSU	500	No change	500
A 2.3	Finalization of the site selection software with equipment Detailed assessment, definition of a methodology through a participatory, process, software design, training	ITA, Consultant & IT supplier	0. (Canceled in last steering committee)	No change	0
A 2.4	Enhancing O&M activities at school level	PSU, local consultant	20,000	No change	20,000
A 2.5	Monitoring and evaluation of Wadi Al Mughair school	ATI, Joint venture local & international university	14,000	No change	14,000
A 2.6	Enhancing appropriation of school facilities by the communities through support of extra curricula activities	ITA, local consultants	0. (Reallocated in last steering committee to A0104 to be carried out in Jerusalem under own management)	No change	0
A 2.7	Environment awareness raising activities	ITA, local consultants	0. (Reallocated in last steering committee to A0104 to be carried out in Jerusalem under own management)	No change	0
A.2.8	Capitalization, communication and dissemination of lessons learnt	ITA, local and international consultants	10,000	No change	10,000

	Activities to reach Result 3	Means	Indicators	Brussels Capital Region Contribution (not DGD)		
R 3	Access to a source of green and reliable electric energy in schools is increased.					
A 3.1	Design, supply and installation of photovoltaic panels	International Design & Build contract	<u>524 kw capacity installed</u>	P.M. 564,800€ (not part of the DGD Budget)	No Change	P.M. 564,800€
A 3.2	Design and implementation of a monitoring system		<u>Addenda 3 &amp; 4: +28 kw</u>			
A 3.3	Training					

## 11 Implementation calendar

- Edited §** Due to the new activities agreed in 2020 as part of Addenda 3 and 4 to the project, it has been decided to consider a time extension of three years, i.e. a total period of 10 years to implement the project and for the validity period of the SA.
- New §** The process of school works e.g rehabilitation, transformation,ect. in Jerusalem is now well established and is benefitting from experience of the three previous batches of implementation in 2016, 2019 and 2020 (last one is ongoing) carried out under School IV project. Part of next batch of schools is already designed and ready to be tendered, for this reason some of the activities is already foreseen for the summer of 2021 (approx. 2m€).
- New §** The remaining activities (purchase of new buildings or extensions) will use 2021 to finish the necessary assessments and market studies and be implemented in 2022, with 2023 adding a safety margin for the implementation and project closure.
- New §** Once the addendum has been signed, the PSU will adjust the procurement and implementation plan as part of their regular project management so as to ensure a timely implementation of activities. Some of the school rehabilitation projects need to take place during the school summer holidays.

## 12 ToR long-term personnel

### 12.1.1 Project Manager

**New §** Note: this position was not continued since Q1 2019, when most activities have started to take place in Jerusalem only and under Enabel's own management.

**New §** Most general management duties are carried out by the ITA, who is also Intervention Manager, except the ones related to the last remaining commitments in Co-Management, which are managed directly by the Project Director.

### 12.1.2 International Technical Advisor (ITA)

**New §** Most general management duties previously achieved by the Project Manager are carried out by the ITA, who is also Intervention Manager, except the ones related to the last remaining commitments in Co-Management, which are managed directly by the Project Director, with the support of the former Assistant Project Manager, now working for the MoE.

### 12.1.3 Assistant Project Manager - Infrastructure (APM)

**New §** Note: this position was not continued after Q3 2019, when most activities have started to take place in Jerusalem only and under Enabel's own management.

**New §** The former APM has been recruited by the MoE as part of its own staff, and continues under the umbrella of D.G. of Buildings to follow up all remaining activities and contracts under co-management.

### 12.1.4 Financial Officer (FO)

**Same §** Unchanged

### 12.1.5 MEAL officer

**New §** See annex 2 - HR Setup

### 12.1.6 ECA Officer

**New §** See annex 2 - HR Setup

### 12.1.7 COM officer

**New §** See annex 2 - HR Setup



## **TFF Annex 1 – Pre-identified Subprojects Sheets**

“School IV” - Schools Construction,  
Rehabilitation and Equipment in The  
Occupied Palestinian Territory –  
Phase IV

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## Subproject 1 - Two school extensions in Sheikh Saad suburb



Sheikh Saad Girls (left) and Boys (right) schools.

### 1.1 Context

Sheikh Sa'ad is a suburb of Jerusalem with 3,200 inhabitants. Since 2002, the village has been gradually separated from Jerusalem through the blockage of the only connecting road as well as the presence of the separation wall and a military checkpoint.

After the construction of the wall was approved by the Israeli Authorities, in August 2003, a group of residents of Sheikh Sa'ad filed a complaint to the competent Israeli Committee in April 2004. In 2006, the Committee decided that Sheikh Sa'ad should not be divided. Nonetheless, in March 2010, the Israeli High Court of Justice revoked the decision of the Committee and confirmed the construction of the wall, splitting the community into two'.

Currently, entrance to Jerusalem is possible via a military checkpoint for pedestrians, which can be used in both directions only by residents of some specific areas of Jerusalem. Holders of international passports, Jerusalem IDs and Palestinian IDs, can reach Sheikh Sa'ad from Jerusalem by walking, but they cannot go back through the same access point. A detour of more than 20 km is necessary to get to the other side of the checkpoint.

