



**Ministry of Education
and Higher Education**

RESULTS REPORT 2018

INTERVENTION: PZA1203211 - Schools Construction, Rehabilitation and Equipment in the Occupied Palestinian Territory - PHASE IV

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Acronyms

BS	Basic School
CTD	Central Tendering Department
DGD	Directorate General of Development Cooperation
DGB	Directorate General of Buildings (within MoEHE)
DGE	Directorates General of Education
DGFA	Directorate General of Financial Affairs (within MoEHE)
EUR	Euro
ESS	Equivalent Student's Suffering measurement tool
GEEBD	Guideline for Energy Efficient Building Design
GIS	Geographical Information System
GOB	Government of Belgium
ICP	Indicative Cooperation Program
ILS	Israeli Shekel (NIS)
ODA	Official Development Assistance
O & M	Operation and Maintenance
M&E	Monitoring and Evaluation
MoEHE	Ministry of Education and Higher Education
MOF	Ministry of Finance
MOPAD	Ministry of Planning and Administrative Development
MPWH	Ministry of Public Works and Housing
PA	Palestinian Authority
PEA	Palestinian Energy Authority
PEERC	Palestinian Energy and Environment Research Centre
PT	Palestinian Territory
PSC	Project Steering Committee
PSU	Project Support Unit (formerly Project Management Team)
PV	Photovoltaic

RR	BTC Resident Representative
SA	Specific Agreement
SWAP	Sector Wide Approach
TFF	Technical and Financial File
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training

1 Intervention at a glance (max. 2 pages)

1.1 Intervention form

Intervention Name	Schools Construction, Rehabilitation and Equipment in the Occupied Palestinian Territory - PHASE IV
Intervention Code	PZA1203211
Location	Countrywide
Total budget	18063000
Partner Institution	PSE - Ministry of Education, PSE - Ministry of Finance and Planning,
Start date Specific Agreement	17/07/2013
Date intervention start /Opening steering committee	17/07/2013
Planned end date of execution period	17/07/2020
End date Specific Agreement	17/07/2020
Target groups	MoEHE, directorates, and beneficiary schools (primary and secondary schools),
Impact ¹	PZA1203211 The quality of primary and secondary education in the Palestinian Territory is improved.
Outcome(s)	A Access to education in OPT is increased,
Output(s)	A01 Increased access to education, A02 Strengthened capacities of MOE & end users, A03 Access to a source of green and reliable electric energy is increased,
Year covered by the report	2018

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

1.3 Self-assessment performance

1.3.1 Relevance

	Performance
Relevance	B

Education is clearly inserted in the Palestinian national development plan. It was one of the two chosen sectors for the ICP 2012-2015.

Schools Construction, Rehabilitation and Equipment in the Occupied Palestinian Territory-Phase IV project has been formulated according to MoEHE needs and the Palestinian government policies, while making schools greener is one of the priorities of the Ministry of Education.

BTC projects are supporting the governmental strategy and matching with MoEHE future plans.

The capacity building component has been redesigned as an exit strategy from the bilateral construction programme and a transition to transfer the programme's innovations to the multilateral budget support programme (JFA).

The intervention logic is still holding although political issues related to the school naming had a strong influence on the achievement of some results of the project.

1.3.2 Effectiveness

	Performance
Effectiveness	A

The Phase IV project builds on the results of previous phases and the results are likely to be achieved. After finishing the preparation, the implementation process started according to the planned schedules. The experiences of phase I, II and III are used to improve the quality of design and implementation in accordance to the expected results as described in the Technical and Financial File (TFF or project document).

1.3.3 Efficiency

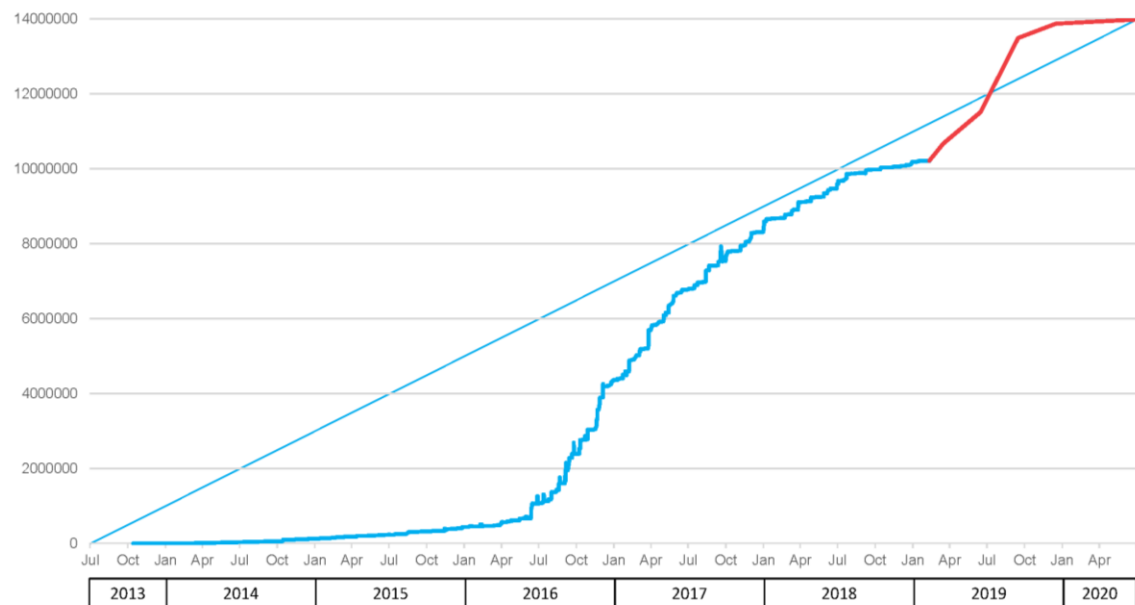
	Performance
Efficiency	A

The greatest part of the school construction and equipment activities planned in the initial project (before additional funding) have already been implemented, timely and cost-efficiently.

Several other additional activities decided later as part of the remaining balance or “top-ups” are ongoing (solar photovoltaic systems and additional school rehabilitation in East Jerusalem).

