



BTC

**BELGIAN
DEVELOPMENT AGENCY**

TECHNICAL & FINANCIAL FILE

SCHOOLS CONSTRUCTION, REHABILITATION AND EQUIPMENT IN THE OCCUPIED PALESTINIAN TERRITORY – PHASE IV

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ABBREVIATIONS

BoQ	Bill of Quantities
BTC	Belgian Technical Cooperation
CTD	Central Tendering Department
DEEJ	Directorate of Education of East Jerusalem
DGD	Directorate-General for Development Cooperation and Humanitarian Aid
DGB	Directorate General of Buildings (within MEHE)
DGE	Directorate General of Education
DGPD	Directorate General of Planning and Development
DGFA	Directorate General of Financial Affairs (within MEHE)
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)
JFA	Joint Financing Arrangement
JFP	Joint Financing Partners
MEHE	Ministry of Education and Higher Education
MOF	Ministry of Finance
MOE	Ministry of Education
MOPAD	Ministry of Planning and Administrative Development
MPWH	Ministry of Public Works and Housing
NCB	National Competitive Bidding
ODA	Official Development Assistance
O & M	Operation and Maintenance
oPt	occupied Palestinian territory
PA	Palestinian Authority
PEA	Palestinian Energy Authority
PLO	Palestinian Liberation Organization
PSC	Project Steering Committee
PSU	Project Support Unit
RR	BTC 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

EXECUTIVE SUMMARY

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 will be finalized in 2014 (7mi. EUR).

The present intervention has a total budget of 16.5 million EUR and a duration of five years plus two extra years 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 is a priority for both Belgium and the Palestinian Authority (PA), activities should therefore be implemented there. In addition, the present intervention will be involved in the rehabilitation and the remodelling of existing schools in East-Jerusalem falling under the Palestinian education system.

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.

In the same way as for School III, the project will contribute to improving the design of schools through the incorporation of environmental, cost effectiveness and users' comfort concepts. More specifically, the project also includes the design and construction of one eco-sustainable school, one multi-purpose hall annexed to a secondary girls' school and one environmental laboratory for grade 5 and 6 students.

The project will contribute to capacity development of the Ministry of Education (MOE). The activities initiated during School III will be further developed for the benefit of the different Directorates General of MOE involved in the project activities, the 16 directorates, the beneficiary schools and the communities of the schools built under the Palestinian and Belgium support. Training, seminars and study tours related to a variety of topics will be organised and conducted under the project. Support will also be given to further elaborate the site selection software ESS and, if possible, to link it to the SMIS macro-planning software under development. In parallel, the adoption of appropriate behaviours in terms of operation and maintenance as well as environment protection will be enhanced by the project through specific activities.

ANALYTICAL RECORD OF THE INTERVENTION

Title of The Intervention	Schools construction, rehabilitation and equipment in the Palestinian Territory – Phase IV (ICP 2012-2015)
Partner Country	Palestinian Territory
Intervention Number DGDC	3013739
Navision Code BTC	PZA 12 032 11
Sector	Education - DAC 11120: Educational buildings, equipment, materials; subsidiary services to education
Partner Institution	Ministry of Education (MOE), Directorate General of Buildings (DGB)
Contribution of Partner Country	2,500,000 EUR (estimation) through different supports
Belgian Contribution	16,500,000 EUR
Estimated Starting Date	Last quarter of 2013
Total Duration	5 years plus 2 extra years for the specific agreement
General objective	The quality of primary and secondary education in the Palestinian Territory is improved
Specific objective	Access to education in the oPt through improved infrastructure and the creation of healthy, safe, child and environment friendly educational atmosphere
Results	<p>R1: Access to education is increased by building child and environment friendly school facilities, including furniture and equipment.</p> <p>R2: The capacities at the level of MOE, directorates, and beneficiary schools in terms of planning, design, operation and maintenance, among others, are strengthened.</p>

1. SITUATION ANALYSIS

1.1 The Indicative Cooperation Programme

The Indicative Cooperation Programme (ICP) 2012 – 2015 is focusing on two sectors: local governance and education. It integrates for the latter two financing modalities in the new program period, namely the project and the basket fund modalities through the Joint Financing Arrangement (JFA), resulting in a comprehensive portfolio approach.

Referring to the General Agreement signed in 2001 between the Kingdom of Belgium and the Palestinian Liberation Organization (PLO) for the benefit of the Palestinian Authority (PA), the present intervention called “School IV”, is the 4th phase of a project aiming at constructing, furnishing and equipping new schools consisting of classrooms, specialized rooms and facilities. The main partner institution is the Ministry of Education (MOE). The activities in East Jerusalem will be executed in BTC own management.

1.2 The education sector in Palestine

1.2.1 General conditions

Despite the difficult overall context, the Palestinian education sector has made impressive progress since the establishment of the Ministry of Education and Higher Education in 1994. Intensive efforts have been made since then to improve the quality as well as the coverage by the Palestinian education system, including the constructions.

Although the growth rate of the Palestinian population is among the highest in the world, with a population naturally doubling every twenty years, quantitative results are significantly higher than the ones of the neighbouring countries¹. Enrolment rates in basic education is 93%, gender equality is excellent with a higher participation of female students than male students, survival and completion rates are very high², whereas the enrolment in secondary education (years 11 and 12) stands at 80%. Another positive feature is that curriculum and textbooks exist for all grades from 1 to 12 and that the illiteracy rate has dropped from 11.6% in 1997 to 6.1% in 2004.

The relative increase of students amounts to 35% in 10 years, the relative increase of number of schools amounts to 43%, the increase in teachers rises up to 58% and the number of classes had an increase of 60%. It resulted in a student –classroom ratio of 30/1, student / teacher ratio of 1/25 and a student / school ratio of 452/1.

In terms of infrastructure, although the Ministry of Education (MOE) is in charge of more than 1,573 governmental schools in the West Bank for about 536,118 students, there is still an important need for new classrooms.

The table below shows the evolution in the number of government schools in all the occupied Palestinian territory (oPt), with a high increase of schools compared to the increase of students.

¹ see: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/statistics/statistical-tables/>
² 98% in grade 5 and 88% in grade 10

Table 1. Growth in government school numbers (1994-2006)

	Schools ^(a)	Students	Teachers ^(b)	Classes
1998/1999	1,691	812,722	27,461	20,918
1999/2000	1,767	865,540	29,186	23,538
2000/2001	1,835	907,128	32,502	24,786
2001/2002	1,918	947,299	33,532	25,999
2002/2003	2,006	987,108	35,285	27,280
2003/2004	2,109	1,017,443	37,226	28,670
2004/2005	2,192	1,043,935	38,804	29,815
2005/2006	2,277	1,067,489	42,385	31,019
2006/2007	2,337	1,085,274	42,295	31,963
2007/2008	2,429	1,097,095	43,529	33,333

(a) Schools with two shifts/one administration are considered as two separate schools

(b) 'Teacher' refers to all teaching and non-teaching staff in school, with the exception of janitors.

Source: MoEHE, 2004a ; and PCBS website.

Although achievements on the quantitative side of the education sector are impressive, there is big space for improvement on the quality side (quality improvement). Young Palestinians show lower rates of performance than their neighboring countries in key disciplines (Arabic language, science and mathematics) and are exposed to various factors of stress.

The situation is more critical in terms of needs in Gaza. Of a total of 461,000 students about 47% attend UNRWA (The United Nations Relief and Works Agency for Palestine Refugees in the Near East) schools, 49% public schools and the remaining 4% go to private schools. Double shift and overcrowding remain an issue mainly in public and UNRWA schools.

The situation is complex in East Jerusalem. 2 systems are working in parallel; the municipal schools, on the one hand, and the ones under the responsibility of the Directorate of education of East Jerusalem (DEEJ), on the other, for a total of 86,016 students (plus around 20,000 non-registered children). Many of existing Palestinian schools in East Jerusalem from a total of 1,793 are sub-standard (with security problems and poor finishing with lack of sanitary facilities), and overcrowded (0.5m² per student instead of 1.5m²), while lacking teachers and teaching tools. Considering the population growth, there is a shortage of around 1,000 classrooms. Some donors are active in the area (UNDP, IDB and NGOs), working mainly on rehabilitation of Waqf schools.

1.2.2 The Ministry of Education (MOE)

The Ministry of Education and Higher Education (MEHE) has split in June 2012 into two different ministries, the Ministry of Education (MOE) and the Ministry of Higher Education (MoHE).

As far as the MOE is concerned, the internal organization should not be affected. The MOE has a rather complex structure, with 4 Assistant deputy ministers, and 21 general directorates. At a decentralized level, the system counts twenty-two education districts.

The MOE is a strong partner, characterized by clear leadership, sound management, good implementation and absorption capacities, and able to produce timely results. The MOE is one of the key ministries in oPt. It is a well organized structure, well staffed, with presence in the whole oPt. Within the MOE, there is a good balance of power, although some directorates are more powerful than others and tend to attract more attention and higher budgets (e.g. DGB). The MOE is the exclusive leader in the education sector (except for UNRWA-Schools⁴ and private schools).

The policy and strategy are top down piloted and managed, while with some tasks and

³ 39 managed by Waqf, 69 by private sector, 51 by the Israeli, 12 by contractors, 8 by UNRWA, source DEEJ, Jan 2013

⁴ The UNRWA's education program for the whole region comprised: 699 schools; 19,217 educational staff; 486,754 enrolled pupils; Three educational science faculties; 891 teachers in training; 1,700 student teachers. Source: www.UNRWA.org

responsibilities have been decentralized or deconcentrated, such as M&E and supervision and inspection, and to some extent also concerning HR. The 16 Directorates General of Education (DGE) mirror the ministry structure in terms of composition. The districts dispose of an engineering department, responsible for the technical follow up of school buildings and infrastructure. The schools have a low degree of autonomy (only for certain issues such as small maintenance).

UNRWA schools are forming a parallel structure, created to provide education and other services to the refugees. As long as there is no solution for the palestinian refugees, UNRWA will most probably continue to provide education for them in oPt, Jordan, Libanon and Syria. UNRWA counts for about 25% of the basic education sector in Palestine.

1.2.3 The Directorate General of Buildings

DGB is handling on behalf of the MOE the design and the construction of school facilities. It is structured by a set of Departments, covering different responsibilities such as the Planning Department, Supervision and Design Department, Document and Contract Department, Supervision Department, Quantity Survey Department. It is working in close coordination with the central tender Department and the Financial Department of MOE.

1.2.3.1 Site selection for schools construction

The School Buildings Service Department (SBSD), the Project Division (3 staffs altogether) of DGB and the 16 DGE in West Bank are involved in the site selection process. Based on a needs assessment and its knowledge of the local situation, each directorate elaborates a priority list of schools, including new schools and extension. This process involves a committee made of the engineers of the Building Department, the Planning Department and the General Education of each Directorate. The availability of land is taken into consideration as well as the criteria of the 5-year plan (see below) but there is no specific methodology to establish the ranking. The list is then submitted to the arbitration of the MOE.

The SBSBD compiles the lists of the 16 Directorates. The high priority schools are then distributed between the different donors and the PA support. The list is reviewed every two years.

Considering the absence of clear methodology and weighted indicators, both for selection and geographic distribution to establish the final list, School III supported MOE to elaborate an ICT tool. The Equivalent Student Sufferings software (ESS) has been in testing phase since late 2012 with positive evaluation. It takes the form of an Excel sheet integrating a series of weighted indicators to set priorities among a given list of pre-identified schools.

At a broader scale, UNICEF is supporting the Directorate General of Planning and Development (DGPD) to set-up a comprehensive School Management Information System (SMIS). This web-based software is completing the EMIS and should be available by September 2013. This global database will be a management and macro-planning tool. Data will be collected twice a year, covering both education and physical aspects, requiring coordination among the different directorate of MOE. The development of modules specific to the needs of each General Directorate is foreseen for micro-planning and data management purposes.

1.2.3.2 Building design and construction quality

Globally, the schools built over the recent years are of good quality. The design, made by various local consultant offices, is specific to each context, while integrating a set of standards and norms defined by the MOE. Lessons are in general taken from past experiences and projects supported by different donors. Nevertheless, there is still room for improvement. DGB remains therefore open to innovation, considering it as a continual process, while thinking of establishing a guideline of the

'State of the Art' requirements for the designers. The fields of further investigation are related to environment protection, cost-effectiveness, and users' comfort, including the UN child friendly school concept.