In Sheikh Sa'ad, there are only two public schools and one private kindergarten managed by a group of parents since 1998. In the village, there are no libraries or playgrounds, and the schools' courtyards, which are not available to the children out of school time, lack of equipment (there are no games, shelters, green areas, etc.). Only two narrow and steep roads link Sheikh Sa'ad with other communities in the West Bank, causing many difficulties to the movement of people.

The physical barriers and movements' restrictions contribute to the isolation of Sheikh Sa'ad community impeding access to socio-educational services both in Jerusalem and in the West Bank. This is in turn limiting the opportunities for exchanges of experiences with other schools as well as compromising the educational development of children and students of Sheikh Sa'ad. Students' families also are strongly affected by the isolation, with familiar relations being compromised and lack of access to work opportunities and basic services.

Schools are one of the most important resources in this context, representing, together with families, the only place where children and adolescents can express themselves freely and imagine their future.

### 1.2 Sub-activities

This sub-project consists in:

- the creation of an extension in Sheikh Saad boys' school through erection of a new building on an empty plot of land immediately next to the school and already belonging to the school. The existing building cannot support the creation of a new floor. Land is situated in Area B.
- The rehabilitation of the existing school building
- The creation of a green area on the school land, to be used for planting, educational purposes and environment awareness raising activities.
- The completion of a vertical extension on the neighbouring Sheikh Saad Girls School.

### **1.3 Indicators**

- 2 schools will be extended
- 1 school will be rehabilitated
- 6 new classrooms will be completed
- 13 existing classrooms will be rehabilitated
- 531 students (288F, 243M) will benefit from the rehabilitated infrastructure
- 180 new students may be enrolled in the schools thanks to the extensions

### **1.4 Budget**

Total: 1,057,947€, covering:

- Sheikh Saad Boys school new building extension
- Sheikh Saad Boys school green area
- Sheikh Saad Girls school vertical extension completion

### **1.5 Timeframe**

All works are designed and ready to be contracted.

The works of Sheikh Saad Girls extension, which are urgent may start as early as December 2020.

The works of Sheikh Saad Boys extension (new building) and green area may start in Q2 of 2021. They can be carried out even when the school is operating because they will be implemented on an empty plot of land right next to the school.

The works of Sheikh Saad Boys school rehabilitation will take place during the school break of summer 2021.

## 1.6 Illustrations



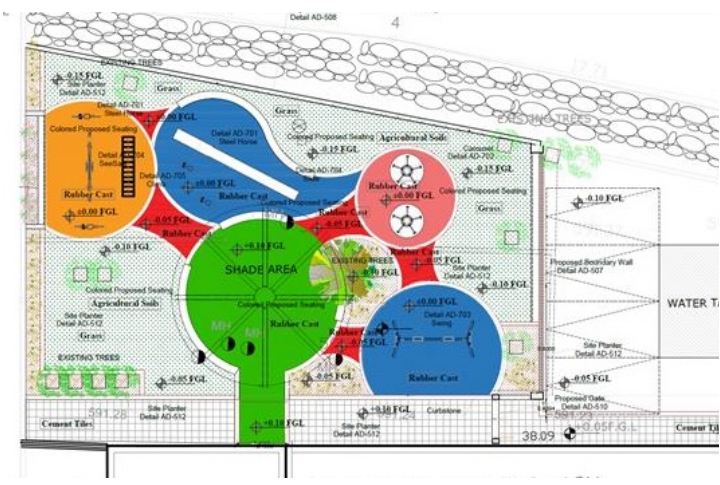
Sheikh Saad boys school aerial view.  
Current building and available land  
plot for the new extension building.



Plan of the new designed extension and garden space in  
Sheikh Saad boys school.



Sheikh Saad girls school aerial view.



Plan of the new designed kindergarten playground

## Subproject 2 - Creation of two fab labs in schools

### 2.1 Context

RiSE project's second output seeks to develop STEAM (Science, Technology, Engineering, Arts and Mathematics) and 21st century skills among students through the creation of three Fab-Labs inside the schools and their use to produce collective artworks with the students. This output will introduce and/or further promote the use of new technologies of computer-controlled manufacturing, such as 3D printing, CNC milling or carving machines or laser-cutting machines, which offer one of the best examples of how art and design can be combined with STEM and how theoretical reasoning can be combined to practical and manual activities. These new technologies are also expected to raise the interest of students, contribute to prepare them to the work market of the 21st century, while also connecting them to the world of TVET. With the support of the Joint Financing Arrangement and the now finished E-learning project of Enabel, some schools in the West Bank have gained experience in the installation of technology labs and the training of teachers in instructional design. RiSE project aims to introduce these technology skills in East Jerusalem and combine them with art.

Through School IV 4<sup>th</sup> addendum, it is proposed to further expand this activity by the creation of two other Fab-Labs in other schools.

### 2.2 Sub-activities

This subproject entails the equipment of two fab-labs: one in Sheikh Saad Boy's school and one in Zaayem school.

Training of teachers will be ensured as part of the training sessions already planned under RiSE project.

### 2.3 Indicators

Two Fab-Labs will be created, in addition to the 3 under development by RiSE project.

402 students (118F, 284M) from the two schools will benefit from these two fab-labs as part of the curriculum and extra-curricular activities.