The capacity building activities have been redefined and planned but in November 2018 a large part of them have been cancelled in relation to the school naming issue (cf. institutional context below). The implementation of the remaining activities, which are co-funding the new EU-funded RiSE project, will be implemented once this new project is signed (planned for March 2019) and before the end of the School IV project (July 2020).

After a long initial period of low disbursements due to the identification phase and the disbursement of some of School IV’s activities on School III remaining funding, the project implementation and expenditure have caught up dramatically since Q3 2016 (see graph). The remaining balance (see red part of the curve) is composed mainly of three tenders for school rehabilitation works in East Jerusalem, which can take place only during the summer holidays, are planned for this summer 2019 and are on track (under procurement).



The goods and equipment were delivered on time and are of good quality. The management is reasonable, and the achievements were always delivered in the expected quality.

1.3.4 Potential sustainability

	Performance
Potential sustainability	A

The technical sustainability of the project is excellent. This is due to the high level of ownership of the intervention, especially concerning the R1, and is supported by the embedding of the project in the local structures (Ministry of Education & Higher Education). Most innovations brought by the School construction programme are reused by the MoEHE in other projects, including the ones funded by other donors. The intervention is in line with the EDSP (education development sector plan) and the Ministry is supportive towards the intervention, which contributes to raise the capacity of the Ministry's staff involved.

The investments made are also financially sustainable considering that the standards of the schools built are high and many specifications of the school are designed to reduce maintenance needs and cost. For example, the stone-clad façades are considered not to require any maintenance at all during the building lifecycle, while former schools façades made of plastered masonry or fair-faced concrete needed frequent maintenance and painting. Maintenance of schools is funded and managed at several levels, from the school management to the local education tax and the directorates, up to the central level of the Ministry, depending on the importance of the works to be carried out. In any case, the maintenance of the schools built under the programme is expected to be very good.

However, long-term financial sustainability, considered from the point of view of the ability of the MoEHE to continue building schools of these standards and at the same pace to cope with the growing population without external financial support is much less optimistic, as the Palestinian Authority's and in particular the MoEHE's heavy dependency on foreign subsidies is related to the Occupation, to which no solution can be expected in the near future. While the entire exit strategy of the bilateral program has been built in the last three years on the concept of transferring its innovations and approaches to the multilateral basket funding (Joint Financing Arrangement), this very source of funding is itself highly threatened after Belgium's backtracking from it, all of which takes place at the same moment of the large cuts in USAID's and UNRWA's funding under the current US administration's policies.

1.4 Conclusions

Short contractual reminder

- The project was signed and officially started on 17 July 2013 and the implementation is ongoing until the end of project.
- An addendum of 1M€ was signed on 1st December 2016 for the rehabilitation of seven additional schools in East Jerusalem.
- In 2017, a further 562 000€ were obtained from the Brussels Capital Region for the supply and installation of rooftop solar photovoltaic systems in schools, creating a third result to the project, as approved by the last steering committee on 23/05.
- In November 2018, the project has undergone an exceptional financial cut of 3,5M€ due to a unilateral decision taken by the Belgian government following the renaming of Beit Awa School, bringing the Belgian part of the program funding to 14M€.

Result 1 (school construction)

- All identified and selected new school construction projects (6) in the West Bank have been implemented and equipped timely and cost-effectively and are under maintenance guarantee. The last one of them, the TVET industrial school in Hebron, still awaits some technical equipment, currently under procurement.
- Two more schools (Al Lubban and Bakri) have been designed but not built in relation to the issue of the contentious renaming of Beit Awwa School. Bakri school has been designed through an international design competition and using innovative eco-friendly standards but, due to its higher cost, is unlikely to find another source of funding.
- 7 Early Childhood Development infrastructure projects (kindergarten extensions) have been now completed and equipped, even if the procurement process was exceptionally lengthy (three re-tendering) due to the remote location of the projects and lack of interested bidders. The eight one, in Kherbet Um Allahem, has been cancelled for the same reason as Bakri and Allubban.
- The construction works of East Jerusalem are divided in three phases. The first phase of the works took place efficiently during the relatively short summer break of 2016 and works were handed over before the start of the 2016-2017 school year. A new fund of 1M€ has been added to the project for a second phase, for rehabilitating 7 more schools. These have been designed and are under procurement to take place in summer 2019. The third phase is planned to be designed under the current program in 2019, but the works will be funded through the new EU-funded RiSE project.

Result 2 (Capacity building)

- This component of the project has been redesigned with the Ministry, with specific objectives of improvement of the processes related to school construction at the selection, design, construction and operation stages.
- However, this component has been stopped in the frame of the decision of the Belgian Government related to the school naming issue.

Result 3 (Green energy)

- The equipment with Photo-Voltaic systems of 53 schools (all the ones built since the beginning of the bilateral programme plus some built under JFA funding), under the top-up funding of the Brussels Capital Region, has been implemented in 2018, even if a few schools still need to be connected to the grid by the local electricity distribution companies. Another 10 schools are being equipped under another contract with the remaining funds of the project.

We can conclude that the activities have been generally implemented effectively and efficiently, timely and within budget, with a high level of ownership of the Ministry of Education and Higher Education.

<p style="text-align: center;">3</p> <p>Eng. Fakhri Safadi D.G. of Buildings - MoEHE Project Director National execution official</p>	<p style="text-align: center;">4</p> <p>Eng. Alexis Doucet International Technical Advisor Project Co-director Enabel execution official</p>
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³ Name and Signature

⁴ Name and Signature

2 Results Monitoring ⁵

2.1 General context

2.1.1 General context

The conflict between Israel and Palestine remains tense and unpredictable. It causes delays, strikes and protests. Strikes due to political situation occur throughout the year and affects the progress of the projects.

2.1.2 Institutional context

The anchorage of the project at the DGB of MoEHE is appropriate, as it is responsible for the construction of all schools in Palestine. The Project Manager (PM) and Assistant Project Manager (APM) work at the MoEHE and with the local staff together to achieve the objectives.