1.2.3.3 Maintenance

Maintenance and rehabilitation of the existing facilities is an issue. The extent of neglect in the maintenance and expansion of the education system in the years of Israeli occupation before 1994 has been very severe. Since then – despite the fact that the Israeli occupation has taken other forms – thanks to the support of a large number of donors and the own PA means, a large number of schools have been built for which maintenance will need to be considered in the coming years. According to a recent survey supported by KfW, 50% of the existing schools are less than 21 years old. In consequence, the needs for heavy rehabilitation works will be a priority for some years. This gives MOE some time to set-up an appropriate maintenance strategy.

The present maintenance system of the schools is as follows:

- Minor repairs are handled by the school itself and are financed by the school's operational means;
- Larger repairs and maintenance (as well as stationary) are the Directorate's responsibility. A solidarity principle is used in the Directorate to divide the available budget between the schools within the Directorate;
- Rehabilitation and extension of schools is the responsibility of the MOE.

Maintenance costs are covered from:

- The educational tax collected by the Municipalities from the public;
- 25% from the revenues of schools contribution;
- The local communities' contributions;
- Donations and grants from different International Organisations;
- The budget of the MOE.

Although the system is recognised to be functional, the MOE acknowledges that the means are not covering all the needs and that the global strategy should be reviewed in order to optimise its efficiency. According to the Maintenance Department of the Ministry, MOE does not have any written document nor proper check list on operation and maintenance (O&M) practices. The department recommends to having comprehensive and sound reference for assessing old schools depending on structural, hygienic and environmental criteria. Although MOE provides training to school masters, their involvement on those issues remains limited.

1.2.4 Sector policy

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

The sector policy itself is documented in the 6-year Education Development Strategy Plan (EDSP⁵ - 2008-2013), the education development strategic plan that has been developed before the PRDP and NDP. So the NDP and PRDP drew heavily on the present EDSP to elaborate the priorities and development plans in the education sector. A new sector strategy is under preparation to cover the period 2014-2019.

The education sector was one of the most important sectors in the PRDP, with over 18% of the total national budget for recurrent expenditures and nearly 20% on the development budget.

The main ambition for the education sector in the PRDP was to modernize the system, guarantee equity and access to a comprehensive high quality education system (pre-school education, basic, secondary, TVET and higher education). To achieve this ambition, 4 development programs were prioritized.

The EDSP however does not include UNRWA schools and private institutions⁶. PA recognises this gap in the current sector policy. The four EDSP objectives are:

Goal 1: To increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them (Access)

Goal 2: To improve the quality of teaching and learning (Quality)

Goal 3: To develop the capacity for planning and management and to improve the financial and management systems used (Management)

Goal 4: To realize a gradual conversion of the HE Sector and TVET sector from a supply-oriented to a demand-oriented sector (Relevance)

The 4 goals are translated in eight (8) overarching programs, elaborated in program fiches, among which physical infrastructure for school environment.

One of the specific objectives of the 5-Year Plan is the construction of 960 classrooms annually in order to absorb the population growth (473 new classrooms), alleviating double shift in crowded communities (112 new classrooms), eliminating unsuitable rented schools (64 classrooms), alleviating over-crowding in the existing classrooms (211 classrooms); replacing old rooms (100 classrooms), and also providing an administrative building.

1.3 The Joint Financing Arrangement (JFA)

The Joint Financing Arrangement (JFA) was signed in November 2010 by Norway, Ireland, Finland, Germany (KfW), the so-called 'Joint Financing Partners' (JFP), and the PA with the aim to financially and technically support the implementation and the management of the EDSP 2008-2012, which has been extended until 2013. Accordingly, the JFA is regarded by the PA as a tool to: (a) transform implementation to a performance-based system; (b) improve and streamline internal management and implementation structures, and (c) shift more responsibility and decision-making in managing development assistance to the ministry.

In accordance with the ICP 2012-2015, Belgium contribution to the JFA is planned at 12,000,000 Euro. The first contribution is planned to be done during 2013. The participation in the JFA will allow Belgium to better articulate its overall support to the education sector and integrate into the national education agenda the lessons learned in the projects supporting the MOE, and more specifically the DGB, the DG TVET, and the DGPD. These 3 DG's are at the core of the EDSP and the quality

⁵ The EDSP was initially covering 5 years, but has been extended to 6 years, to coincide with 2 National development plan periods.

⁶ UNRWA and private schools follow the national curriculum, but are financially and administratively independent. UNRWA schools⁶ funded by the UN, count for 25% of the total amount of students. Private schools count only for 5% of the total number of students and are mainly non profit schools depending from faith based organizations.

reform within the MOE.

The combination of a basket fund and its inherent policy dialogue leverage, with the project modality, ideal to experiment new policies and approaches, can only improve the effectiveness of the current Belgian portfolio. The possibility to feed the policy dialogue with the experiences and knowledge of international technical assistance in classic project interventions is another added value of the combination of the two aid modalities.

1.4 Donor coordination

The Palestinian education budget relies heavily on external funding. Many donors support the Education sector, especially the 1st EDSP goal. In theory, they are all coordinated and guided by the MOPAD and the MOE. Some donors have a higher impact on the sector policy than others. The JFPs are attributed with a unique position by the MOE, giving the JFPs more leverage and influence on the policy level than the other donors, who complain about the poor functioning of the ESWG.

Many donors are active in school construction, such as Saudi Arabia, EU, Japan, Portugal, Brazil, Germany (KfW), the Islamic Development Bank (IDB), in addition to the Joint Financing Partners. Government and major donors⁷ have created the Education Sector Working Group, under the leadership of the MOE and with participation of MOPAD.

1.5 Belgian support to education

For many years, Belgium has contributed to the education sector in Palestine, focussing 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.

There are currently 5 bilateral interventions running in the education sector, which represent the Belgian education support program:

- 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;
- A TVET intervention that clearly contributes to the goal 4 (relevance) and goal 2 (quality) (2m €, ends 2013);
- The E-learning intervention, which is directly supporting the second EDSP goal (quality and access to quality education), and aiming at improving the so – called 21st century skills (critical thinking, decision making, ...), (4m€, ends 2014);
- The support to the Joint Financing Arrangement, a basket fund to finance the overall Palestinian education sector development strategy (3M€, 2013, and another 9m€ foreseen for the period 2014-2016);

⁷ Donors and cooperation partners involved in the education sector are: UNO, UNESCO, UNICEF; World Bank; European Community; Finland, Norway; Ireland, United Kingdom, France; Belgium, Germany, USA. France holds the co-chair of the Education Sector Working Group; together with MEHE. Save the Children and the Teacher Creativity Centre are NGO members in the ESWG. The Ministry of Planning is the second member from the side of the Palestinian Authority.

- The capacity enhancement program, to support goal 1, 3 and 4 of the EDSP with a clear focus on TVET and organisational capacity building (5m€, 2013-2016).

2 STRATEGIC ORIENTATIONS

The project inserts itself into the 'Education Development Strategic Plan 2008 – 2012 towards Quality Education for Development', and more specifically in goal 1, namely to '*increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them*'. It is a continuation of the on-going school construction project (a fourth phase) with a series of new schools to be built and specific strategic orientations.

The overall assessment of the previous project phases made by the Mid Term Review (MTR) in the end of 2012 was positive. The MTR reported that:

- The project is very effective in school construction;
- School III demonstrated the progress in design and innovation as compared to School II;
- Comfortable schools and child friendly education facilities are extremely well received and appropriate by the school communities;
- Although difficult to launch, the capacity development of School III is now operational, providing first results.

The major lessons learned of the previous phases underlined by MTR should therefore be integrated and expanded within the new intervention.

Geographic coverage and sites selection

The previous project phases were mainly active in the West Bank. Considering its demography, there is still a need for new schools, the majority of the project investment should therefore focus on this zone (Areas A and B). On the other hand, it is also important to answer to the needs of the other zones. The project will give therefore also a focus on Area C, a priority for both PA and the Consulate General of Belgium, and also East-Jerusalem and Gaza, if local conditions allow. Up to 10% of the total budget will be allocated to Area C plus an extra 500.000 EUR, as decided by the Partner Committee in February 2013, to be added to the initial budget of 16 million. Additionally, the project will allocate a maximum of 10% of the budget as a maximum for schools rehabilitation and remodelling in East-Jerusalem.

The capacity of the project to work in these different areas will be re-evaluated at the end of the second-year after the signature of the Specific Agreement. If the local circumstances do not allow working in one or several of these areas the PSC will submit to the approval of the local Partner Committee the reallocation of the remaining available funds to other parts of the oPt.

Considering the specificity of the local context, flexibility should be given to the project with regard to areas of interventions. Therefore, no list of schools is part of the TFF, only a set of selection criteria listed in the chapter 3.4.1 of the present document. MOE will elaborate a list of potential schools for each specific area of intervention in consultation/coordination with the other donors involved in each zone namely: West Bank, Area C and, Gaza, if conditions allow. For each area, the project will rank the proposed sites of intervention per priority order based on the analysis of a set of objective criteria through the use of the ESS software. The final list of schools will be approved by the PSC. In order to save time, the selection for West Bank, including Area C, should be done at the earliest, even during the on-going School III phase.

For the sites in East Jerusalem the project will rely on the needs assessment survey expected by mid-2013 of all the existing schools administered or licenced by PA. Priority will be given to the Waqf public schools, while support will be considered for the needy private schools.

School design and innovation

MOE is aiming at improving as a continuous process the quality of both the design and the construction of its schools. The dynamic of innovation introduced in the previous project phases should therefore carry on under School IV, with a focus on cost-efficiency, users' thermal and acoustic comfort, the environmental and gender concern. This could be stimulated through a call for proposals for the design of one eco-sustainable school to be built by the project. Two other specific facilities are included in the project: one multi-purpose hall for a secondary girls' school and one environmental laboratory for a cluster of primary schools, for experimentation purpose, as requested by both MOE and the Ministry of Environment.

Capacity development

Capacity development was an important component of School III that will carry on during the present intervention. It will be based on a needs assessment and will be composed of a series of activities, from formal training, on-the-job activities to study tours in the region.

The adoption and application of appropriate procedures and behaviours should be promoted by the project in the built schools funded by Belgium in terms of operation and maintenance (O&M), environment protection, development of extra-curricular activities and the appropriation of the school by the community. Emphasis will be given on:

- a) Raising the awareness of the end users and communities for ensuring the optimal use and durability of the physical assets, while limiting the use of water and energy;
- b) Providing appropriate guidelines and tools to the school masters and supporting them in adopting the correct actions for the operation and maintenance of the school buildings and its equipment, in particular in the 22 Belgian funded schools. The lessons learned of this activity will be scaled-up through the JFA activities. Coordination with JFA is therefore crucial in this matter;
- c) Favouring the use of the school facility by the community, including through the development of extra curriculum activities, as a way to maximize their use for the benefit of the Palestinian society overall. The project will assist MOE in expanding those activities within the existing Belgium funded schools. Lessons will be learned from the activities that are already taking place in other schools, and support will be given to strengthen their quality. A focus will be given on gender and environment awareness raising and the promotion of the Environmental Clubs initiative;
- d) Supporting the MOE in its intention of providing one specific facility per Directorate. As an experiment, the project will provide one multi-purpose hall for secondary school girls, and one environment laboratory for grade 5 and 6. The former will allow teenage girls to have access to sport and culture, the latter, with its demonstration and practical experimentation purposes, should be a learning laboratory being part of a comprehensive environment preservation strategy.

3 INTERVENTION FRAMEWORK

3.1 General objective

The general objective of the project is:

“The quality of primary and secondary education in the Palestinian Territory is improved”

3.2 Specific Objective

The specific objective of the project is:

“Access to education in the oPt through improved infrastructure and the creation of healthy, safe, child and environment friendly educational atmosphere”

3.3 Expected results

The specific project objective will be attained through the achievement of the following project results (outputs):

- **R1.** Access to education is increased by building child and environment friendly school facilities, including furniture and equipment;
- **R2.** The capacities at the level of MOE, directorates and beneficiary schools in terms of planning, design, operation and maintenance, among others, are strengthened.

3.4 Activities

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

3.4.1 R1. Access to education increased

A.1.1 – Baseline and M&E Strategy

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 justifies a M&E strategy specific to School IV.