### 2.4 Budget

Each Fab-Lab equipment is estimated to cost 35,000€ (i.e. 70,000€ for two schools).

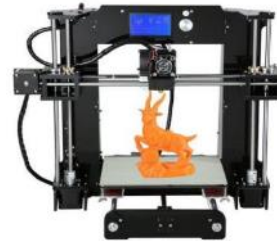
### 2.5 Timeframe

The Fab-Labs will be equipped as soon as the spaces have been rehabilitated or created. For both schools, they are expected to be equipped by September 2021, for the new academic year of 2021-22.



## 2.6 Illustrations

Example of Fab-lab and kind of equipment that may be found in a fab-lab.



## Subproject 3 - Installation solar photovoltaic systems on schools



### 3.1 Context

Palestine electricity is for its biggest part imported. In 2019, electricity imported from Israel constituted 93.4% of total electricity consumption.

The production of electricity in Israel comes in its great majority from hydrocarbon fuels (diesel, fuel and coal), with a total annual production of 64.44 TWh and a generating capacity of about 16.25 GW in 2014. As of 2015, Israel gets less than 2% of its electricity from renewable sources. The environmental cost of this energy production is tremendous: due to the way electricity is produced, the carbon intensity of the electricity in Israel (grid emission factor - GEF) is 696 g/kWh, which is one of the second highest of all OECD countries. Consequently, and similarly, the Palestinian electricity is extremely polluting (the GEF of Palestine is of 678 g of CO<sub>2</sub> per kWh).

To help palliate this, under the fourth phase of the bilateral school construction program, photovoltaic systems have been installed on 63 schools (10 funded by DGD and 53 by a top-up from the Brussels-Capital Region), for a total installed capacity of 525 kW.

Schools were given access to green electricity thanks to the installation of on-grid solar photovoltaic (PV) systems on their roof. Systems were calibrated to cover exactly their annual consumption through a net-metering scheme.

The project also set up appropriate training and awareness raising activities with the students and staff from these 63 schools.

Monitoring the production of electricity in the selected schools was also an integral part of the project.

### 3.2 Sub-activities

It is proposed to continue expanding this action based on the positive results of the first schools, by equipping other schools in Jerusalem area with PV systems for a total capacity of 28kw.

The sub-activities will be:

- Technical Assessment to identify the most suitable schools to be equipped with PV systems

- Procure and implement a design and supervision consultancy to dimension and design the systems based on the building's current and future annual electric consumption (net-metering), the roof area and its orientation. The design study outputs will be a shadow analysis, electrical line diagram drawing for each installation, roof plan and bill of quantities. The generic structure design previously developed on School IV project, based on the West Bank latitude and maximum wind speed, may be reused as such, as the technical specifications. The same consultants will be in charge of the works supervision and of training sessions on maintenance.
- Procurement and implementation of a public works contract for the supply and installation of the PV systems. Works will include the supply and installation of the systems, including the connexion the grid and production monitoring systems.
- Implement training sessions for personnel in charge of maintenance.

### **3.3 Indicators**

With a capacity of 28kw, it is expected to produce 47,600 KWh of green electricity annually and to reduce by 30 tons / year the emission of CO<sub>2</sub> in the atmosphere.

### **3.4 Budget**

To budget is estimated to be 30,000€.

### **3.5 Timeframe**

Some schools have been pre-identified.

Since the design of the structure and the systems which were previously developed may be reused, only little design will be required: only a line diagram and a layout plan. The equipment works could therefore be implemented rapidly, possibly as part of the rehabilitation works of the schools in summer 2021.

## Subproject 4 - Rehabilitation of 4 schools in Jerusalem

### 4.1 Sub-activities

This sub-project would entail the rehabilitation of the following schools:

- Sheikh Saad girls' school, including the creation of a Kindergarten unit
- Zaayem school,
- Hassan Al Thani School
- Jabal Al Mukabber School

### 4.2 Indicators

- 4 schools rehabilitated
- 62 classrooms rehabilitated
- 1079 students (509F, 570M) benefit from the renovated infrastructure

### 4.3 Budget

1,398,826€ for the 4 schools (cost estimate from the consultants after designing the works).

### 4.4 Timeframe

All works are designed and ready to be contracted.

The rehabilitation works will take place during the school break of summer 2021.

### 4.5 Illustration

Example of the creation of a kindergarten unit in another school (Jabal Al Mukabber) as part of the rehabilitation works.





## Subproject 5 - Creation of a TVET school in Sur Baher



### 5.1 Context: TVET sector in Jerusalem

The education system in East Jerusalem, including TVET, is severely hampered by several challenges, including occupation policies that have led to a fragmented and weak education system that is unable to meet the needs of the current and growing student population. Challenges include poor infrastructure and shortage of classrooms, fragmented providers geared towards different markets with different curriculums, skills mismatch between education and labour market demand, low wages for teachers and limited opportunities for teachers to improve their pedagogical skills, affecting the 87,277 students being currently enrolled in schools, including basic education (1-10 grades) and secondary education (11 and 12 grades). The chronic classroom shortage is estimated at around 2,200, whereby poor planning and organization of students and schools further contribute to overcrowding in some schools more than others. The number of shortage of classrooms is projected to grow over the years as the population simultaneously grows at an anticipated rate of 3-4% annually.