One school constructed under School III, Beit Awwa, has been found to have been renamed after Dalal Al Mughrabi, bringing claims that Belgium is indirectly supporting incitement to violence in schools. After months of bilateral negotiations aimed at securing guarantees in terms of future school naming and at renaming the school itself, the Belgian Government took the decision to sever the ties with the MoEHE, stop any new school construction in the West Bank and Capacity Building activities benefitting the MoEHE and withdraw from the JFA. The rehabilitation of schools in Jerusalem, which operate under the legal umbrella of the Jordanian Islamic Waqf, have been allowed to continue, as well as the activities at school level, both of which come in co-funding to the new EU-funded RiSE project.

Since the activities in the West Bank are now coming to an end, the contract of the PSU's staff based at the MoEHE (project Manager and Project Assistant) will not be reconducted after Q1 2019. Some administrative and technical support for the project will continue at the DGB and financial department level, but with their permanent staff only. Since most remaining activities will now take place in Jerusalem, Much more contacts and meetings will take place with the Waqf (Directorate of Education of Jerusalem), which is also in line with the political decision which has been taken.

2.1.3 Management context: execution modalities

The project is executed mainly in co-management, which is appropriate considering the technical level of engineers at the MoEHE. The project follows the World Bank procurement but – in view of the MoEHE - it would be easier for the contractors if Palestinian

procedures could be followed (FIDIC). These Palestinian procedures have now been approved since 28/06/2016, but have not been fully endorsed by the World Bank yet.

For the first phase of East-Jerusalem rehabilitations (9 schools in summer 2016), the procurement has followed the Belgian legislation, in own management. This was agreed in the TFF for legal and tax refund reasons, and to facilitate the rehabilitation of private schools. However, for the second phase (7 schools) foreseen in the addendum, regular co-management procedures (World Bank) have been followed for the design and works contracts as agreed in the Steering Committee. This has successfully increased the sense of ownership of the institutional partner of that part of the project.

2.1.4 Harmo context

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

The sector policy itself is documented in the 6-year Education Development Strategy Plan (EDSP 2008-2013), the education development strategic plan that has been developed before the PRDP and NDP. So the NDP and PRDP drew heavily on the present EDSP to develop the priorities and development plans of the education sector.

The new EDSP3 sector strategy covering the period 2014-2019 has been approved and MoEHE started its implementation.

The Palestinian education budget relies heavily on external funding. At present, many donors are supporting the MoEHE, especially in school construction, such as Saudi Arabia, EU, Japan, Portugal, Brazil, Germany (KfW), in addition to the Joint Financing Partners (JFP) that include Germany (KfW), Norway, Ireland, Finland and Belgium, until it withdrew in late 2018.

Government and major donors have created the Education Sector Working Group, under the leadership of the Ministry of Education.

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

The ministry organizes twice yearly a donor meeting to discuss certain issues in the education sector. The recommendations of

this meeting are used in the future Ministry planning.

⁵ Impact refers to global objective, Outcome refers to specific objective, output refers to expected

2.2 Performance outcome



2.2.1 Progress of indicators ⁶

Outcome ⁷ :	Access to education in OPT is increased				
Indicators ⁸	Baseline value ⁹	Value year 2017 ¹⁰	Value year 2018 ¹¹	Target year 2018 ¹²	End Target ¹³
Net enrolment rate (NER) in basic education in the West Bank area (G1-G10)		5090	7907		
Net enrolment rate (NER) secondary education in the West Bank area (G11-G12)		960	1572		
Total number of students graduating primary school in the West Bank area (G1-G10)		1585	1650		
Total number of students graduating secondary school in the West Bank area (G11-G12)		544	510		

2.2.2 Analysis of progress made

What is the progress made towards the achievement of the outcome?

Of the eight planned schools, six are built and in use. Two other schools have been canceled, due to the school naming issue.

The project cannot have any impact on the enrolment rates at this stage. Evolution of these indicators are related to other socio-economic factors and are therefore not linked with the progress of the implementation of the project.

The net enrolment rate for basic education in the catchment areas, after having increased significantly between 2014 and 2015, stagnated in 2016 and is now getting lower. An investigation is being carried out at the MoEHE to understand better to what this can be attributed. One factor could be that the enrolment rate in East Jerusalem is getting down and this could contribute to the overall fall of the general rate for oPT.

The secondary net enrolment rate is decreasing every year since 2014. This can be attributed to the general drop out related to the fact that school is compulsory only until the 10th grade and that many students are attracted to enter the labour market.

Are outputs (still) leading to the change process envisaged (the change process is taking place?)

This should be considered on the long term. As mentioned, phase IV is certainly not (yet) contributing to an improvement of these indicators because most schools have just been handed over.

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

The main issue was the order by Belgium of canceling two schools projects (Al Lubban and Bakri schools) and the capacity building activities in relation to the renaming of Beit Awwa school.

-
- 6 You can use the table provided, or you can replace it by your own monitoring matrix format. Add/delete columns according to the context (some interventions will need to add columns for previous years while other – new - interventions will not have a value for the previous year).
 - 7 Use the formulation of the outcome as mentioned in the logical framework (TFF)
 - 8 Use the indicators as shown in the logical framework (from TFF or last version of logical framework)
 - 9 The value of the indicator at time 0. Refers to the value of the indicators at the beginning of the intervention (baseline)
 - 10 The achieved value of the indicator at the end of year N-1
 - 11 The achieved value of the indicator at the end of year N. If the value has not changed since the baseline or since the previous year, this value should be repeated
 - 12 The planned target at the end of year N
 - 13 The target value at the end of the intervention

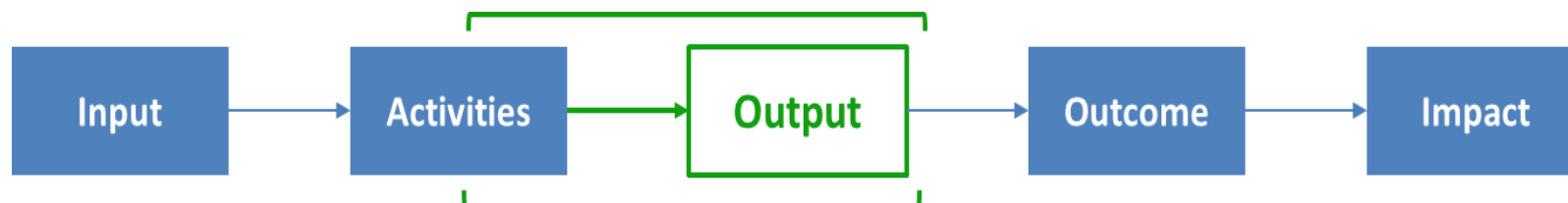
2.2.3 Potential Impact

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

More child-friendly schools are expected to contribute to better enrolment and better quality of education.