The monitoring and reviews modalities should meet the principles of the BTC M&E Policy. The process aims at collecting data in order to take operational (PSU level) and strategic (PSC level) decisions (*evidence based decision making*). These data contribute also to the internal accountability and lessons learned. The baseline will be developed as follows:

- The first phase will focus on setting up a M&E system in line with both BTC guidelines and the MOE own system, allowing the follow-up of activity implementation. It will mainly define outputs indicators directly linked to the planning of activities. During this exercise, the list of appropriate quantitative and qualitative indicators to evaluate the intervention will be defined in detail, as the list is dependent on the existence of a database. The proposed project

indicators will be fine-tuned and converted into more measurable indicators. This process will be finalised for the end of the project set-up phase and approved by the PSC.

- The second phase will focus on setting up a M&E system at sector level, linking activities and outputs of the project with concrete results.
- The third phase, the baseline, will carry out a survey in the project area once the list of schools is approved by the PSC (see A.1.2.1). This should be done within six months after the official start of the project. This collection of data will be undertaken in a comprehensive manner, covering the selected indicators. The PSU will collect the data at the level of each concerned directorate. If required, it will organize a specific field survey, to be carried out by a specialised local consultant team, to collect the missing information. The baseline should cover topics such as socio-economics, education, gender, population behaviour and level of awareness on environmental issues (including water and energy aspects).

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

This activity will consist of building the selected schools, for which the final list will be approved by the PSC. This activity will cover the following sub-activities:

1.2.1 Definition of the list of priority schools

For each specific area (West Bank, Area C, and Gaza), the Ministry will submit an extended list of potential sites for construction. For Area C, the project will rely on list nr 1 and 2 made by the MOE in collaboration with USAID, UNESCO and the Quartet⁸. The list of East Jerusalem for school rehabilitation and remodelling will be conducted based on the 2013 needs assessment to be updated by the project, with a priority on the Waqf public schools.

The PSU will rank per priority the proposed sites for each specific area according to an analysis of objective criteria using the ESS (Equivalent Student Sufferings) software elaborated under School III. The PSU will assess through site visits the relevance and feasibility of each site, while considering the geographic coverage. The proposed short list will be submitted for approval to the PSC with motivation.

In order to ensure prompt coordination with MOE and other donors, the site selection process should be completed as early as possible. To do so, this activity could even be organized under the present School III phase.

The minimum set of criteria to be considered for selection (to be completed by the project) are in line with the ESS, as being:

- availability of land;
- distance from home to school;
- double shifts or rented classrooms, old or unsuitable classrooms;
- inner and external area (m²) per student;
- availability of access roads, water and electricity sewerage connections;
- availability of specialized rooms;
- poverty rate and growth of the community;
- involvement of the community,

⁸ The Quartet is group formed by the Unites States, Russia, the E.U and the U.N. aiming at favouring the peacekeeping process

- safety concerns, gender balance, accessibility for disabled...

Once the final list approved, the PSU will make sure that for new schools all the legal documents related to the land ownership of the selected schools are in line with PA requirements and that proper road access, water and electricity connections, if not available, will be provided by the community, and be realised according to the “State of the Art” practices, following PA and construction norms and standards commonly used in the region. In case specific infrastructures have to be built to ensure optimum use of the land and resources of a new school, such as collection and evacuation of rainwater, the local authorities will support these extra costs.

1.2.2 School design

1. Environment and child friendly schools

During the last years important quality improvement has been noticed in the school sector in Palestine. The lessons learned from the MOE experience should therefore be integrated into Phase IV, especially with regards to environment protection, energy efficiency, cost efficiency, child friendliness. In general terms, the design of the schools to be built under School IV will take into consideration the following:

- the MOE experiences and standards, as well as the principles of the Handbook “*Future Schools in Palestine*” (2000);
- The “*Ten Assessment Criteria*” of successful school design set by the UK government's advisor on architecture (CABE);
- The UNICEF principles described in the “*Child friendly schools Manual*” (2009), especially the ones related to design and pedagogy, learning spaces and the role of the community;
- The Klimos evaluation report on the sustainable school in Palestine (February 2013), initiated by DGD;
- The results and lessons learned of studies supported by Belgium (study Fund) or other donors related to the construction sector in general and school construction in particular, when relevant and endorsed by MOE.

More specifically, attention will be given to the following issues:

- Environment:
 - o Some of the principles developed in the green pilot school of School III under construction, Wadi Al Mughair, will be generalised. They are related to:
 - Orientation: the majority of classrooms benefits from natural lighting and solar gains in winter;
 - Zoning: the function and the equipment of the rooms are considered in their localization and orientation;
 - Insulation and airtightness: the reduction of heat losses is favoured;
 - Glazing: Natural lighting is favoured throughout the year and the solar gains through the windows are maximized in winter and minimized in summer through solar protection with appropriate design;
 - Thermal mass: A proper balance between thermal mass, insulation and natural ventilation is ensured.

- o The use of the remaining open spaces of the school compound are maximised for recreational activities and greening purposes. Natural shading through trees and pergola of the recreation spaces are promoted;
- o The cycle of the water is studied in order to minimise its use and maximise the recycling process including through the promotion of water harvesting systems connected to economical flush toilets and taps...;
- o A sound solid waste management within the schools is ensured;
- o Promotion of renewable energy;
- o Promotion of locally produced materials and equipment.

- Cost-efficiency:

The selection of the building materials and construction techniques shall be made considering a proper balance between, on the one hand, their costs and, on the other hand, the durability of the construction, minimal O&M requirements, the health and safety of the users, the recycling possibilities after use and other environment consideration, such as footprint and pollution during production and transport.

In that regards, the future outcomes of the study to be supported by the Study Consultancy and Expertise Fund related to the assessment of cost-efficient construction techniques and materials, including insulation under the request of the Ministry of Public Works, will be taken into account when endorsed by MOE.

- Users' comfort:

Beside the thermal users' comfort that should be favoured through massive measures, the lay-out of the schools under School IV should consider a variety of aspects such as circulation flow, natural ventilation, acoustics, toilets location and availability... The principles of the Child Friendly Manual developed by UNICEF will be integrated in order to stimulate an appropriate teaching and learning environment by the integration of new pedagogic teaching methods (flexible space, exhibition panels, rear blackboards...), and a more child-friendly, gender lively and colourful atmosphere. The specific requirements of the extra-curriculum activities should also be taken into consideration.

More specifically, the outcomes endorsed by MOE of the up-coming survey on the degree of satisfaction and expectation of the end users, including the ones after school hours, to be funded by the Belgium - Palestinian study, Consultancy and Expertise Fund should be integrated into the design.

The PSU will instruct the consultants in charge of design of each particular school to include the above concepts, as well as the ones already expressed in School III, into their design. The PSU will also assist the different DGB Departments to verify the conformity of the architectural and structural design, the BoQ and cost estimates.

2. Eco-Sustainable school

Among the list of schools for West Bank and possibly Gaza, one site will be selected for the construction of an eco-sustainable school. This school will be another opportunity for MOE to experiment passive design solutions in other climatic and geologic conditions than the ones observed in Wadi Al Mughair for lessons learned. The selected school site should be close to an urban centre, with a community open to the use of innovative techniques. This school will be an opportunity to elaborate and develop innovation in terms of lay-out,

construction techniques, materials, environmental and gender concern, users' comfort, healthy and non-polluting environment, pedagogical approach...

This school will take into consideration all the requirements described for the construction of the other schools (see above). Furthermore, special attention will be given to the preservation of land, energy and water not only in terms of construction requirements but also as environment awareness tools. As for example, considering the scarcity of available land, the use of the flat roofs of the schools should be promoted for both recreational and greening purposes. Green roofs in semi-arid areas are valuable for different reasons: they provide habitat to the local biodiversity, reduce urban heat island effect, limit water evaporation and favour water harvesting, while favour the insulation of the building.

As an eco-sustainable building, the most cost-efficient passive heating/cooling techniques adapted to low-land areas will be experimented. An appropriate study will define the most cost-effective system to develop, such as passive downdraft evaporative cooling system, Persian wind catcher, solar chimney, water cooling mechanisms connected to green and well ventilated inner courtyard or geothermal systems.

Beside energy preservation measures, the use of renewable energy (RE) will be promoted, such as photovoltaic panels to cover the school energy needs, especially if the eco-sustainable school hosts the environmental Lab (see below).

An appropriate design process will be developed to promote these innovative ideas. For the eco-sustainable school, the selection of the consultant will be made using the Quality Based Selection (QBS), with the estimated total cost of the assignment indicated in the request for proposal.

It will include the submission of design proposals that will be evaluated by an independent jury of minimum five people, with at least one person external to MOE/BTC. Such competitive selection based on the quality of the design proposal should be organised as soon as the list of school sites approved. The set-up of joint venture between local and international firms should be favoured in order to both integrate the local knowledge and favour innovative ideas. This call for ideas and concepts should be taken as an opportunity for exposing DGB and local consultants firms to new ideas through different events such as the organisation of an exhibition of the submitted proposals.

3. Environmental Lab

An Environmental laboratory will be built and equipped next to a primary school to be built under School IV phase, ideally the eco-sustainable school. It will aim at promoting environmental concern among the students and teachers targeting not only the beneficiary school but a cluster of surrounding schools. The lab should therefore be accessible from the outside without disturbing the activity within the host school. The design concept of the laboratory and its equipment will reflect the pedagogical strategy developed by MOE, considering the present curriculum in the field of environment protection in consultation with the DG School Health, the DG Extra-curricular activities, the Ministry of Environment, the Ministry of Energy and the local universities. This will result in the writing of a concept paper to be translated into a concept design with cost estimated to be submitted to the Steering Committee approval.

A comprehensive package of pedagogic program with clear and defined objectives, tools (supporting guidelines, books, posters...), indicators, training of trainers, activities... will be provided (see A.2.8), covering a large set of subjects. The learning by doing/playing approach will be the key concept to promote, allowing children to raise their level of awareness and knowledge through experimentation on a series of topics, such as the cycle

of water, the sources of pollution and the means to treat it, the solid waste management and the promotion of recycling activities, including composting, the different types of energies, and their source of production, including renewable energy, the protection of the local bio-diversity... Some of the features of the "Cit  des Enfants" of the Science museum in Paris could be a source of inspiration. The lab will integrate all the required equipment for around 30 students of grades 5-6 at once.

4. Multi-purpose hall

A multi-purpose hall will be built and equipped next to an existing secondary girls' school or a future one to be built under School IV, depending on the availability of land within a dense urban area. If positive, the long-term objective of the MOE is to develop such facility for each directorate.

The prime purpose of the hall will be to host indoor sport activities for teenage girls during school hours. It will also be designed for cultural extra-curricular activities such as theatre, music or dance performance or even cinema projection. This requires a high degree of spatial flexibility. It can be envisaged that time to time access should be given to the public to attend a performance. Special attention will be given to the acoustics, the floor finishing (for both sport and cultural activities), the provision of multi-media equipment, the lighting, as well as the rooms for storage of both sport and cultural events, and the provision of removable tiers.

As part of the design consultancy contract, a specific needs assessment survey will be organized by the designer with the appropriate human resource in cooperation with the MOE in order to define the type of sport and cultural activities to consider and their specific requirement . The PSU, will coordinate with the designer in reviewing and summarizing lessons learned from similar existing facilities within the oPt.

Beside the main hall, a series of rooms will be designed for secondary activities such as rehearsal for specific music instruments or handicraft production.

These facilities will be accessible not only to the students of the attached girls' school and the cluster of surrounding schools but also to the nearby community associations involved in the organization of extra-curricular activities targeting both boys and girls. Toilets and changing rooms should therefore be designed for boys, girls and disabled.

1.2.3 Construction of the facilities

The construction of the schools shall be supervised by both the consultant in charge of the supervision (it is recommended that the consultant in charge of the design takes also this responsibility, even if the contract related to the design is covered by School III) and the DGB in collaboration with the PSU. The PSU will follow-up the daily management of site construction and will organise together with DGB regular site visits. The PSU will verify if the payment process managed by DGB is done according to the agreed timing. Both PSU and DGB representatives will attend the provisional and final acceptance and will verify that all the remarks are corrected by the contractor.