Recently, as a part of the Palestinian Ministry of Education's (MoE) national TVET reform, the MoE started piloting the integration of TVET streams through establishing TVET units in four schools, namely Abu Baker Girls School (Sur Baher), Al Nahda Girls School (Old City), Dar Al Aytam Boys School (Old City), and Tala' Al Quds Sec Boys School (Beit Hanina).

However, several challenges still impede the expansion of TVET education. TVET enrolment remains low, while the majority of students enrolled in TVET streams are boys. In the 2019/2020 academic year just under 538 11th and 12th grade students were enrolled in Palestinian offered TVET streams, out of which a total number of 46 at 11th and 12th grade students were in JDoE schools.

Existing facilities have both poor infrastructure and quality education, and predominantly focused on absorbing drop-out students. Additionally, Palestinian students and parents still view TVET education as a last resort owing to the poor understanding of the potential benefits and stigma towards TVET education.

While the number of TVET offerings are slowly growing for Palestinians in East Jerusalem, studies have shown that the current TVET offerings in East Jerusalem is still characterised by a limited option of subjects. Emanating out of the national TVET reform, important steps were

taken to diversify available streams across Palestine, including adding new specializations. As a result, currently there are over 30 streams introduced by MoE (see below table), covering both traditional and new themes. Moreover, textbooks and education strategies were developed in close consultation with both Private Sector and Academia.

## **5.2 School project**

Omar Bin Al-Khattab secondary boys school lies in Surbaher. The school is currently running grades 10 to 12 and accommodates 290 students and 13 classrooms. The school's current building is 3 floors with a total area of 1000 m<sup>2</sup> and is over-crowded by the increasing number of students and shortage of classrooms. The school is currently teaching 2 Tawjehi streams (the scientific and the humanities streams).

The Jerusalem Directorate of Education is currently renting a building very close to the school for a 10 year period. The new building is currently still a skeletal structure and needs finishing and furnishing. The JDoE plan is to move the school students to the new building and to use the existing building as a new TVET school.

Both schools will be operated under a unified management, consequently offering not only the two Tawjehi streams of humanities and science, but also a fully functional TVET school. The TVET streams will target students from Sur Baher, Jabal Al Mukaber, Um Tuba, Sharafat and Beit Safafa.

The TVET school will be teaching the following streams:

- Sound technologies
- Smart phone applications
- Smart building technologies and computer
- Hardware maintenance

Further investments in the school by the MoE and donors have been hampered by the insecurity of tenure, as the building is currently being rented. It is therefore proposed to purchase the building structure to ensure its long-term tenure and allow its further development.

## **5.3 Sub-activities**

This sub-project consists in:

- Legal assessment for purchasing the building, checking the ownership, building permits, etc.
- Technical assessment for the structure of the building and the needs
- Purchase of the building and transfer of ownership to the Waqf.
- Potentially: also transformation works in the building.

## **5.4 Indicators**

Number of additional students that could be welcomed in the extension: 180

## **5.5 Budget**

Budget for purchasing the building: 1,440,000-1,690,000 Euro.

Budget for finishing and rehabilitation works: 670,000 Euro

## **5.6 Timeframe**

A legal, technical, and financial assessment would take place in early 2021.

If the feasibility is confirmed, the purchase and transfer of the building ownership to the Waqf could take place afterwards, probably in 2022.

Rehabilitation and transformation works could take place immediately afterwards. Their design can take place in parallel to the purchase of the building.

## Subproject 6 - Creation of a new school in Wadi-Al-Joz



### 6.1 Context

With a shortage of more than 2,200 classrooms, the creation of additional classrooms is the top priority in school infrastructure in East Jerusalem. New buildings or vertical extension of existing buildings can theoretically be foreseen. However, the process for obtaining building permits inside boundaries of the Israeli Municipality of Jerusalem is extremely time consuming (5-6 years in the best scenarios) and expensive, while most building permits requests are denied by the Municipality. Therefore, to create additional classrooms, purchasing of existing buildings and rehabilitating and transforming them as new schools is seen as a more pragmatic approach.

One such potential building has been identified by the Jerusalem Directorate of Education. The location of the proposed school is on the edge of Wadi Al-Joz neighbourhood, very central in the city and only 500 meters walking distance from the Old City and easily accessible by public transportation. The buildings were used as residential in the past.

The proposed school consists of two single floor buildings, joined by a staircase and a small separate building. The school will have 3 main entrances from 2 streets surrounding it.

The two buildings can be ideal for a kindergarten and a primary school that can share the same management and facilities but still have their separate playgrounds, toilets, etc.

### 6.2 Sub-activities

This sub-project consists in:

- Legal assessment for purchasing the building, checking the ownership, building permits, etc.
- Technical assessment for the structure of the building and the needs
- Design of the rehabilitation works
- Rehabilitation of the building

### 6.3 Indicators

- Area of the buildings: approximately 350-400 m<sup>2</sup>
- Area of the land: approximately 1300 m<sup>2</sup>
- Number of students: 100-150 students
- Number of classrooms: 6 large classrooms

## 6.4 Budget

- Budget for purchasing the building: approximately 1,690,000 euros
- Legal assessment: 10,000
- Technical assessment: 5,000
- Design and supervision of the rehabilitation: 15,000 euros
- Rehabilitation of the building and external space: 500,000 euros

## 6.5 Timeframe

A legal, technical, and financial assessment would take place in early 2021.