However, the real impact can only be measured after the schools start operating. For that reason, the Study and Consultancy Fund supported the users' satisfaction survey on the already completed schools under phases I, II and III. This survey measured mainly the users' satisfaction on the quality of the infrastructure provided. The result was very good and satisfactory and will be used in the future to improve the new school environments.

2.3 Performance output ¹⁴



2.3.1 Progress of indicators

Output: Increased access to education					
Indicators	Baseline value	Value year 2017	Value year 2018	Target year 2018	End Target
Attendance rates in concerned schools		98%	98%		
Average distance between home and school in concerned catchment area		1392.8	924.3		
Average energy consumption per month/student in concerned catchment area?		14.6	10.4		
Average number of students per classroom in concerned catchment area		34.14	28.43		
Number of days the schools closed last year due to too cold weather?		2	8		
Number of disabled teachers and students in concerned catchment area		702	143		
Number of rented schools in concerned catchment area		34	28		

Number of schools operating with shifts systems in concerned catchment area		2	4		
Number of schools that collect and (re)use rainwater in concerned catchment area?		34	42		
Number of students per toilet in the concerned catchment area		36.4	36.4		
One school built according to eco-sustainable principles		0	0	1	
Total number of Female students attending school in concerned catchment area		35528	36918		
Total number of Male students attending school in concerned catchment area		33875	34820		
Total number of students attending school in concerned catchment area		69403	71738		
Water consumption from Water Authority in concerned catchment area per month per student		4.5	4.69		

Remarks on indicators

Indicators which are monitored by the MoEHE and the Governorates were collected by PSU at the beginning of the project and are yearly updated. These are general indicators related to access to education, such as the Net Enrolment Rate, the number of students, etc.

It is important to note that most of these indicators are not fully “SMART” (Specific, Measurable, Attainable, Relevant and Time-bound):

- All impact indicators (i.e. the ones not just measuring an activity) are **not time-bound**: during the greatest part of the project, the schools have been under the process of design, procurement and construction and as such may not have any impact at all on these indicators. These would have to be followed in the future years, including after the project is completed, to give an insight in the impact of the project.
- The ones related to the number of students are also **not specific** because:
 - They are much influenced by the demographics: if population in a specific catchment area increases, the number of students per class will also increase if no additional classrooms are built. If a new school is built to compensate for the population increase, the indicator may then appear as stagnating, which may look as if no progress has been made, while the situation would actually have worsened without the new school. For this reason, these indicators have to be taken cautiously as they are influenced by several social factors not related to the project. Much of the school construction in Area A and B of the West bank is about compensating for natural population

growth and avoiding a worsening of the conditions of access to education. Therefore, an analysis comparing the total number of classrooms and population growth statistics by catchment area will be carried out to analyse better the impact of the project.

- Some other indicators are depending on climatic conditions and should also be measured on a longer-term basis. Some of them are also currently not **measurable** as they would need a specific external consultancy to collect the necessary data.

¹⁴ The template accommodates up to 3 Outputs (chapters 2.2, 2.3, 2.4). If the intervention has more outputs, simply copy and paste additional output chapters. If the intervention has less than 3 outputs, simply delete the unnecessary chapters).

As for the outcome level, you may also replace this table by the intervention’s own format (e.g. fro

2.3.2 Progress of main activities

Progress of main activities ¹⁵	Progress:			
	A	B	C	D
1. A0101 Baseline survey and set-up of a ME strategy			X	
2. A0102 Schools design and construction in the oPt	X			
3. A0103 Supply and installation of furniture & equipment	X			
4. A0104 Schools rehabilitation in East Jerusalem		X		

2.3.3 Analysis of progress made

School design and construction in West Bank and Gaza

The project started earlier than planned. School site selection was approved in the PSC meeting of December 2013. In total 6 new schools have been built and 7 kindergarten units have been created. 2 other schools have been designed but then canceled by the Belgian Government.



Equipment and furnishing

The procurement of equipment in schools is managed by the equipment department as a well-established process, in parallel to the construction of the schools. All general education schools built were furnished and equipped. The industrial school is still to be equipped with specialized equipment related to the identified vocations.

School rehabilitation in East Jerusalem

The first batch of 9 schools in East Jerusalem were rehabilitated on time during the summer holidays 2016. The short time frame imposed by the curriculum on the works increased the pressure to finish the works on time. This has had some marginal impact on the quality of the works, but the necessary corrective measures were taken in the following months, while the schools had already reopened their doors.

The assessment of the second batch of 7 schools as foreseen in the addendum could start only in 2017 as the signature of the addendum has been delayed for several months due to a disagreement between the MoEHE and the Consulate on the phrasing of some of its paragraphs.

Soon after signing the addendum, a detailed assessment was carried out in the 7 schools, giving a re-evaluated budget for the 7 schools, based on the experience acquired in the 9 first schools. This budget (1,5M€) was higher than the addendum signed (1M€), requiring the use of co-management funds from the budget dedicated to the school construction in West Bank and Gaza, to be validated by the steering committee.

The steering committee in its May 2017 meeting validated this solution. The additional required funding was agreed and it was also decided to carry out the design (and possibly the works) of these 7 schools under co-management instead of own management, to ensure better involvement of the MoEHE in the process and increase the sustainability of the action.