Considering the present geo-political context, accessibility to Gaza might be complicated for the staff of the DGB and PSU, except the ATI. The management of the project activities in this area therefore require external support.

If the circumstances allow working in Gaza, the project could take advantage of working with the

support of the PMU set-up by KfW⁹ for the supervision of school construction. It might be also necessary to recruit a local engineer and a liaison officer for some time. This decision will be taken during the project set-up phase.

1.2.4 Design and supervision consultancy

The local design consultants will be in charge of design, site supervision and construction management. Payments under the contract for the construction management are budgeted for under this project.

A.1.3 – Equipment and furnishing

Once built, the schools and their facilities will be furnished and equipped, taking into consideration pedagogical requirements, users' comfort and environmental concerns. The related sub-activities are as follows:

- The procurement of the furniture and equipment will be conducted under the supervision of the PMT following the procurement procedures and the requirements for clearances (by the BTC) as outlined under 5.7.1.1 of this document;
- Equipping and furnishing the schools, including the multipurpose hall and environmental Lab, shall be done after completion of the construction works. The supplied equipment and furniture shall be inspected by the PSU.

Equipment and furnishing tendering procedures will be handled by the Tender Department with the support of PSU. Equipping and furnishing shall be done after completion and partial handover of the construction works. The supplied equipment shall be physically inspected by both DGB and PSU prior to their reception.

A.1.4 – School rehabilitation and remodelling in East Jerusalem

This activity will be conducted in BTC own management in coordination with all the parties. Only the 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.

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

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.

3.4.2 R2. Strengthened capacities within MOE directorates, and beneficiary schools

In order to guarantee the sustainability of the facilities, a particular attention shall be given to awareness raising and capacity development of the administration of MOE, especially the DGB and

⁹ It is composed by a project manager, an administrative assistant and a local engineer.

DGSH and the department of extra-curricular activities, as being directly involved in the School IV. The project will therefore contract consultancy services to advice on capacity development, awareness raising and extra-curricular activities.

A.2.1 – Capacity Development

The PSU will organise, with the possible support of an independent consultant, at the beginning of the project an in-depth assessment of the training needs of DGB, within the other DG of the Ministry involved in the project implementation (DG planning, School Health, Extra-curricular activities, Women Affairs...) as well as at the level of the 16 Directorates. The resulting training activities will be accessible to any other actors involved in the project (through request of the PSU).

The capacity development (CD) assessment will define the gender differentiated needed training at the levels of personnel, group and Directorate. It will consider the level of awareness with regard to different technical issues such as database management, participatory planning, school mapping, priority action plan, energy and water efficient buildings, green construction norms, gender, community involvement, site supervision, O&M, quantity survey... It should also be based on agency self-evaluation as the results are often better accepted, while the needs better targeted. It should therefore have the form of a survey, addressing the gender dimension.

The assessment will be used as the baseline study for monitoring and evaluation of the CD component of the intervention targeting all the related departments with MOE concerned with the technical, managerial, procurement, and finance issues related to the project, including in particular, DGB, DGPD, DGSH, and the Department of extra-curricular activities. This exercise will result in elaborating a participatory CD strategy.

The training activities will not only consist in formal training courses. A variety of activities shall be considered, such as experience sharing working groups on topics specific to the project activities; trainings for individual and groups with on-the job training and coaching, learning by doing, study tours, etc. where appropriate. So as to carry out effective training, the use of modern training techniques and pedagogies should be supported wherever possible. Special attention will be given to the participation of women in these activities and the integration of gender specific training topics in the training programs.

The PSU will organise training by appropriate consultants, agencies or NGOs. It will also actively look for relevant trainings organized in the region and will elaborate a training plan, considering the work-load of the different departments and employees. The different trainers will make sure that the participants of the trainings could directly apply the content of the courses within their daily activities.

Technical training will be related to project management, sound financial management, computer skills, reporting, financial and activity planning and M&E, site supervision, safety design and construction, IT technology, English, environment issue, gender, school O&M, procurement, passive buildings, appropriate design, school planning and related data collection and management through GIS, communication skills, community involvement and participatory planning, promotion of extra-curricular activities (sport, environment, energy and water preservation, handicrafts, IT technology ...), environment and gender awareness raising for different public (officials, community, school masters, teachers, students...)...

A special focus should be given on the following issues:

- The position of women, disabled and specific groups;
- The limitation of the use of non-renewable resources that are particularly scarce in PA due to both political and natural constraints, and their protection;

- The preservation of the local biodiversity;
- The development of adaptation and mitigation measures against climate changes in the different activities of the Ministry, including green buildings. Information on the experience developed in the region, including Israel, on green school buildings will be collected and analysed;
- Updating on most recent tendering best practices, while raising awareness on fiduciary risks, including corruption and its negative impacts on the entire society (e.g. U4 program);
- Strengthening good design and construction good practices as well as 'state of the art' construction standards and norms;
- Enhancing O&M best practices both at Ministry and school levels, with clear repartition of responsibilities.

A.2.2 – Seminars and study tours

The PSU and other actors involved in implementation of the project, including the civil servants of DGB and of all related MOE departments, will have the possibility to participate to seminars and study tours organized by the PSU or other relevant organizations on topics relevant to the project. With regard to passive school buildings, there are a series of interesting buildings to be visited in the region such as in Gaza trip the planned IDB/UNRWA green school, or a large number of green schools in Abu Dhabi.

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

The “Equivalent Students Sufferings” is a customized software for site selection developed in an incremental way within DGB during the course of School III. It is a simple Excel sheet aiming at defining the priorities based on a mathematical formula algorithm and weighted criteria that could be adjusted to the local needs. It was on testing phase in the first quarter of 2013.

A module collecting and treating the information useful for the O&M should also be integrated. It should include all relevant information related to the quality of the works during construction and the observation made during partial and final handovers as well as the ones reported during school operation that might be relevant for the maintenance of the facility.

The software still needs to integrate more pedagogic related data (e.g. considering the quality education level of the schools). It would then be useful to link the ESS to the School Management Information System (SMIS) – a comprehensive data collection and planning software under finalization by DGP with UNICEF support – if this software is finalised. This web-based software will complete the EMIS to become the macro-planning tool of MOE. This school based data management and information system will cover most of the aspects of information relevant to education planning (student information – general health, achievements; teachers – qualification, subjects, trainings...; school infrastructure; assets, finance...). It should be ready by September 2013 for testing. It was foreseen to develop related micro-planning tools for each Directorate General. The ESS could be a good basis for the development of such micro-planning tool for DGB.

School IV will provide support in the rollout of the SMIS in the schools, including specific training for directorates, schools and DGB staffs, while supporting its implementation with provision of equipment and training.

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

Waiting for the development of a comprehensive strategy with related guidelines, clear responsibility and appropriate funding, the project will support MOE to elaborate a proper O&M

activity checklist and will, at the level of the existing and future Belgium funded schools, raise the awareness of school directors, their Municipality and community, and will assist them applying regular O&M activities. The lessons learned taken from these activities will help MOE and the Joint Financing Partners (JFP) to build a more comprehensive O&M strategy with appropriate tools and financial means, while clarifying the role of each actors, including the municipalities.

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

Once completed, the Wadi Al Mughair green school (School III) will require a set of complementary activities aiming at optimizing the O&M of the school and its passive ventilation and heating facilities and to take the lessons from its design, such as:

- *Training*

A users' guideline aiming at understanding the rationale of the passive facilities provided and their use (solar chimney, solar wall, geothermal pipe...) will be elaborated and related training provided during the first year of operation of the school. This support will help the end users to adapt their behaviour accordingly and to use properly this equipment according to the weather conditions and to maintain them.

- *Monitoring and evaluation*

The design and the use of the different passive ventilation and heating systems should be closely monitored on a regular basis during a minimum of a full year in order to assess their degree of efficiency, and eventually to adapt their use and/or their design. This will require the set up a rigorous scientific monitoring considering inside and outside conditions (temperature, hygrometry, lighting (Lux), acoustic conditions...) of the different types of classrooms (variation according to orientation, position within the building, type of use and equipment, type of passive system provided... to be compared with other classrooms having no specific equipment at different periods of the day throughout the year. This monitoring will also cover the operation and related behaviour aspects of the facilities. The protocol of such type of monitoring should be of international level. The local university that will be selected for this activity would therefore require the support of an international research centre/university experienced in this type of exercise at least during the preparation and testing phase as well as during the phase of interpretation of the results.

- *Awareness raising*

In order to promote passive buildings in the oPt, a communication strategy around the green pilot school will be developed targeting the users, the MOE staff but also the other actors in the building sector in Palestine (communities, design offices, builders and other PA administrations). Different activities will then be organised, such as site visits and dissemination of the lessons learned through different media.

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

In many areas the school remains one of the very few public facilities provided to the local community. It is therefore important to optimize its use after school hours for the benefit of the entire Palestinian society.

Different extra-curricular activities are organised in some schools such as sport, scouts, science, handicraft classes throughout the year and during summer camps (97% of the schools have summer clubs during holidays). There are, for example, 70 voluntary environmental Clubs attached to West Bank schools. These initiatives are supported by MOE (around 100USD per club per year). Teachers are generally keen to develop extra- curricular activities but do not always have all the

required skills and appropriate pedagogic tools. The Ministry developed a training program that might require some update, while requesting external support to expend these initiatives and strengthen the quality of the content provided.

The project will favour the expansion of the most successful extra-curricular activities presently taking place in the oPt, especially within the schools built through Belgian support (School I, II and III). Based on the results of a needs assessment and the evaluation survey that will be done in the course of 2013 under the support of the Belgium Study Fund, the project will target the most successful activities in terms of expectation and satisfaction and favour their expansion. This will include promotion campaigns, revision of some specific curriculum and the activities that are taking in place, development of various pedagogic tools and related training of trainers.

A focus will be given on the Environment Clubs, with the support of the DG of Health of MOE, as being an important part of the environment awareness strategy (see A.2.8 below).

A.2.7 Environment awareness raising

Environment and gender issues have incrementally been integrated within the design of the schools built throughout the previous project phases. It is also important to raise the awareness of the end users on those issues in order to develop the appropriate behaviour. The project will therefore support the DGSB, with the technical input of technical experts coming from Ministry of Environment, Ministry of Energy, universities... to develop an environment awareness raising strategy, targeting the 22 existing Belgium funded schools and future ones as a first place. It will aim at reinforcing the present program developed by the DGSB that is focusing on solid waste management, botanical garden creation, school environmental clubs, and first aid safety. In parallel, a series of activities will be conducted as follows:

- Set-up of a “green building promotion strategy” with activities for students, teachers, communities, designers and decision-makers;
- Awareness raising activities on change of behaviour related to environment protection, solid waste sound management, water and energy preservation, development of RE within existing MOE/Belgian schools including:
 - o Expansion and support to the Environmental Club initiative, with appropriate pedagogic tools, equipment and trainings;
 - o Promotion of “green behaviours”;
 - o Supporting pedagogic activities of the Environment laboratory to be built within one of the Schools IV aiming at providing knowledge on RE energy including PV system, water harvesting, wastewater system, solid waste management...) to be shared by a cluster of schools, with appropriate training program for the related environment Clubs.

A.2.8 – Communication and dissemination of lessons learnt

The lessons learned of the activities developed under School IV and previous phases, such as green and passive schools, multipurpose hall, environment Lab and their O&M, awareness raising activities, ESS initiative... might be relevant to a large audience in Palestine and the cooperation arena. A particular attention will therefore be given on the capitalisation and the communication of the project results as a strategic tool to influence policy, raise awareness, engage stakeholders and get the voices of the beneficiaries.

A communication and capitalization strategy will be defined including:

- Awareness-raising activities;

- Networking and information sharing;
- Dissemination of research outcomes through different channels, such as publication, CD, website...

Once approved by the PSC, the PSU will implement the strategy.

3.5 Indicators and means of verification

Indicators have been developed for the specific objective and the results. At the beginning of implementation the PSU will collect existing data and will conduct a baseline survey as to define the situation at the start of the project (see A.1.1). Based on these indicators, the progress during the implementation of the project will be measured.

The means of verification indicate where and how information can be gathered in order to gauge the degree of achievement of the specific objective and the results.

The indicators and means of verification have been inserted in the logical framework.