If the feasibility is confirmed, the purchase and transfer of the building ownership to the Waqf could take place afterwards, probably in 2022.

Rehabilitation and transformation works could take place immediately afterwards. Their design can take place in parallel to the purchase of the building.



## **TFF Annex 2 - HR SETUP**

“School IV” - Schools Construction,  
Rehabilitation and Equipment in The  
Occupied Palestinian Territory –  
Phase IV

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# 1 Duties form for new positions

The Duties form aims to highlight **the specific expected results in order to fine-tune the profile to be looked for.**

It complements the job architecture, which is generic and provides a job description and standard results areas and which clarifies what the job holder will be held accountable for.

The Duties form focuses on **the objectives and expected results** for the function in this particular context.

## 1.1 Expert in Contracting and Administration (ECA)

### 1.1.1 Job Architecture

Generic Job Description: Expert in Contracting and administration	Scale: 5
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### 1.1.2 Duty form

The function
<p><b>Generic function of reference:</b> Expert in Contracting and Administration (ECA)</p> <p><b>Interventions concerned:</b></p> <ul style="list-style-type: none"> <li>“Skilled Young Palestine – Improving Resilience and Job Opportunities for Youth (SYP)” PZA1804411 (50%)</li> <li>“School IV - Schools Construction, Rehabilitation and Equipment in The Occupied Palestinian Territory – Phase IV” PZA1203211 (50%)</li> </ul> <p><b>Duty station and frequency of traveling:</b></p> <p>Preferably Ramallah, West Bank or possibly Jerusalem or Gaza</p> <p><b>Term of the employment contract:</b> 36 months</p> <ul style="list-style-type: none"> <li><b>Desired starting date:</b> 01/01/2021</li> <li><b>Desired end date:</b> 31/07/2023</li> </ul> <p><b>Required approval /non-objection of the partner:</b> None – Enabel Local Contract</p> <p><b>Time needed for formalities to enter the country (VISA):</b> N/A</p> <p><b>Time needed for putting in place the social, legal and human resource management framework:</b> N/A</p> <p><b>Organisation chart/Organisation with partners:</b></p> <ul style="list-style-type: none"> <li><b>N+1:</b> Resident Representative</li> <li><b>Direct hierarchical supervision:</b> <ul style="list-style-type: none"> <li>Number: 0</li> <li>Functions: None</li> </ul> </li> <li><b>Partners:</b></li> </ul> <p><b>Implementing Partners (School IV):</b> Ministry of Education and Jerusalem Directorate of Education</p>



(Waqf)

**Implementing Partners (SYP):** Private Sector Umbrella Organizations, Palestinian enterprises, TVET providers and Community Based Organizations

**Strategic Partners (SYP):** Ministry of Labour, Prime Minister's Office (donor coordination department)

- **Any specifics:**

**Function:**

- **Specific results areas:**

**1. Permanently ensure that used procedures and instruments are optimized in order to allow for efficient contract management.:**

Main task:

- Ensure the development of management mechanisms and instruments to address the needs of the programmes/ interventions allowing to improve efficiency and effectiveness and risk management in the matter
- Develop databases (suppliers, contractors, service providers, etc.) and ensure that they are functional
- Develop and monitor the framework agreements
- Develop new tools and templates that can be easily incorporated and adapt them to the needs
- Analyse and formulate improvement proposals for organisational transparency and contract management (propose and develop adequate tools)

**2. Ensure administrative management of the area of expertise in order to successfully complete the contracts (public contracts and other types of contracts, excluding HR management contracts).**

Main tasks:

- Follow up and administer the contracts of the interventions from the beginning to the end
- Ensure or support the writing of the legal and administrative component of the contracts
- Ensure follow up the dossiers with competent instances
- Ensure the contracts are processed, followed up, evaluated and reported on
- Ensure or support the elaboration of plans, such as the public procurement plan for the programme
- Ensure the necessary publication in appropriate publication channels (Enabel website, official journals)
- Centralise and file all documents and information in an exhaustive and well-structured manner
- Perform or support the related administrative tasks (editing letters, filing, drawing up minutes...).

**3. Ensure that the interventions respect the stipulations concerning planning, monitoring, and reporting on different types of contracts in order to ensure that everything progresses following the rules.**

Main tasks:

- Support the Management of the contract registers in UBW
- Ensure that the interventions respect the stipulations concerning planning and reporting on public contracts and analyse the documents submitted by them
- Ensure that the periodic monitoring process functions for the overall portfolio of the important/critical dossiers as well as the analysis and the reporting to the IMs and/or the Resident Representative
- Elaborate action plans and monitor their implementation
- Ensure follow up issues raised by project audits and audits of the Court of Audit as well as the implementation of resulting recommendations/actions
- Ensure monitoring of the evolving legal, regulatory and procedure framework for different types of contracts.

- **Expected results of the function<sup>1</sup>:**

The Expert in Contracting and Administration ensures on the account of the two interventions adequate management of contractual processes (public procurement, Grant Agreements, Specific public-public cooperation agreements).  
(S)he works with the Rafi to ensure excellent service delivery to the interventions under the supervision of the IMs/ResRep.