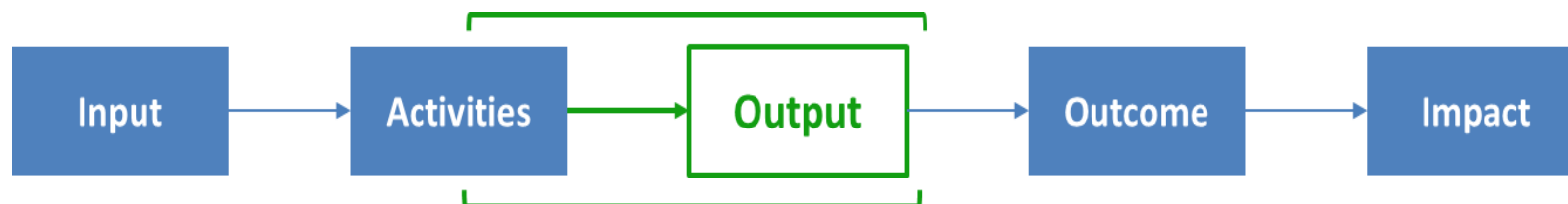
The procurement for the design of the works was launched soon afterwards, following WB QCBS procedures, involving an Expression of Interest (EOI) to select a shortlist of consultants, to which a Request for Proposal (RFP) is then sent. The PSU finalized the required EOI documents in the summer of 2017. However, the Central Tendering Department of the Ministry of Public Works and Housing, which manages the procurement process requested the MoEHE to redo the evaluation of the Expression of Interest implying extra time for the tender process.

Due to these evolutions, the action in East Jerusalem benefits from an increased budget and an increased sustainability through the involvement of the MoEHE, but accuses several months of delay compared to the original planning, which compromised the possibility to carry out the works in the summer of 2018. These works are now planned to start shortly before the summer of 2019.

A positive side-effect of this delay is that the project will assure a broader rehabilitation design phase, since the positive appreciation of the works allowed the EU to consider investing an additional 3.5M€ in school rehabilitation in East Jerusalem. The Ministry and the project aspire to see this extra funding to be committed in Q3 2019.

-
- ¹⁵ A: The activities are ahead of schedule
B: The activities are on schedule
C: The activities are delayed, corrective measures are required.
D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.4 Performance output ¹⁴



2.4.1 Progress of indicators

Output: Access to a source of green and reliable electric energy is increased					
Indicators	Baseline value	Value year 2017	Value year 2018	Target year 2018	End Target
Quantity of green electricity produced in schools [KWh]			702037	595000	
Reduction of CO2 emissions [Tons]			472	443	
Savings on electricity bills [€]			106971	95200	

¹⁴ The template accommodates up to 3 Outputs (chapters 2.2, 2.3, 2.4). If the intervention has more outputs, simply copy and paste additional output chapters. If the intervention has less than 3 outputs, simply delete the unnecessary chapters).
As for the outcome level, you may also replace this table by the intervention's own format (e.g. fro

2.4.2 Progress of main activities

Progress of main activities ¹⁵	Progress:			
	A	B	C	D
A.3.1 – Waterproofing works		X		
A.3.2 – Supply and installation of 350kW of solar PV systems		X		
A.3.3 – Installation of a monitoring system of the produced energy		X		
A.3.4 – Training on maintenance		x		

2.4.3 Analysis of progress made

Two formerly unforeseen activities have been added to the project, financed partly by the remaining funds of the budget dedicated to school construction and partly to a top-up fund from the Brussels Capital Region.

Roof waterproofing

Roof watertight insulation: as several roofs (which are generally left as bare concrete in the Palestinian context) proved to be leaking when heavy rain occurs, it has been proposed to cover the roofs of all schools of Phase IV as well as the ones of all previously built schools under phases I to III.

The project was divided into 2 lots on a geographical basis: one for the South of the West Bank started in April 2017 and has been handed over in January 2018, and one for the North and Middle of the West Bank, which had to be retendered, started in October 2017 and is expected to be complete in April 2018.

Supply and installation of Photo-Voltaic solar panels

As the pilot experience of supplying PV systems on the administrative building of the MoEHE has shown to be successful, it has been proposed to cover all bilateral program-built schools with these solar panels, in a bid to reduce their reliance on the electrical grid for their power supply.

After the funds (0.5M€) were obtained by the Brussels Capital Region, and because the project needed to be implemented immediately, it has been decided to allocate most schools to this new fund, and keep the ones who could not be equipped immediately (under construction or with ongoing waterproofing works) to be funded under school IV.

53 schools built under phases 1 to 4 of the bilateral program and by JFA have been equipped with the solar panels with the RCB fund. The design, supply and installation works have been contracted under Belgian regulations. There have been some delays in the connexion of some schools to the electrical grid. This needs to be done by the electricity distribution company operating in each of the regions where the project took place. Each company has its own set of procedures which are not harmonized yet at the national level, given that on-grid solar systems can exist only since a few years in the Palestinian context. Tremendous differences of efficiency has been observed between these companies in that respect. Some school sin the Hebron area have been connected for more than eight months now, while some in the Bethlehem area, depending on the Jerusalem District Electricity Company (a company which is so old it exists since before the British Mandate of Palestine), are still not connected to this date.



Installation of a monitoring system for the produced energy

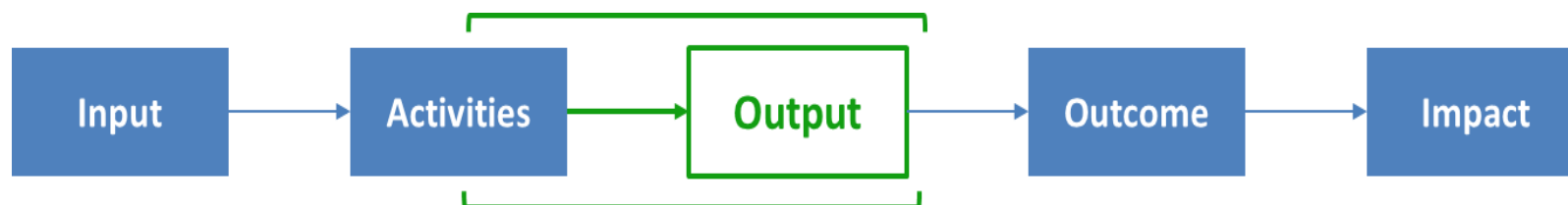
This is being implemented in parallel to the supply and installation of the systems on the roofs.

Training on maintenance

Took place on site in a selected school for each zone, and used as a real-life sample. More than 150 people have been trained on the maintenance.