3.6 Description of beneficiaries

It is difficult at this stage to define within the available budget, the exact number of schools that will be built in West Bank or Gaza and the number of schools to rehabilitate in East Jerusalem. This will depend on the needs of each selected school and its size (number of classrooms and facilities). The estimated number of beneficiaries provided below is based on an estimation of 8 schools with 12 classrooms. Direct beneficiaries of the project would therefore be:

- Male and female students (about 5,000), and the teachers (around 150) attending the schools constructed of by this project as well as the undefined number students and teachers of the rehabilitated schools in East Jerusalem. They will be provided with more adequate and appropriate educational facilities;
- Male and female students (about 8,300), and teachers (about 300) attending the schools built under the previous project phases that will benefit from the O&M and awareness raising initiatives of the present intervention;
- The Ministry of Education, who will be supported in its 'Five Year Plan.

Indirect beneficiaries of the project include:

- Current and future families of students attending the project's schools;
- The Palestinian public institutions working in education together with the various municipalities and village councils;
- Local communities;
- Local contractors and local labourers involved in the project.

3.7 Risk analysis

3.7.1 Implementation risks

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.

Very severe political situation may not allow MOE to fulfil its tasks and to work efficiently. This may

thus cause delays or, even, make the implementation of the project impossible.

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.

Risk	Comments	Level	Alleviation measures
R1 – Access to education improved			
Sites may not be provided by PA	The land on which to build the proposed schools should be formally owned by MOE	Low	Documents requested at the start of the project
Land not available	Due to land scarcity and related land price, community might not provide required land	Low	Land availability is a selection criteria
Construction permits not granted in West Bank and Gaza	The Municipalities issue building permits within their jurisdictions. Generally, the Ministry of Local Government issues construction permits for school buildings outside the municipal boundaries, they also should approve permits issued by the Municipalities.	Low	MOE and PSU will closely follow-up the design companies to make sure that all regulations and norms are applied
Construction permits not granted in Area C	Permits have to be approved by the Israeli authorities. The process is completed for List 1, and is under process for List 2	Medium	Importance of strictly applying instructions; to be done by MOE & PSU with coordination with the Quartet
Construction permits not granted in East Jerusalem	Permits have to be approved by the Israeli authorities. The request even for rehabilitation works should be made on an ad hoc basis.	Medium	BTC and/or the execution agency will have to work closely with the authorities, including the archaeological dept.
Access roads are not made available	The Municipalities and the communities participate in the supply of roads and facilities where necessary	Low	DGB and local DGE will make sure that local contributions are fulfilled
Materials not available for Gaza	The access of construction materials is strictly controlled by the Israeli authorities	Medium	Support from the Consulate and JFA
Resistance in front of innovative ideas	Some civil servants, consultants and builders might be reluctant to change	Medium	The project will provide capacity building activities
Activities in a specific area stopped due to political context	Complex and fast changing context that might force the activities to stop in one or several areas	Medium	Support from the consulate and coordination with other donors required, extension of project duration to allow activities to be freeze for some time or reallocation of funds to another area
Geopolitical instability	The political tension in the entire region is high and subjected to rapid evolution. This may interfere on the project implementation and may affect the durability of the project investments	Medium	Project duration of 7 years and flexibility in operation
Strikes	Civil servant strikes or other strikes	High	Extending the project duration within the extra frame allowed (7 years of the SA)

Teachers and supportive personnel are not available for the constructed schools	Some of the schools will be replacing rented schools, so the teachers will move to the project schools along with the students once they are in use. It is not expected to be difficult to find additional teachers for new schools, as the education level in the oPt is high	Low	Skilful personnel could be easily recruited
Construction costs and exchange rates may fluctuate	The crisis and the political local context have an important impact on exchange rates and prices of imported materials	High	Provision of an important contingency line
Management and maintenance of schools not ensured	Management and maintenance of schools is one of the continuous tasks of the MOE. Running costs should be included by MOE in the yearly school budget	Medium	Coordinated action with JFA and MOE to develop a comprehensive maintenance strategy with funds

R2 – Capacities of MOE, directorates, beneficiary schools & communities strengthened			
MOE staff not ready to participate, deliver and cooperate with the CD program	Staff may not feel the necessity of training	Low	In-depth need assessment and intensive dialogue required from the start
DGB & DGFA lack sufficient time, or unable to provide suitably qualified staff for training	Lack of sustainability of the capacity development and awareness raising objectives	Medium	PSU to work closely with MOE and operating agencies to develop relevant training program and to coordinate with own MOE activities
Schools not opened to community activities	Extra-curricular activities are not taking place within all existing schools	Low	Some project activities will strengthen and expend extra-curricular activities
End users reluctant to change their behaviour	Energy efficiency environment protection and O&M are closely dependant on change of behaviours of the end users	Medium	Capacity building of the schools masters with close monitoring
Limited interest for environmental issues and innovative alternatives	The necessity for society to adopt a more environmental friendly behaviour as well as interest in alternative approaches may go in contradiction with habits and construction standards	Medium	Changes of mentality require a long-term commitment. Highlighting environmental issues to decision makers and exposure to alternative solutions is important

3.7.2 Management risks

The project is a continuation of an existing project with generally the same management modalities. A classical co-management system has been elaborated. The risks are therefore minimal.

3.7.3 Effectiveness risks

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, with the notable exception of East Jerusalem, a new and complex area of intervention.

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).

3.7.4 Sustainability risks

The activities in this project are part of the priority results of the Education Development Strategic Plan. The purpose of the intervention is to support the MOE in its initiatives.

This system is functional. Based on observation at operational schools, it is safe to claim that lack of maintenance of the buildings is not threat to the sustainability of the intervention, while one of the activities of the JFA will be to strengthen the maintenance strategy and to make funds available for its implementation.

3.7.5 Fiduciary risks

To minimise fiduciary risks, the following precautions have been taken:

- Audits are foreseen;
- No expenses can occur without the prior approval of the work plan and budget by the Steering Committee;
- The programme direction has to authorize all engagements and payments;
- Trainings on World Bank procurements regulation and documents and on corruption risks will be provided to the DGB and the DGFA.

The separation of the project from the broader financial and other management within the Ministry means that financial records are clear and specific to the project.

4 RESOURCES

4.1 Financial resources

4.1.1 Palestinian contribution

The Palestinian Authorities (PA) will exempt all goods, equipment and services purchased for the project from all custom duties and taxation.

The MOE will bear the salaries of the MOE staff involved in the project activities during implementation. They will provide appropriate infrastructure and cover the cost of O&M of the infrastructures and equipment.

The Palestinian contribution also consists in providing land, water and electricity connection to the plot and access roads for the proposed schools, as well as specific drainage infrastructure of the school plots, if required.

The overall Palestinian contribution for the land, facilities, equipment and salaries has been estimated at 2.500.000 EUR.

4.1.2 Belgian contribution

The Belgian contribution will finance all the other project activities.

The non-refundable Belgian contribution amounts to 16,500,000 EUR.

The distribution between BTC own-management and co-management is as follows:

- o BTC own management : 2,934,000 EUR
- o Co-management: 13,566,000 EUR

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/m². This unit price should be compared with the experience of School I that was of 370EUR/m² – it faced high inflation on the construction materials – 340 EUR/m² for school II and of 385 EUR/m² 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.

4.2 Human resources

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

- A part-time Project director designated by MOE;
- A full-time BTC International Technical Advisor (ITA) (for the first 2 years of the project with possible extension of an additional 2 years – on a full-time or part-time basis – subject to agreement of the Partner Committee) who will act as project –co-director;
- A full-time (for the duration of the project) Project Manager, (PM) who will act as project co-director after the departure of the ITA;
- A full-time Assistant Project Manager (APM) in infrastructure;
- A secretary;
- A part-time Financial Officer (FO), sharing his/her time with both other on-going BTC projects in the education sector.

A project manager, assistant project manager and financial officer are also part of the implementation team. Those filling these positions under School III may continue under the new phase subject to a positive joint evaluation by the MOE and BTC. New recruitment for the ITA will be done.

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

Table 1: List of PSU staff

Function	Time allocation	Contracted by	Funded by
Project Director	50%	MOE	MOE
Project Manager co-director after ITA departure	100%	BTC	BTC
Assistant Project Manager (infrastructure)	100%	BTC	BTC
Financial Officer	33%	BTC	BTC
Secretary	100%	BTC	BTC
International Technical Assistant – co-director	100% (2+2 years)	BTC	BTC

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...

Although the architectural team in charge of the design of the eco-sustainable school will have to include a specialist in passive building engineering, the project might need the support of a consultant to assess the technical relevance, feasibility and costing of the proposed solutions during the design proposal selection stage and then to give technical guidance during the detail design stage. This high-level expertise would also be useful to elaborate the technical content of the training that will be provided to the users of the Wadi Al Mughair school for its O&M and to interpret the results of the E&M and to eventually propose adaptation and improvement.

Similar support might be necessary for the design of the environment laboratory equipment and the

preparation of the supporting pedagogic materials (guideline, training of trainers content...); e.g. the design and installation of photovoltaic panels, biogas production, low-cost water filtration, ecological water treatment plant...

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.

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.

4.3 Material resources

The ITA will work at the MOE with the PSU team once the new administrative building of DGB completed. In the meantime, he will work at the BTC office in Ramallah. The FO will be based at the BTC office in Ramallah. He/she will cover the BTC projects. His/her salary will therefore be divided between the three projects. Similarly, the present project will cover part of the rental costs of the BTC office in Ramallah that will be shared with other projects.

As the project is the continuation of an on-going project and that most of the running costs are endorsed by MOE, minor operational means are provided for in the budget to allow for smooth implementation. Vehicles provided by previous project phases and managed by MOE will be used in priority by PSU as a logistical support and follow up the project. Their maintenance and running costs will be supported by MOE as foreseen in previous project phases. Other operational costs will be borne by the MOE.

TOTAL BUDGET				U	Q	Amount	Ex Mode	BUDGET
A Access to education in OPT is increased								14,669,200
<i>A 01 Increased access to education</i>								<i>14,069,200</i>
A	01	01	Baseline survey and set-up of a M&E strategy				own-mgt	50,000
			Baseline survey and set-up of a M&E strategy	lump	1	50,000	own-mgt	50,000
A	01	02	Schools design and construction in the oPt				co-mgt	11,893,200
			Environment and child friendly schools with reserve	Item	7	1,080,000	co-mgt	7,560,000
			1 Eco-sustainable school with reserve	unit	1	1,300,000	co-mgt	1,300,000
			1 Environmental laboratory	item	1	60,000	co-mgt	60,000
			1 Multi-purpose hall with equipment	unit	1	500,000	co-mgt	500,000
			Investment work in Area C	unit	1	1,800,000	co-mgt	1,800,000
			Construction design and supervision	%	6%	11,220,000	co-mgt	673,200
A	01	03	Supply and installation of furniture & equipment				co-mgt	726,000
			Supply and installation of furniture & equipment	Item	8	90,750	co-mgt	726,000
A	01	04	Schools rehabilitation in East Jerusalem				own-mgt	1,400,000
			Update of the needs assessment survey	lump	1	10,000	own-mgt	10,000
			Rehabilitation in East- Jerusalem	lump	1	1,150,000	own-mgt	1,150,000
			Design, site supervision and management consultancy	lump	1	150,000	own-mgt	150,000
			Supply and installation of furniture & equipment	lump	1	90,000	own-mgt	90,000
A 02 Strengthened capacities of MOE & end users								600,000
A	02	01	Capacity development	lump	1	120,000	co-mgt	120,000
A	02	02	Seminars & study tours	lump	1	70,000	co-mgt	70,000
A	02	03	Finalization of the site selection software with equipment	lump	1	100,000	co-mgt	100,000
A	02	04	Enhancing O&M activities at school level	lump	1	50,000	co-mgt	50,000
A	02	05	Follow-up of Wadi Al Mughair school (M&E, training & awareness raising)	lump	1	50,000	co-mgt	50,000
A	02	06	Enhancing appropriation of school by communities & extra-curricular	lump	1	80,000	co-mgt	80,000
A	02	07	Environment awareness raising activities	lump	1	80,000	co-mgt	80,000
A	02	08	Communication and dissemination of lessons learnt	lump	1	50,000	co-mgt	50,000
X Contingencies (max 5% * total activities)								448,800
<i>X 01 Contingencies</i>								<i>448,800</i>
X	01	01	Contingencies Co-management	lump	1	298,800	co-mgt	306,300
X	01	02	Contingencies Own-management	lump	1	150,000	own-mgt	142,500