- **Contextual factors impacting the function:**

It is preferable to recruit a West Bank ID holder employee if s/he will be based in Ramallah, to be able to commute to work normally in case of checkpoint closure (Political situation).

### **The profile (COMPLEMENTING the Job architecture)<sup>ii</sup>**

#### **Any specialism in the diploma:**

Master's degree.

#### **Specific competences or knowledge required:**

- At least 5 years of professional experience in public procurement and/or grants management.
- At least one contract management experience in an international context.
- Every experience in contract management in a developing country is an asset.
- Experience with (public procurement, grants...) contract systems and tools or administrative management.

#### **Specific competences or knowledge considered an asset:**

- Good knowledge of Belgian and/or European public procurement legislation and knowledge of grants.
- Good knowledge of ICT applications.

#### **Languages:**

Good knowledge of Arabic and English.

Knowledge of Dutch or French a strong asset (for Belgian legislation)

## **1.2 7.5.5 Monitoring, evaluation, accountability & Learning Officer (MEAL)**

### **1.2.1 Job Architecture**

Generic Job Description: Monitoring and Evaluation Officer	Scale: 5
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### **1.2.2 Duty form**

#### **The function**

**Generic function of reference:** Monitoring and Evaluation Officer

**Interventions concerned:** “Skilled Young Palestine – Improving Resilience and Job Opportunities for Youth (SYP)” PZA1804411 & “Local Government Reform and Development Reform and Development Programme - PHASE II” PZA1303311 & “School IV - Schools Construction, Rehabilitation and Equipment in The Occupied Palestinian Territory – Phase IV” PZA1203211

#### **Duty station and frequency of traveling:**

Ramallah, West Bank (66%) and Jerusalem (33%)

**Term of the employment contract:** 36 months

- **Desired starting date:** 01/01/2021

- **Desired end date:** 31/07/23

**Required approval /non-objection of the partner:** None – Enabel Local Contract

**Time needed for formalities to enter the country (VISA):** NA

**Time needed for putting in place the social, legal and human resource management framework:** NA

**Organisation chart/Organisation with partners:**

- **N+1:** Resident Representative
- **Direct hierarchical supervision:**
  - Number: 0
  - Functions: None
- **Partners:**

**Implementing Partners (SYP):** Private Sector Umbrella Organizations, Palestinian enterprises, TVET providers and Community Based Organizations

**Strategic Partners (SYP):** Ministry of Labour, Prime Minister's Office (donor coordination department)

**Implementing Partners (School IV):** Ministry of Education and Jerusalem Directorate of Education (Waqf)

**Implementing Partners (LGRDP II):** The Environment Quality Authority (EQA) within the Palestinian Government

**Function:**

- **Specific results areas:**
- ***Put in place a monitoring system of the results of the programme in order for the interventions to have all necessary information to follow up performance, to support strategic decision making, to render accounts of results achieved and to generate the necessary data for evaluation, action research and knowledge building.***

Main tasks:

- In association with the partner(s) and the programme team, provide methodological support for the analyse the 'information needs' on the basis of the intervention document (TFF);
- Operationalise the indicators by identifying the information needs into the results monitoring framework;
- Propose and put in place data collection methods (quantitative and qualitative) in line with the needs and the existing systems.
- Develop and put in place the planning;
- Ensure that there is a framework/committee analysing the data collected;
- Put in place a tool to manage all data collected;
- Support knowledge building/action research by collecting relevant data and entering these in the monitoring system;
- Put in place a quality assurance system for the data collected;
- Complete the monitoring matrix, based on the above, and elaborate the intervention's Manual for Results Monitoring, in accordance with the Enabel M&E policy and the guidelines in the matter.
- ***Coordinate and ensure results monitoring (data collection and data analysis) in***

***order to provide each indicator with information and to be able to use the information obtained to follow up performance, to support strategic decision making and to report on results, and to promote reflection & learning.***

Main tasks:

- Organise data collection in accordance with the set planning of the monitoring activities and the technical specifications for each indicator;
- Supervise data collection (quantitative and qualitative methods), also if carried out by third parties;
- Train/accompany/coach staff members (including staff of partner organisations) who are involved in data collection;
- Carry out quality control of generated data;
- Prepare the data so that they can be analysed jointly with the intervention/programme team and support the team in organising data analysing and reflection moments
- Ensure that data and insights are captured in the appropriate systems;
- Support results reporting put in place by the coordinator;
- Ensure that results reporting is clear and sound and based on the analysis of generated information, in accordance with Enabels guidelines;
- ***Advise the Intervention Managers on decision making, planning and monitoring activities in order to support intervention management in accordance with the management for results principles.***

Main tasks:

- Support systematically the intervention managers in analysing the results information, and in identifying decisions to be made at operational level (min. quarterly) or at strategic level (min. semesterly) in order to achieve the outcome of the intervention and to contribute to impact
- Support the IMs in preparing presentation of data for the Steering Committee meetings Adapt the results framework & its monitoring matrix - after decisions by the IM or Steering Committee to adapt the intervention.
- ***Facilitate and support learning activities in order to support installing critical reflection & evidence-informed learning in the intervention and to ensure that lessons are identified and that the relevant experiences from execution are capitalised on and disseminated.***