-
- ¹⁵ A: The activities are ahead of schedule
B: The activities are on schedule
C: The activities are delayed, corrective measures are required.
D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

2.5 Performance output ¹⁴



2.5.2 Progress of main activities

Progress of main activities ¹⁵	Progress:			
	A	B	C	D
1. A0201 Capacity development				X
2. A0202 Seminars and study tours				X
3. A0203 Finalization of the site selection software with equipment		X		
4. A0204 Enhancing OM activities at school level		X		
5. A0205 Follow-up of Wadi Al Mughair school (ME, training awareness raising)	X			
6. A0206 Enhancing appropriation of school by communities supporting extra-curricular activities		X		
7. A0207 Environment awareness raising activities		X		
8. A0208 Communication and dissemination of lessons learnt		X		

2.5.3 Analysis of progress made

To ensure a more coherent approach of the different (initially a bit scattered) soft activities, a new strategy linking all activities of the entire R2, structured around specific improvement objectives has been proposed and approved as a concept by the steering committee. Activities contributing to these specific objectives, which would have included trainings, seminars, workshops, study tours and equipment have been further detailed with the Director of Engineering Studies and have been regrouped as four main packages (cf. here below).

Schools IV : Capacity Development - Summary Table

		Package 1	Package 2	Package 2	Package 2	Package 3	Package 4	
Strategic Objectives		Optimize budget allocations to school infrastructure projects	Increase suitability of infrastructure to educational policies	Improve climate efficiency and comfort in schools	Improve and reduce costs of maintenance	Develop and publish policies in school standards	Streamline the project cycle, design and procurement process	Increase the sense of ownership of schools
	School construction process phases							
Activities by type	Planning							
	Selection							
	Design							
	Procurement							
	Construction							
	Equipment							
Public	Maintenance							
	Workshops	With ESS endusers With decision-makers, Donors	Between MoEHE departments	International conference	Designers + Directorates	Workshops debating innovations and lessons learned	Design department	
	Consultancies / internal delegation	Finalize tools (ESS...)		Energy and comfort in schools study	Prepare manual	Writing / updating guidelines	Project follow-up system	
	Study tours	Exchange with other MoE abroad	School visits abroad (e.g. TVET, inclusiveness, KG?)	Schools visits abroad	Exchange with other MoE abroad			
	Trainings + awareness		Child-friendly and active learning design	In new software Awareness campain	School management on maintenance	Policy making	Procurement and PM Trainings	Flyers and activities for awareness raising
	Equipment	(Tablets / software)			Tablets?	Print guidelines	Software purchase	Sports equipment? Artistic works
Public	MoEHE							
	Directorates							
	School Management							
	Pupils							
	Private partners							

-
- ¹⁵ A: The activities are ahead of schedule
B: The activities are on schedule
C: The activities are delayed, corrective measures are required.
D: The activities are seriously delayed (more than 6 months). Substantial corrective measures are required.

However, most of these activities have now been cancelled following the decision of the Belgian government.

2.6 Transversal Themes and Priorities

Environment / climate change - Medium Importance

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

Environment criterion is understood as quality of space and environment of the education facilities and premises. As this is a significant objective of phase IV construction programme. This criterion is developed throughout the project. Notably environmental concerns were positively enhanced from phase II to III and the quality of surroundings, green areas, and plantations was significantly improved within phase II project activities and in phase III. In terms of environmental design, interesting results were confirmed from the pilot school in Wadi Al Mughair after national and international consultants were hired to evaluate the design and to give feedback about the efficacy of the school design.

The successful provision of more than 350kW of **solar Photo-Voltaic systems on 53 schools**, will contribute to the access to a reliable and green source of electricity for more than 15,000 Palestinian students. Since 88% of electricity in Palestine is imported from Israel, and that the production of electricity in Israel comes almost exclusively (98%) from hydrocarbon fuels (diesel, fuel and coal), the environmental benefit of covering energy needs with solar systems is very high, with an expected reduction of more than 400 Tons of CO2 emissions per year . It is also expected to reduce the energy bill of the Palestinian Authority by 95 200€ per year. This action will also contribute to raise the awareness of students and teachers to the environmental issues. As part of the monitoring of the production of the installations, a display in each school will show the instant and cumulated production and greenhouse gases emissions savings.

Gender - Medium Importance

Gender, if understood as the mainstream issue of **women empowerment**, is considered to be not a major issue in the Palestinian education sector, as the MoEHE provides equal opportunity for genders in terms of education facilities and support. Notably the MoEHE is currently

commissioning more facilities for female than male pupils/students. The Gross Enrolment Rate (GER) of student is about (98%), thus boys and girls enrolment is high. Enrolment rates in basic education is 93%, with a higher participation of female students than male students, completion and completion rates are very high, whereas the enrolment in secondary education (years 11 and 12) stands at 80%.

Co-education is the norm but only for grades 1 to 4. Higher grades have generally separate boys and girls schools, except when the total number of students is rather small and space and equipment needs to be shared.

There is **equal treatment for male and female employees** (ministry staff, teachers, employees at the directorates).

2.7 Risk Management

Update your risk management matrix on the basis of the analysis made. If a risk is attributed with a C or D score, detail the measures that have been taken/will be taken and indicate the person/actor responsible. For details on risks and the analysis of risks: see MoRe Results Guide.