Z	General Means							1,382,000
Z 01	<i>Personnel</i>							<i>1,146,000</i>
Z 01 01	Int Technical Assistance (2 years full-time + 2)	m/mth	48	15,000	own-mgt	720,000		
Z 01 02	Project Manager	m/mth	60	2,500	own-mgt	150,000		
Z 01 03	Secretary	m/mth	60	700	own-mgt	42,000		
Z 01 04	Financial Officer (part-time)	m/mth	60	600	own-mgt	36,000		
Z 01 05	Assistant project manager	m/mth	60	1,500	own-mgt	90,000		
Z 01 06	Consultancy	lump	1	100,000	own-mgt	100,000		
Z 01 07	Legal consultancy	Item	20	400	own-mgt	8,000		
Z 02	<i>Investments</i>							<i>8,000</i>
Z 01 01	IT Equipment	lump	1	8,000	own-mgt	8,000		
Z 03	<i>Running costs</i>							<i>48,000</i>
Z 03 01	Office rental	month	60	200	co-mgt	12,000		
Z 03 02	Communication & operation costs	month	60	600	co-mgt	36,000		
Z 04	<i>Audit, monitoring & evaluations</i>							<i>180,000</i>
Z 04 01	Evaluation	Item	2	50,000	own-mgt	100,000		
Z 04 02	Audit	Item	2	15,000	own-mgt	30,000		
Z 04 03	Capitalization	item	1	30,000	own-mgt	30,000		
Z 04 04	Backstopping	Item	8	2,500	own-mgt	20,000		
TOTAL								16,500,000

5 IMPLEMENTATION MODALITIES

5.1 Legal framework

The General Agreement between the Belgian Government and the Palestine Liberation Organisation for the benefit of the Palestinian Authority was signed 12th November 2001.

The Indicative Cooperation Programme (2012-2015) between the Belgian Government and the Palestinian Authority was signed 23rd November 2011.

The present Technical and Financial File (TFF) is part of the Specific Agreement signed between the Palestinian Authority and the Kingdom of Belgium, determining the legal framework of the intervention.

For the Palestinian Party:

The Ministry of Education (MoE), through the Directorate General for Buildings, is the Palestinian administrative body responsible for the implementation of the project. The MoE is the Authorising Officer of the project.

It designates a high official from the Directorate for Buildings as the Director of the project, responsible for coordinating the implementation of the project.

For the Belgian Party:

The Directorate-General for Development (DGD), under the “Federal Public Service Foreign Affairs, Foreign Trade and Development Cooperation” of the Government of Belgium is the Belgian administrative entity responsible for the financial contribution to the project.

The Belgian Technical Cooperation (BTC) is the Belgian entity responsible for the follow up and implementation of the project.

BTC will hire an International Expert also acting as Co-Director of the project.

5.2 Duration

The duration of the Specific Agreement is **seven years** (84 months) within which the project implementation is five years (60 months).

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.

5.3 Implementation and follow up structures

5.3.1 The Partner Committee

Strategic decisions related to the specific areas of intervention (Area C, Gaza, East Jerusalem), the possible budget reallocation between different areas, or the extension and the modalities of intervention of the international assistance will be taken at the level of the Partner Committee.

5.3.2 Project Steering Committee

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.

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.

The composition of the Steering Committee is the following:

1. The Director of the Directorate General of Buildings, of the Ministry of Education (MoE), Chairman
2. The BTC Resident Representative, co-chairman
3. A Representative of the Ministry of Planning and Aid Development
4. A Representative of the Directorate General for Extra Curricular Activities, MoE (no voting right)
5. A Representative of the Directorate General School Health, MoE (no voting right)
6. Any additional expert, observer, informer if and when necessary with no voting right.

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 be fully mandated to take decisions. The PSC meets twice a year and as needed.

The Project Support Unit is acting as the Secretariat. The Minutes of the PSC will be signed by the PSC members.

The PSC is responsible for :

- Providing general guidance to the project implementation;
- Approving the state of progress of the project and the achievement of its specific objective on the basis of the progress reports;
- Approving the work plan of the project, including the financial planning;
- Approving the quarterly progress and financial reports;
- 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;
- Approving the changes of the composition and responsibilities of the PSC and the mechanism to change the Technical and Financial File (TFF);
- 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;

- Approving the monitoring and evaluation reports;
- Approving the financial audits and the monitoring reports;
- Formulating recommendations on possible necessary changes in the project components, budgets and future directions;
- Validating and following up the project closure process;
- Approving the final report and closing the programme.

5.3.3 Project Team

5.3.3.1 National Director

The Director of the project is responsible for the overall coordination of project implementation. He/she receives continuous support from the Project Support Unit (PSU) to adequately fulfil his/her tasks, namely:

- Coordinate and follow-up the overall implementation of the project and propose relevant orientations,
- Monitor project implementation and continuously liaise and inform the Directorate for Building and any other high officials from the MOE,
- Actively participate as non-voting member in and prepare the Project Steering Committee meetings.

5.3.3.2 Project Support Unit

A Project Support Unit (PSU) will be established to facilitate the management and coordination of the construction and capacity development in West Bank, Area C and Gaza as well as the rehabilitation and remodelling in East Jerusalem. It will report to the Project Steering Committee. The entire PSU (6 persons) will be located at DGB. It will be the responsibility of the partner to identify adequate and sufficient space to host the full PSU. This represents one of the partner contributions to the project.

The PSU is closely working with the project Director and is in charge of :

- Preparing the overall planning of the project activities (activities and budget estimation per school) and adjustments on a quarterly basis;
- Supporting the organization, coordination and supervision of the implementation of project activities in accordance with the approved project work plans;
- Establishing the project work plan and budget that will be presented to the PSC during the first 3 months of the project start-up;
- Updating work plans on a quarterly basis (operations, procurement and financial planning);
- Using BTC templates in order to provide consolidated reporting on the whole project;
- Compiling the information for the six-monthly implementation reports (semi-annual review

of the planning), to be presented to the PSC;

- Compiling the projects annual reports and final report at the end of the project;
- Advising on disbursement;
- Ensuring the good management of the project resources;
- Coordinating the reporting, treasury and budget management;
- Supervising of the preparation and tendering of contracts for procurement of goods and services;
- Providing high level technical guidance on project methodology and strategy;
- Enabling good communication between and with the various stakeholders;
- Acting as the secretariat of the PSC, ensuring timely and accurate dissemination of reports, proposal of agenda, drafting of minutes of PSC meetings etc;
- Motivating and requesting to change the TFF if necessary and submit the file to the PSC for approval;
- Preparing the financial balance in accordance with BTC procedures and to be submitted to BTC for verification before it is presented to the final PSC in accordance with BTC procedures;
- Preparing an end-of- project consolidated report to be presented to the PSC no later than one month before the end of the project. The report includes the minutes of this PSC meeting and provides a full account of the expenditures of both the Palestinian and Belgian contributions. It also includes a list of the equipment to be handed over to Palestine and the destination of the remaining budgets.

Any of the function mentioned above may not be held concurrently.

5.4 Operational management

5.4.1 Human Resources

The Project Director will be appointed by the DGB for the entire duration of the project.

The International Expert will be recruited by BTC HQ and approved by Directorate General of Building for an initial period of two years and may be extended for an additional two years following the MTR exercise (cf. point Monitoring and Evaluation). The contract and salaries of the International Expert will be managed by BTC. The International Expert will be yearly evaluated by BTC Representation in Palestine in consultation with MOE.

The PSU will be recruited by BTC Representation in Palestine with DGB following the principles of co-management. The contracts of all PSU staff will be managed by BTC Representation in Palestine and salaries will be paid by BTC under direct management modality and principles. The PSU will be yearly evaluated by the International Expert.

No salary top-up is foreseen in the project.

5.4.2 Planning and reporting

Planning and reporting will be in line with the 3 phases of the project namely, set-up, implementation and closing.

An initial planning will be proposed and a set-up report will be prepared and submitted to the PSC for approval at the end of the set-up phase.

During the implementation phase, quarterly operational and financial planning and reporting will be prepared and submitted to the PSC for approval. An annual report shall also be prepared, approved by the PSC and available no later than end of February every year for official submission to the Directorate General for Development (DGD).

At the end of the project, a final report shall be prepared and submitted to the PSC for approval.

Apart from the above mentioned project report and programming exercises, no additional reports is foreseen for the PSC.

5.5 Financial management

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

5.5.1 Bank accounts and authorizations

Co-management

A separate 'main project account' named 'Belgian contribution – "School IV"- in EURO shall be opened for the co-managed Belgian contribution at Deutsche Bank in Jerusalem.

The signatories of this account will be the Director of Buildings, being the Palestinian Authorizing Officer and the BTC Resident Representative in Jerusalem as Co-authorizing officer, or their respective delegates.

This account will be replenished by BTC in quarterly instalments based on the provisions made in the approved work-plans.

The project will also open an operational project account in local currency for expenses related to the management of the project. This account will be activated through the joint signature of the project director and the International technical Assistant (or the project manager, after the departure of the ATI). This operational account will be used for expenditures under the threshold of 25,000 €. Above this amount, the main project account will have to be used. This account will be replenished every three months, following BTC procedures.

Own management

With regards to the directly managed funds, BTC will open a specific account named "BTC project – Own management – School IV in EURO at Deutsche Bank in Jerusalem. The signatories being the BTC Resident Representative and the International Expert.

Another bank account in local currency will be opened in a Commercial bank in Ramallah. The signatories are the ATI (the PM after the departure of the ATI) and the Financial Officer. This

account serves for expenses under the threshold of 25,000 €.

The bank accounts opening, mandates and related processes will follow the BTC internal rules and regulations.

5.5.2 Request for funds

For the main accounts

From the moment an implementation agreement is signed between the Belgian State and BTC, a first request for funds can be done. The requested amount should correspond to the financial needs of the first three months and will follow the BTC internal procedures.

To receive the following requests, the Director and the International Expert of the project must introduce to the BTC Representative in Jerusalem a cash call at the beginning of the month before the next quarter. This cash call must be signed by project Director and the International Expert.

The amount of the cash call is equal to the needs estimated in treasury for the following quarter with a cash buffer. The transfer of funds is done at the beginning of the quarter.

The transfer of the funds is done only if:

- The accounting for the previous quarter has been transferred to the BTC representation in Jerusalem;
- An updated financial planning of the current quarter was transmitted to and validated by BTC Representative;
- The amount of the requested transfer is not higher than the available budget;
- Action plan related to audit has been made or updated.

For the project accounts

The project accounts will be replenished by the main accounts on a regular basis, according to the needs (see reporting hereafter).

5.5.3 Financial reports

Budget follow-up reports

The project will follow the BTC internal procedures. The PSU shall send a monthly Financial reporting, signed by the Director and the International Expert to the Authorizing Officer and the BTC representation in Jerusalem. BTC should control, verify and send its feedback report to the PSU and MOE. BTC Jerusalem will then approve and send the Financial report to BTC Brussels.

Any needed corrections should be adjusted and rectified in the next month's accounting period.

Financial planning

Every quarter, the PSU will prepare a financial planning for the current quarter and upcoming quarters of the current year and the future years.

The financial planning must be done in accordance with the BTC internal procedures and must be

sent to the BTC Representation in Jerusalem.

Accounting

The accounting of the project must be elaborated and approved following the BTC internal procedures. The accounting must be signed by the director and the International Expert and sent to the BTC Representative.

Other financial reports

At the PSC meetings, the Director and the International Expert will present the following financial information:

- Budget monitoring reports
- Updated financial planning's
- List of the main engagements
- Budget change proposal if needed
- Action plan related to audit requirements

5.5.4 Budget Management

The budget of the project gives the budgetary constraints in which the project must be carried out. Each change of budget must be approved by the PSC on the basis of proposal worked out by the PSU. The possible budgetary changes are:

- Change of the budget structure;
- Transfer of resources between existing budget lines;
- Use of the reserve (the budgetary reserve can only be used for activities of project and after agreement of the PSC. Its use must always be accompanied by a change of the budget.);
- Reallocation of funds between different financial modes.

Budget changes must be managed according to BTC procedures.