Main Tasks:

- Flag – as soon as the monitoring system is put in place and throughout the intervention's execution, learning opportunities whenever the opportunities arise.
- Organise and accompany reflection, learning & knowledge building exercises;
- Ensure that knowledge is developed in relevant and useful formats and that these contribute to HQ's learning objectives;
- Capitalise on good monitoring practices and share and disseminate the tools developed.
- ***Promote a results-oriented culture and ensure that management for results becomes a common responsibility in order for Enabel as an organisation to be recognised for its results***

Main Tasks:

- Train co-workers and specific staff from partner organisation in management for development results and continuous learning.
- Contribute to an atmosphere that is conducive to having the whole technical team of the programme take on responsibility for achieving the development results as a shared responsibility and take on critical thinking attitudes;
- Support the dissemination the results achieved at different (local and Enabel) levels, with the assistance of the Communication colleagues;
- Disseminate the knowledge building outputs via various channels, with the assistance of the Communication colleagues.
- ***Network with M&E experts of Enabel and other organisations in order to continuously learn, share lessons learned, remain informed of recent M&E evolutions and adopt an innovative attitude.***

Main Tasks:

- Collaborate with the head office / M&E coordinator on innovative results-oriented monitoring approaches;
- Network with results monitoring experts of other programmes of Enabel in the country and subregion;
- Get involved in sector initiatives in the country about results monitoring;
- Contribute to external communication with the Communication officer at the Enabel Representation.
- ***Facilitate capacity development of partner entities in order to improve monitoring of their organisation, processes and systems and of their staff's competences.***

**Main Tasks:**

- Assess – whenever required - the management of partner entities;
- Advise partner entities on actions to be taken to improve their monitoring system and the use of data for learning, decision making & reporting;

- **Expected results of the function<sup>iii</sup>:**

Ensure that the interventions are provided with relevant information about results in order to use it for monitoring the performance of the intervention, for reflection & learning on the change processes, for decision making, for reporting to learn as well as to inform future interventions by Enabel or its development partners.

- **Contextual factors impacting the function:**

It is preferable to recruit a West Bank ID holder employee since s/he will be based in Ramallah, to be able to commute to work normally in case of checkpoint closure (Political situation).

### **The profile (COMPLEMENTING the Job architecture)<sup>iv</sup>**

*This part must not be filled in if the profile looked for is identical to the generic profile of the Job architecture. The years of experience may not be changed.*

### **Any specialism in the diploma:**

Master's degree.

### **Specific competences or knowledge required:**

- At least 3 years of relevant monitoring & evaluation experience in various development interventions.

### **Specific competences or knowledge considered an asset:**

- Knowledge of data management/statistics;
- Expertise in M&E methodologies, including the various approaches and theories, the norms and standards, the quantitative and qualitative methods, the quality and validity of data, the analysis and interpretation of the data;
- Expertise in developing and implementing data-collection instruments, reporting and learning exercises (evaluation, action research, knowledge building);