Risk Identification			Risk analysis		
Description of Risk	Period of Identification	Risk/Issue Category	Probability	Potential Impact	Total
Budgetary constraints issued by the Belgian Government delays or cancels parts of the project	11/09/2018	FIN	Medium	High	High

Risk Treatment			Follow-up of risk		
Action(s)	Resp.	Deadline	Progress	Status	
Comprehensive List of Planned Commitments	N/A	N/A		In Progress	

Risk Identification			Risk analysis		
Description of Risk	Period of Identification	Risk/Issue Category	Probability	Potential Impact	Total
Being accused of promoting incitement in schools	11/09/2017	REP	Low	High	Medium

Risk Treatment			Follow-up of risk		
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Action(s)	Resp.	Deadline	Progress	Status
Sign a MoU with Jerusalem Directorate of Education	N/A	N/A		Planned

Risk Identification			Risk analysis		
Description of Risk	Period of Identification	Risk/Issue Category	Probability	Potential Impact	Total
Political instability	18/07/2013	OPS	Medium	High	High

Risk Identification			Risk analysis		
Description of Risk	Period of Identification	Risk/Issue Category	Probability	Potential Impact	Total
Delays in implementing the rehabilitation works in East Jerusalem due to unfruitful tender	01/02/2019	OPS	Medium	Medium	Medium

Risk Identification			Risk analysis		
Description of Risk	Period of Identification	Risk/Issue Category	Probability	Potential Impact	Total
Infrastructure is not well	01/01/2019	OPS	Low	Medium	Medium

maintained					
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Risk Treatment			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Develop a maintenance plan	N/A	N/A		Planned

¹⁹ Like for the monitoring matrix (indicators), you can use this template, or you can replace it by your own format (e.g. from your operational monitoring), as long as it provides the same information.

3 Steering and Learning

3.1 Strategic re-orientations

A proposal to the EU (RiSE – Resilience in Schools of East Jerusalem) is being contracted as a 3.5M€ top-up to School IV project to further deepen our support to East Jerusalem schools. Nine more schools would be rehabilitated, with collective artworks by the students to increase their sense of ownership of the premises and semi-public spaces development. This project is expected to be contracted in Q4 2019 for three years, in collaboration with Terre des Hommes – Italy for “soft” activities related to inclusive education.

All **capacity building** activities benefitting the MoEHE at the central level have been cancelled following the decision of the Belgian Government. The other soft activities at school level (extra-curricular activities and environment awareness raising activities) have been transferred to East Jerusalem schools and will co-fund the RiSE project.

One new result, **improving access to green energy**, has been created to integrate the activities of equipment of schools with Solar PV systems. These activities are financed partially from the remaining balance of the school construction activity budget line (10 schools) and partially with a 0.5M€ top-up fund obtained from the Brussels Capital Region (53 schools).

3.2 Recommendations

On the basis of the strategic re-orientations described above, formulate recommendations (actions to be taken /decisions to be taken). This is the operationalisation of chapter 3.1 (strategic re-orientations) and should – amongst others – include the decisions to be made by the steering committee.

Recommendations	Actor	Deadline
Start design study for East Jerusalem EU Addendum	Enabel	Q4 2019
Re-study the activities at school level with TDH-Italy	Enabel	Q2 2019

4 Annexes

4.1 Quality criteria

For each of the criteria (Relevance, Efficiency, Effectiveness and Potential Sustainability) a number of sub-criteria and statements about those sub-criteria have been formulated. By choosing the statement that fits your intervention best (add an 'X' to select a statement), you can calculate the total score for that specific criterion (see below for calculation instructions).

1. RELEVANCE					
In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D'= C; at least one 'D' = D					
Assessment RELEVANCE: total score		A	B	C	D
			✓		
1. What is the present level of relevance of the intervention?					
	A	Clearly still embedded in national policies and Belgian strategy, responds to aid effectiveness commitments, highly relevant to needs of target group.			
✓	B	Still fits well in national policies and Belgian strategy (without always being explicit), reasonably compatible with aid effectiveness commitments, relevant to target group's needs.			
	C	Some issues regarding consistency with national policies and Belgian strategy, aid effectiveness or relevance.			
	D	Contradictions with national policies and Belgian strategy, aid efficiency commitments; relevance to needs is questionable. Major adaptations needed.			
2. As presently designed, is the intervention logic still holding true?					
✓	A	Clear and well-structured intervention logic; feasible and consistent vertical logic of objectives; adequate indicators; Risks and Assumptions clearly identified and managed; exit strategy in place (if applicable).			
	B	Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, indicators, Risk and Assumptions.			

	C	Problems with intervention logic may affect performance of intervention and capacity to monitor and evaluate progress; improvements necessary.
	D	Intervention logic is faulty and requires major revision for the intervention to have a chance of success.

2. EFFICIENCY					
In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D'= C; at least one 'D' = D					
Assessment EFFICIENCY: total score		A	B	C	D
		✓			
1. How well are inputs (financial, HR, goods & equipment) managed?					
✓	A	All inputs are available on time and within budget.			
	B	Most inputs are available in reasonable time and do not require substantial budget adjustments. However, there is room for improvement.			
	C	Availability and usage of inputs face problems, which need to be addressed; otherwise results may be at risk.			
	D	Availability and management of inputs have serious deficiencies, which threaten the achievement of results. Substantial change is needed.			
2. How well is the implementation of activities managed?					
✓	A	Activities implemented on schedule			
	B	Most activities are on schedule. Delays exist, but do not harm the delivery of outputs			
	C	Activities are delayed. corrections are necessary to deliver without too much delay.			
	D	Serious delay. Outputs will not be delivered unless major changes in planning.			
3. How well are outputs achieved?					
	A	All outputs have been and most likely will be delivered as scheduled with good quality contributing			

		to outcomes as planned.
	B	Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.
	C	Some output are/will be not delivered on time or with good quality. Adjustments are necessary.
	D	Quality and delivery of outputs has and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered on time.

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

		strategies is necessary in order to ensure the intervention can achieve its outcome.
	D	The intervention has failed to respond to changing external conditions, risks were insufficiently managed. Major changes are needed to attain the outcome.

4. POTENTIAL SUSTAINABILITY					
In order to calculate the total score for this quality criterion, proceed as follows: 'At least one 'A', no 'C' or 'D' = A; Two times 'B' = B; At least one 'C', no 'D' = C; at least one 'D' = D					
Assessment POTENTIAL SUSTAINABILITY: total score		A	B	C	D
		✓			
1. Financial/economic viability?					
	A	Financial/economic sustainability is potentially very good: costs for services and maintenance are covered or affordable; external factors will not change that.			
✓	B	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.			
	C	Problems need to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.			
	D	Financial/economic sustainability is very questionable unless major changes are made.			
2. What is the level of ownership of the intervention by target groups and will it continue after the end of external support?					
	A	The steering committee and other relevant local structures are strongly involved in all stages of implementation and are committed to continue producing and using results.			
✓	B	Implementation is based in a good part on the steering committee and other relevant local structures, which are also somewhat involved in decision-making. Likelihood of sustainability is good, but there is room for improvement.			
	C	The intervention uses mainly ad-hoc arrangements and the steering committee and other relevant local structures to ensure sustainability. Continued results are not guaranteed. Corrective measures are needed.			
	D	The intervention depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.			
3. What is the level of policy support provided and the degree of interaction between intervention and policy level?					