The total budget amount cannot be exceeded. If a budgetary increase is necessary, a justified request for increase must be introduced by the Palestinian part at the Belgian State after having received the agreement of the PSC. If Belgium accepts the request, the two parties must sign an exchange of letters.

5.5.5 Financial closure

Financial balance

. Six months before the end of the project a financial balance must be elaborated by the project management (PSU) according to BTC procedures. The financial balance that is presented to the closing PSC must first be verified by BTC.

Balances

After financial closing of the project, unused funds will be reprogrammed as project aid in the ongoing ICP during a Partner Committee meeting and confirmed by Exchange of Letters. Funds will be transferred back to BTC in own-management and co-management.

Expenses beyond the agreement

After the end of the Specific Agreement it is not allowed anymore to make any expenses unless they are related to commitments made before the end of the Specific Agreement that have been officially endorsed in the last PSC minutes.

5.6 Audit

5.6.1 Project audit

The project must be audited. The most suitable periods would be after one year of activity and during the third year of activity. The period will be chosen according to the effective pace of expenditures and activities' implementation on the field. The audit will encompass financial and systems aspects.

For convenience, BTC auditing framework contract will be used. The Terms of references will be presented to the PSC as well as the reports.

The PSU will draft the action plan and takes adequate corrective actions to bring the risks to acceptable level. The action plan and its updates will be presented to the PSC.

The PSC may ask for additional audits if it considers them necessary.

5.6.2 BTC audit

Every year, a board of auditors audits the accounts of BTC. In this context, they also conduct project audits. The audit committee of BTC can also ask that the internal BTC auditor audit a project.

5.7 Procurement

5.7.1 Public procurement

5.7.1.1 Co-management

Procurement related to the activities funded by Belgium under co- management will be carried out by the MOE using the supplementary World Bank Standard Bidding Documents and evaluation forms for procurement for works, goods and services in accordance with the World Bank Procurement Guidelines¹⁰. The use of the Palestinian bidding documents, procurement guidelines and procedures, once ready and after approved by the PA and endorsed by the World Bank, will be

¹⁰ Guidelines : Procurement under IBRD Loans and IDA Credits' and the 'Guidelines: Selection and Employment of Consultants by World Bank Borrowers,' Current edition

considered for this project upon endorsement by BTC HQ.

Procurement of Works: works procured under this project would be limited to the construction of the schools using National Competitive Bidding (NCB) procedures. Works contracts estimated to cost less than €67,000 will be procured using shopping procedures and would require soliciting, receiving and evaluating competitive quotations from at least three qualified contractors.

Procurement of Goods: goods contracts estimated to cost less than €67,000 will be procured using shopping procedures and would require soliciting, receiving and evaluating competitive quotations from at least three qualified suppliers. The award would be made to the supplier with the lowest price quotation for the required goods, provided it has demonstrated capacity to execute the contract successfully. In situations and circumstances that are in compliance with the provisions of paragraph 3.6 of the Guidelines for Procurement, goods would be procured through Direct Contracting with BTC prior approval. Goods Contracts estimates to cost equivalent to more than €67,000 will be procured using NCB procedures.

Selection of consultants: contracts for consultancy services will be procured through Quality and Cost Based Selection or Quality Based Selection. Selection based on Consultants' qualifications (CQS) can be used for services costing less than €67,000. Financial and technical audits may be procured under Least Cost Selection (LCS). Individual Consultants (IC) will be selected under the provisions for the Selection of Individual Consultants, i.e., in essence through the comparison of the curriculum vitae of at least 3 qualified individuals.

For each contract to be financed under this project, the different procurement and consultant selection methods, estimated costs, review and No Objection requirements by the BTC, and time frame shall be included in the Procurement Plan (PP). The PP will be updated regularly as part of the operational planning and as required to reflect the actual project implementation needs.

Training and workshops: these will be carried out on the basis of approved programs. The programs will identify the general framework of training and similar activities, including the nature and objectives of training and workshops, institutions where training/workshops would be conducted, cost estimates and contents of the course, the number of participants, cost estimates, and the translation of the knowledge gained in the actual implementation of project components.

Procurement Information and Documentation: complete procurement documentation for each contract, including bidding documents, advertisements, bids received, bid evaluations, letters of acceptance, contract agreements, securities, related correspondence, contract award information, etc., will be maintained by the DGB in an orderly manner and made readily available for any audit.

Fraud, Coercion and Corruption: all procuring entities as well as bidders and service providers, i.e. suppliers, contractors and consultants, shall observe the highest standard of ethics during the procurement and execution of contracts financed under the project in accordance the World Bank Procurement Guidelines.

All contracts, invoices and payments to be charged on the co-managed Belgian contribution must be endorsed in writing by the Project Director and the International Expert.

Any contract above €25,000 must be approved by the BTC Resident Representative. For every contract above this amount, the PSU shall obtain the approval of the MOE and the BTC No Objection on:

- The tender procedure (including the short list if relevant);
- The tender draft documents;
- The contract awarding.

BTC No Objection will be transmitted to the project within 30 days at the latest. In this regard the PSU shall furnish to the MOE and to the BTC, in sufficient time, the necessary documentation (these would include, but not be limited to draft bidding documents, invitation to bid, detailed evaluation reports, the analysis of the respective proposals, and recommendations for award... etc) for approval/ No Objection as appropriate.

Any contract above €200.000 must be approved by BTC HQ in accordance with the guideline "Power and No Objection".

5.7.1.2 BTC own management

The budget lines related to 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 BTC own management according to the Belgian procurement regulations.

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

5.8 Monitoring and Evaluation

A **Baseline Study** will be carried out during the first year of the project and shall be launched after formal approval of the Technical and Financial File by the PSC. The baseline study shall provide user friendly qualified and quantifiable indicators to allow adequate monitoring and evaluation exercises.

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 BTC 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.

An external **Final Evaluation** shall be carried 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.

Yearly **backstopping missions** will be carried out by BTC 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 BTC 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.

6 CROSS CUTTING THEMES

6.1 Environment

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.

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 MOE 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.

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.

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.

Beside these investments, the project will support MOE 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.

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.

6.2 Social economy

The project will contribute to the social development in the concerned communities, firstly by providing access to education facilities, and secondly by providing a location for community activities such as meetings, training, etc. The community will also have access to the computer labs and playgrounds. It is already a policy in the West Bank and Gaza Strip to open all schools to community activities. To support the execution of this policy, some project activities will specifically

aim at promoting the use of the school by the community after school hours.

Aside from that, the project will strengthen the relatively recent Palestinian companies and thus stimulate economic growth.

6.3 Children's rights and gender

The project obviously concerns children's rights to schooling and wants to create a healthy and safe environment for them.

Furthermore, ensuring equity in the education system is one of the priorities in the MOE. Presently, more than 50% of the students attending school are female in governmental schools. In private schools the percentage lies lower. In order to increase the awareness of the importance of gender in the education sector, the result 2 of the present project related to capacity development activities will specifically focus on the gender issue and the inclusion and equity of disadvantage groups within the PA society.

The MOE objective to provide equal schooling opportunities for all students in the oPt, including girls and disabled, will be supported by the project.

More specifically, the development of the multi-purpose hall and the promotion of all the related activities will benefit to the teenage girls of the selected cluster of schools in priority. The design and the promotion of the sport, cultural and handicraft activities will integrate in the first place the outcomes of the survey of the target beneficiaries, considering the gender dimension.

7 ANNEXES

7.1 Logical Framework

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

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

	Activities to reach Result 1	Means	Belgian Contribution
R 1	Access to education is increased by building child and environment friendly schools		Costs in Euros
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
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	11,893,200
A 1.3	Equipment and furnishing	PSU, Tender department, suppliers	726,000
A.1.4	Rehabilitation and remodelling schools in East Jerusalem	Local engineers or UNDP, ITA, local consultants, builders	1,400,000

	Activities to reach Result 2	Means	Belgian Contribution
R 2	The capacities at the level of MOE, 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	120,000
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	70,000
A 2.3	Finalization of the site selection software with equipment	ITA, Consultant & IT supplier	100,000

	Detailed assessment, definition of a methodology through a participatory, process, software design, training		
A 2.4	Enhancing O&M activities at school level	PSU, local consultant	50,000
A 2.5	Monitoring and evaluation of Wadi Al Mughair school	ATI, Joint venture local & international university	50,000
A 2.6	Enhancing appropriation of school facilities by the communities through support of extra curricula activities	ITA, local consultants	80,000
A 2.7	Environment awareness raising activities	ITA, local consultants	80,000
A.2.8	Capitalization, communication and dissemination of lessons learnt	ITA, local and international consultants	50,000

7.2 Implementation calendar

Based on the experience of the first three project phases, a smooth and prompt implementation of the schools construction is expected. But, in the present case it is relevant to extend the duration of the project, compared to previous phases, considering the will of working in East-Jerusalem, Area C and eventually Gaza, three complex contexts to work in. In order to mitigate this risk, an assessment of the work progress in those areas will be done during the MTR that should take place imperatively 2 years after the signature of the Specific Agreement at the latest. If the evaluation reveals that it will not be possible for the project to achieve its objectives in one or both areas, the PSC could decide to reallocate the funds to another part of the oPt. The project would then need a minimum of 3 years for building a new school, from site selection to the handover. Furthermore, considering the uncertainty of the political context in the region, delays could occur at any stage of the project implementation. An extra year should therefore be considered to mitigate this risk.

Therefore, it has been decided to consider a period of 5 years to implement the project, with 2 extra years for the validity period of the SA.

During the first year of implementation, the project will define in detail the working modalities for Gaza and in East-Jerusalem. If the circumstances require, cooperation will be strengthened with donors already active in both areas (KfW for Gaza and UNDP for East Jerusalem) with quality control and coordination ensured by the ATI. After 2 years of implementation, the MTR will evaluate the outcomes of selected working modalities in these specific areas. If the conclusions are negative, it may recommend reallocating the funds to other areas.

7.3 Chronogram

TOTAL BUDGET PZA1203211				Ex Mode	BUDGET	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
A	Access to education in OPT is increased				14.669.200	1.379.640	3.006.640	3.769.640	4.941.760	1.571.520
A	01	Increased access to education			14.069.200	1.259.640	2.806.640	3.619.640	4.871.760	1.511.520
A	01	01	Baseline survey and set-up of a M&E strategy	own-mgt	50.000	50.000	0	0	0	0
A	01	02	Schools design and construction in the oPt	co-mgt	11.893.200	854.640	2.546.640	3.302.640	4.185.960	1.003.320
A	01	03	Supply and installation of furniture & equipment	co-mgt	726.000	0	0	0	217.800	508.200
A	01	04	Schools rehabilitation in East Jerusalem	own-mgt	1.400.000	355.000	260.000	317.000	468.000	0
A	02	Strengthened capacities of MOE & end users			600.000	120.000	200.000	150.000	70.000	60.000
A	02	01	Capacity development	co-mgt	120.000	30.000	30.000	40.000	20.000	
A	02	02	Seminars & study tours	co-mgt	70.000		40.000	30.000		
A	02	03	Finalization of the site selection software with equipment	co-mgt	100.000	70.000	30.000			
A	02	04	Enhancing O&M activities at school level	co-mgt	50.000	10.000	20.000	20.000		
A	02	05	Follow-up of Wadi Al Mughair school (M&E, training & aw	co-mgt	50.000	10.000	30.000	10.000		
A	02	06	Enhancing appropriation of school by communities & sup	co-mgt	80.000		30.000	30.000	20.000	
A	02	07	Environment awareness raising activities	co-mgt	80.000		20.000	20.000	30.000	10.000
A	02	08	Communication and dissemination of lessons learnt	co-mgt	50.000					50.000
X	Contingencies (max 5% * total activities)				448.800					448.800
X	01	Contingencies			448.800					448.800
X	01	01	Contingencies Co-management	co-mgt	306.300					306.300
X	01	02	Contingencies Own-management	own-mgt	142.500					142.500
Z	General Means				1.382.000	288.200	362.200	305.200	255.700	170.700
Z	01	Personnel			1.146.000	265.600	297.600	275.600	243.600	63.600
Z	01	01	Int Technical Assistance (2 years full-time + 2)	own-mgt	720.000	180.000	180.000	180.000	180.000	
Z	01	02	Project Manager	own-mgt	150.000	30.000	30.000	30.000	30.000	30.000
Z	01	03	Secretary	own-mgt	42.000	8.400	8.400	8.400	8.400	8.400
Z	01	04	Financial Officer (part-time)	own-mgt	36.000	7.200	7.200	7.200	7.200	7.200
Z	01	05	Assistant project manager	own-mgt	90.000	18.000	18.000	18.000	18.000	18.000
Z	01	06	Consultancy	own-mgt	100.000	20.000	50.000	30.000		
Z	01	07	Legal consultancy	own-mgt	8.000	2.000	4.000	2.000		