### **Languages:**

Good knowledge of Arabic and English

## 1.3 7.5.5 Communication Officer

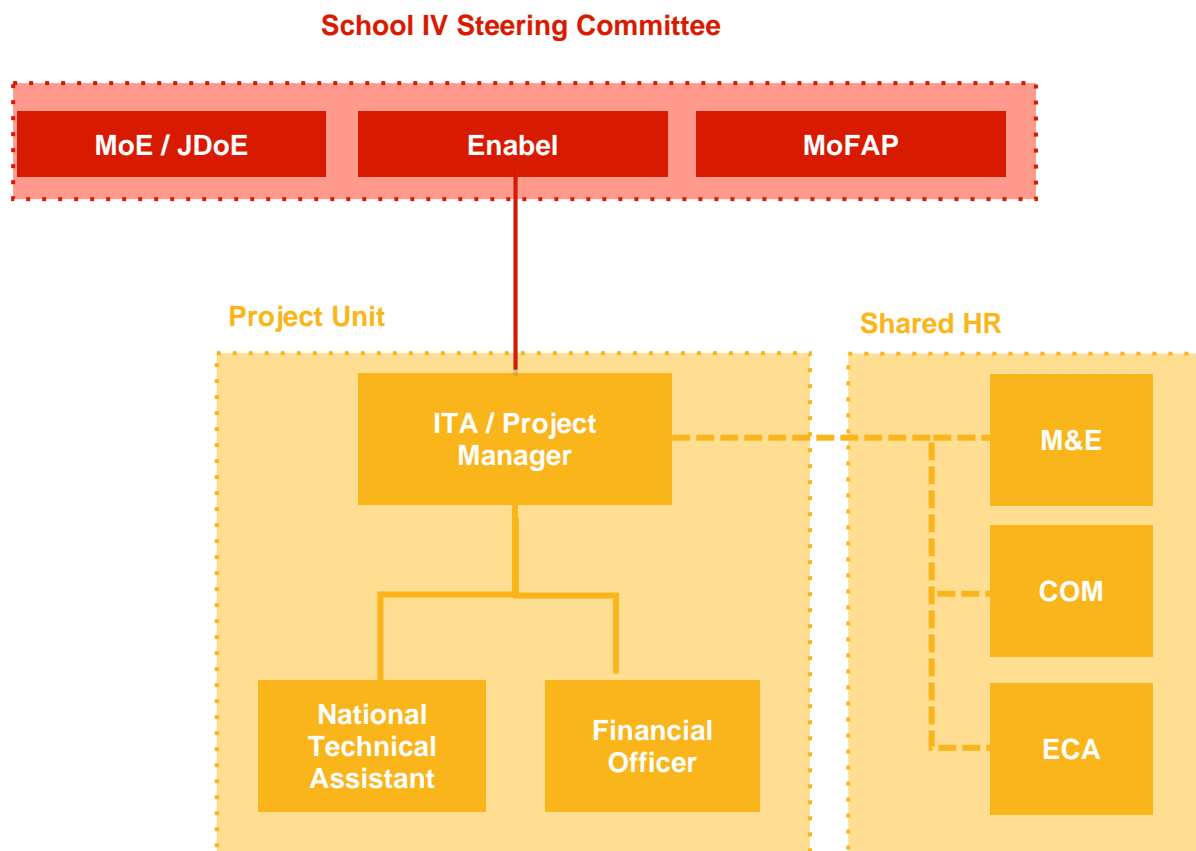
### 1.3.1 Job Architecture

Generic Job Description: Communication Officer	Scale: 5
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### 1.3.2 Duty form

The function
<p><b>Generic function of reference:</b> Communication Officer</p> <p><b>Interventions concerned:</b> “Skilled Young Palestine – Improving Resilience and Job Opportunities for Youth (SYP)” PZA1804411 &amp; “Local Government Reform and Development Reform and Development Programme - PHASE II” PZA1303311 &amp; “School IV - Schools Construction, Rehabilitation and Equipment in The Occupied Palestinian Territory – Phase IV” PZA1203211</p> <p><b>Duty station and frequency of traveling:</b> Ramallah, West Bank</p> <p><b>Term of the employment contract:</b> 36 months</p> <ul style="list-style-type: none"> <li>• <b>Desired starting date:</b> 01/01/2021</li> <li>• <b>Desired end date:</b> 31/07/23</li> </ul> <p><b>Required approval /non-objection of the partner:</b> None – Enabel Local Contract</p> <p><b>Time needed for formalities to enter the country (VISA):</b> NA</p> <p><b>Time needed for putting in place the social, legal and human resource management framework:</b> NA</p> <p><b>Organisation chart/Organisation with partners:</b></p> <ul style="list-style-type: none"> <li>• <b>N+1:</b> Resident Representative</li> <li>• <b>Direct hierarchical supervision:</b> None</li> <li>• <b>Partners:</b></li> </ul> <p><b>Implementing Partners (SYP):</b> Private Sector Umbrella Organizations, Palestinian enterprises, TVET providers and Community Based Organizations</p> <p><b>Strategic Partners (SYP):</b> Ministry of Labour, Prime Minister’s Office (donor coordination department)</p> <p><b>Implementing Partners (School IV):</b> Ministry of Education and Jerusalem Directorate of Education (Waqf)</p> <p><b>Implementing Partners (LGRDP II):</b> The Environment Quality Authority (EQA) within the Palestinian Government</p> <p><b>Function:</b></p> <ul style="list-style-type: none"> <li>• See existing function (SYP)</li> </ul>
The profile (COMPLEMENTING the Job architecture) <sup>v</sup>
<ul style="list-style-type: none"> <li>• See existing function (SYP)</li> </ul>

## 2 Organisation chart



### 3 Workforce

#### 3.1 Overview workforce (1/1/21 – 31/7/2023)

Job title	Generic function	Salary Category	Intervention (name)	Status	Pooled function	If yes, % And with which other intervention	Duration (months)	N+1 (function)	Desired starting date
Intervention Manager/ITA	Intervention Manager	6	School IV	Int.	Yes	50% RiSE	24	RR	In place
ECA	ECA	5	School IV	Nat	Yes	50% (SYP)	24	RR	01/01/2021
Communication Officer	Communication officer	5	School IV	Nat	Yes	25% (SYP & LGRDP)	24	RR	01/01/2021 (in place on SYP)
MEAL	M&E Officer	5	School IV	Nat	Yes	33 % (SYP & LGRDP)	24	RR	01/01/2021 (To recruit)
Assistant Project Manager / NTA	S/T Expert	6	School IV	Nat	Yes	50% (RiSE)	24	IM	In place (On RiSE)
Financial Officer	Financial Controller	5	School IV	Nat	No	50% (RiSE)	24	IM	In place (on RiSE)

#### 3.2 School IV / RiSE programme

Position	School IV (existing)	School IV +	Total
Date (until)	July 2022	Jan 2021 - July 2023	Jan 2021 - July 2023
Intervention Manager	-	+0,5 FTE	1 FTE
NTA	-	+0,5 FTE	1 FTE
Financial officer	-	+0,5 FTE	1 FTE
Communication Officer	-	+0,25 FTE*	0,25 FTE
ECA	-	+0,5 FTE*	0,5 FTE
MEAL	-	+0,33 FTE*	0,33 FTE
<b>Total</b>	<b>0 FTE</b>	<b>+2,58 FTE</b>	<b>4,33 FTE</b>

\*Cost-sharing with interventions sous-reserve