Z	02	<i>Investments</i>			8.000	8.000	0	0	0	0
Z	01	01	IT Equipment	own-mgt	8.000	8.000	0	0	0	0
Z	03	<i>Running costs</i>			48.000	9.600	9.600	9.600	9.600	9.600
Z	03	01	Office rental	co-mgt	12.000	2.400	2.400	2.400	2.400	2.400
Z	03	02	Communication & operation costs	co-mgt	36.000	7.200	7.200	7.200	7.200	7.200
Z	04	<i>Audit, monitoring & evaluations</i>			180.000	5.000	55.000	20.000	2.500	97.500
Z	04	01	Evaluation	own-mgt	100.000		50.000			50.000
Z	04	02	Audit	own-mgt	30.000			15.000		15.000
Z	04	03	Capitalization	own-mgt	30.000					30.000
Z	04	04	Backstopping	own-mgt	20.000	5.000	5.000	5.000	2.500	2.500
TOTAL					16.500.000	1.667.840	3.368.840	4.074.840	5.197.460	2.191.020

own mgt	2.926.500	703.600	662.600	642.600	714.100	161.100
co-mgt	13.573.500	984.240	2.756.240	3.462.240	4.483.360	1.581.120

7.4 ToR long-term personnel

7.4.1 Project Manager

The project manager (PM) shall be selected by Directorate-General of Buildings in the MOE with the no objection of BTC. He/she will be one of the members of the PSU, and will work on a full-time basis in coordination with the project director and will supervise the Project Support Unit (PSU). He/she will become project co-director at the departure of the ITA.

Duty station: Ramallah, Palestinian Territory

Duration of the assignment: 60 months, plus 12 months if required

Tasks

The PM will refer to the Project Steering Committee (PSC) and ensure that the members are well informed of project progress and are adequately supplied with sufficient information to carry out their decision making responsibilities. The PM will feed back to the MOE any changes in policy or direction that the PSC may wish to carry out within the Project framework.

Reporting to MOE and BTC the PM specific tasks include:

- Providing overall leadership of the PSU and coordinate its activities with the ones of MOE;
- Contribution to overall planning of the project activities;
- Organise, guide and supervise the work of the PSU team;
- Organise, coordinate and supervise the implementation of project activities in accordance with the approved project monthly and quarterly work plans;
- Technical guidance on project methodology and strategy;
- Supervise engineers and consultants during the preparation and tendering of contracts for procurement of works, goods and services;
- Follow-up the tendering phase, attend evaluation committees and prepare all the related administrative works as well as the related contracting phase;
- Supervise project payments, financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC;
- Coordination and networking with other national and international partners;
- Supervise the preparation of quarterly and annual progress reports of the PSU as well as operational and procurement plan reports;
- Supervise the monitoring and evaluation of the project implementation; daily follow up for all projects ,sites, payments, site visits, RFI solving;
- Check the design to be suitable to the requirements described in the TFF such as child and environment friendly, green school concepts, and the like;
- Analyse and consolidate monitoring reports and prepare recommendations to the PSC;
- Organise bi-annual PSC meetings; and prepare all the necessary documents;

- Prepare the contents, agenda and minutes of the PSC meetings;
- Be responsible for regular communication with BTC on the management and supervision of project implementation;
- Act on behalf of the Chairman of the PSC when authorised, and report back to the Chairperson on actions taken;
- Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities;
- Ensure coordination and exchange of experiences between the project and other related experiences;
- Contribution to compilation of the project final report at the end of the project;
- Be authorised account-holders for the accounts.
- Support and facilitate all BTC missions by organization of the meetings, site visits, translation and the like;
- Supply the BTC Office in Jerusalem with any needed data or documents;

Reporting

The PM shall discuss and agree with the Chairperson of the PSC on the form and frequency of reporting. Besides periodic progress and financial reports the PM shall provide the following reports:

- Prepare consolidated and coordinated quarterly and annual progress reports, including recommendations;
- Compile the baseline report;
- Prepare and update the monthly public registration report;
- Prepare financial reports in accordance with the requirements of BTC and the MOE;
- A Final report summarising the results of the Project including lessons learnt, conclusions and recommendation on how the achievements of the Project can be sustained;
- Any other reports as requested by the Chairperson of the PSC or BTC, Such as procurement plan.

Minimum profile

- Degree in civil or architectural engineering;
- at least 10 years experience in construction;
- Proven experience in procurement management (especially following WB procedures);
- Management experience, and experience with an international organization or NGO;
- Experience in school buildings;
- Fluent in English;
- Mature, good communicator and team-player;

- Able to work under stressful conditions and not objecting to overtime and field missions.

7.4.2 International Technical Advisor (ITA)

The International technical Advisor (ITA) will be the co-director of the project. In consultation with the MOE, the expert will work on a full-time basis and will manage the implementation of the project, including supervision of procurement of works, supplies and services. He/she will be a member of the PSU and will contribute to the supervision of task of the PSU.

Duty station: Ramallah, Palestinian Territory

Duration of the assignment: 24 months with possible extension of an additional maximum 24 months based on the recommendations of the MTR subject to agreement by the Partner Committee.

Tasks

The ITA supports the PM in Project implementation. More specifically, s/he has to assist him/her to ensure the coherence and unity of the Project. S/he will work and collaborate closely with the PSU and the International and local consultants and will assume significant coordination responsibilities.

The specific tasks for the ITA include:

- Oversee the project activities under the guidance of the project director of the PM in close cooperation with the PSU;
- Provide support to the PSU in management of the project;
- Prepare in collaboration with the PM, and the PSU the Project progress reports;
- Maintain close relationships with MOE and other relevant PA agencies, Ministries and the donors' community;
- Assist in identification of key stakeholders for the project;
- Supervise the contracting of international and local technical consultancy in close collaboration with the PSU;
- Coordinate with the project director the preparation of project work plans in cooperation with the PSU;
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- Supervise the contracting of capacity building organisations and other training providers in close collaboration with the PSU;
- Assist the PM to act as a secretary of the PSC;
- Assume the financial management of the Belgian contribution to the project;
- Assist the PM to supervise the preparation of regular financial reports for the Belgian contribution;
- Assist the PM to assure timely replenishment of the project account;
- Co-sign to authorise project expenditures from the project account;

- Coordinate and facilitate the financial audit for the Belgian contribution;
- Technical guidance on project methodology and strategy;
- Supervise engineers and consultants during the preparation and tendering of contracts for procurement of works, goods and services;
- Supervise financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC;
- Contribution to compilation of the project final report at the end of the project;
- Coordination and networking with other national and international partners.

Reporting

The ITA shall assist the project director and the PM in the preparation of periodic progress reports and financial reports. In particular s/he shall assist the PM in preparing:

- Consolidated and coordinated quarterly and annual progress reports including recommendations;
- Project Steering Committee reports;
- Financial reports in accordance with the requirements of BTC and the MOE;
- A Final report summarising the results of the Project including lessons learnt, conclusions and recommendation on how the achievements of the Project can be sustained;
- Any other reports as requested by the MOE, PSC or BTC.

Minimum profile

- Degree in civil or architectural engineering;
- at least 5 years experience in cooperation projects and project management in complex institutional context;
- Experience in school buildings and capacity building activities;
- Experience in procurement management;
- Proved knowledge in sustainable projects using energy efficiency principle and renewable energy production;
- Fluent in English;
- Mature, good communicator and team-player;
- Able to work under stressful conditions and not objecting to overtime and field missions;
- Knowledge of the Arabic context, and more specifically of the Palestinian context, will be an asset.

7.4.3 Assistant Project Manager - Infrastructure (APM)

The Assistant Project Manager will be recruited to operate within the MOE. He/she will be one of the 5 members of the PSU, and will work under supervision of the PM and the ITA. He/she will be

in charge of the daily technical follow-up of the construction activities.

Duty station: Ramallah, Palestinian Territory

Duration of the assignment: 60 months, plus 12 months if required

His/her specific tasks include:

- Overall planning of the project activities related to construction;
- Contributing to the implementation of project activities when requested;
- Organising and coordinating MOE inputs in the project;
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- Supervise engineers and consultants during the preparation and tendering of contracts for procurement of works, goods and services related to the infrastructure;
- Check the financial part of the project payments of the school construction activities;
- Ensure regular site visits of the construction, in coordination with MOE technical staff. Verify the good execution of the works and their conformity with the technical specifications in coordination with the site supervision consultant, report to the builder, PM and ITA any defects;
- Prepare all the administrative works relate to the tendering, the contracting and the technical follow-up of the construction activities such as, letter of acceptance, publication letters, etc...
- Contribute in the writing of the 'State of the Art' guideline for school construction;
- Contribute to the financial and activity reporting of the PSU.

Minimum profile

- Degree in civil or architectural engineering;
- at least 5 years experience;
- Fluent in English;
- Experience in school building projects;
- Experience in working with donors.

7.4.4 Financial Officer (FO)

The financial officer is responsible for a variety of finance-related tasks including the ones listed below (this list is not exhaustive). He/she works under direct supervision of the ITA for all own-management related expenses and of both the PM and the ITA for all co-management-related expenses. He/she will be one of the members of the PSU, and will work on a part-time basis.

Duty station: Ramallah, Palestinian Territory

Duration of the assignment: 60 months, plus 12 months eventually

Tasks

- Responsible for financial administration and procedures;
- Control all financial administration issues: solves problems, helps improve financial administration by developing tools, points out and corrects errors and problems, reports any major problem to the co-directors and seeks advice from the LAF when necessary;
- Ensure a correct, smooth and efficient organization of the financial administration;
- Ensure good communication, information and cooperation within the financial administration team;
- Supervise compliance with legal and administrative procedures and guidelines; this implies he/she studies, checks and reinforces financial guidelines and procedures of the Belgian Technical Co-operation and MOF (for Regie) in addition to the Palestinian regulations (for co-management), including the Specific Agreement, the TFF, the BTC quality handbook and any guidelines provided from Brussels or the Representation in Jerusalem;
- Ensure all instructions received from the representation or BTC headquarters are correctly applied and followed and that the requests are met within the deadline;
- Update guidelines and system of all types of payments, especially allowances;
- Update Administrative and Financial Manual, and ensure communication of new procedures to all admin/fin staff involved.

Financial activity reporting

- Final responsibility for timely production of FIT statements; provide guidance and supervision to the accountant who produces the FIT statements;
- Produce financial reports whenever requested following format laid out (e.g. for PSC), or develops customized formats for ad hoc reports (in excel);
- Make electronic back-up of final versions of financial reports.

Budgeting and financial planning

- Follow up and update of budget; Compare budget and planning with actual expenses; Provide monthly overview of budget balance to co-management and technical teams;
- Financial short-and long term planning: overall, yearly and quarterly (in co-operation with co-management and technical teams); monthly and weekly, in co-operation with accountant and financial administrator/logistics assistant;
- Overall management of bank and cash accounts, making cash calls on basis of the financial planning.

Auditing, monitoring, consulting, training

- Audit and analyse project expenses monthly, report any inconsistencies or irregularities;
- Control supporting accounting documents on quality and completeness, and follow up on corrections by the accountant;

- Consult and monitor financial issues related to technical project components (e.g. transfer of scholarship funds, accountability of beneficiaries and institutions);
- Prepare and provide training on financial management for stakeholders;
- Prepare and assist internal and/or external financial audit missions;
- Any other tasks reasonably requested.

Minimum profile

- University degree in finance, business administration or business economics;
- Minimum 5 years experience in financial management and project administration;
- Management experience, with an international organization or NGO;
- Very good hands-on knowledge of excel and word is a must. Other programs (Database, accounting programs) a strong advantage;
- Proficient in English and Arabic with good translation skills;
- Mature, good communicator and team-player;
- Able to work under stressful conditions and not objecting to overtime and field missions.