✓	A	Policy and institutions have been highly supportive of intervention and will continue to be so.
	B	Policy and policy enforcing institutions have been generally supportive, or at least have not hindered the intervention, and are likely to continue to be so.
	C	Intervention sustainability is limited due to lack of policy support. Corrective measures are needed.
	D	Policies have been and likely will be in contradiction with the intervention. Fundamental changes needed to make intervention sustainable.
4. How well is the intervention contributing to institutional and management capacity?		
✓	A	Intervention is embedded in institutional structures and has contributed to improve the institutional and management capacity (even if this is not an explicit goal).
	B	Intervention management is well embedded in institutional structures and has somewhat contributed to capacity building. Additional expertise might be required. Improvements in order to guarantee sustainability are possible.
	C	Intervention relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.
	D	Intervention is relying on ad hoc and capacity transfer to existing institutions, which could guarantee sustainability, is unlikely unless fundamental changes are undertaken.

4.2 Decisions taken by the steering committee and follow-up

²⁰ Provide an overview of the important strategic decisions taken by the steering committee and the follow-up of those decisions

Decision to take			
Decision to take	Period of Identification	Timing	Source
Fund waterproofing works for all schools (Phase 1 to 3) on the project, before installing the PV systems.	10/10/2016		Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take			
Decision to take	Period of Identification	Timing	Source
Cost estimates for new construction projects shall be fixed in ILS and reconverted to EUR at the time of evaluating the tenders.	23/05/2017		Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take			
Decision to take	Period of Identification	Timing	Source
Fund under the project the equipment with PV systems for the last 10 other schools of the bilateral program.	23/05/2017		Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take			
Decision to take	Period of Identification	Timing	Source
Fund the necessary equipment for Hebron Industrial school (estimated 375.240€) under the project	23/05/2017		Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take			
Decision to take	Period of Identification	Timing	Source

The new framework and activities proposed for the capacity building component are approved. There are now four packages of activities, each with an objective: 1) Investment prioritization, 2) School standards review and publication 3) Streamline the management processes 4) Increase the sense of ownership in schools.	23/05/2017		Steering Committee
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Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take			
Decision to take	Period of Identification	Timing	Source
Fund the purchase of a car on the project. Creation of a new dedicated budget line Z-02-02 of 50k€	23/05/2017		Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take			
Decision to take	Period of Identification	Timing	Source

Extend the end of the project by one year, until the end of the specific agreement, namely 16 July 2020.	20/03/2018		Steering Committee
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Action	Resp.	Deadline	Follow-up	Status
Action(s)	Resp.	Deadline	Progress	Status

Decision to take	Period of Identification	Timing	Source
Decision to take	20/03/2018		Steering Committee
Since the IL VAT costs cannot be gotten back through the Consulate anymore, the VAT for the works of phase 2 in East Jerusalem will be advanced but its reimbursement will be sought through the Palestinian Ministry of Finance with a specific invoice (Moqasa).			

Action	Resp.	Deadline	Follow-up	Status
Action(s)	Resp.	Deadline	Progress	Status

Decision to take	Period of Identification	Timing	Source
Decision to take	20/03/2018		Steering Committee
The design and construction of 7 schools in East Jerusalem (Phase			

2) will be carried out in co-management and 800k€ are reallocated from A-01-04 (Own Management) to A-01-02 (Co-Management) budget lines.			
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Action	Resp.	Deadline	Follow-up	Status
Action(s)	Resp.	Deadline	Progress	Status

Decision to take	Period of Identification	Timing	Source
Decision to take The School IV project and the new EU-funded project proposal (RiSE) will be integrated as one intervention. School IV project will co-fund the RiSE project through three budget lines: A-01-02 School construction / 1,8M€ / 7 schools rehab EJ Phase 2 A-02-06 Extra-curricular activities / 80k€ A-02-07 Environment Awareness Activities / 40k€	20/03/2018		Steering Committee

Action	Resp.	Deadline	Follow-up	Status
Action(s)	Resp.	Deadline	Progress	Status

Decision to take	Period of Identification	Timing	Source
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The remaining balance of the project shall be used to fund Hebron Industrial School equipment and furniture for the Kindergarten units created through the project.	20/03/2018		Steering Committee
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Action	Resp.	Deadline	Follow-up	Status
Action(s)	Resp.	Deadline	Progress	Status

Decision to take	Period of Identification	Timing	Source
Reallocation: A-01-02 / School Construction WB: Increased by 800k€ for EJ schools rehabilitation in co-management	20/03/2018		Steering Committee

Action	Resp.	Deadline	Follow-up	Status
Action(s)	Resp.	Deadline	Progress	Status

Decision to take	Period of Identification	Timing	Source
Reallocation: A-01-04 / School Rehab EJ: Decreased by 800k€ for A-01-02	20/03/2018		Steering Committee

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take				
Decision to take	Period of Identification	Timing	Source	
Reallocation: Z-01 / Personnel: Increased by 95.5K to cover the extension of the team until end of the specific agreement	20/03/2018		Steering Committee	

Action			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take				
Decision to take	Period of Identification	Timing	Source	
Reallocation: Z-02-01 / IT equipment: Increased by 7K to cover a negative balance resulting from the new enterprise system (ERP program)	20/03/2018		Steering Committee	

Action	Resp.	Deadline	Follow-up	Status
Action(s)	Resp.	Deadline	Progress	Status

Decision to take	Period of Identification	Timing	Source
Decision to take	Period of Identification	Timing	Source
Reallocation: Z-04 / Audit, monitoring & evaluations: Decreased by 60K to be shifted to Z-01	20/03/2018		Steering Committee

Action	Resp.	Deadline	Follow-up	Status
Action(s)	Resp.	Deadline	Progress	Status

Decision to take	Period of Identification	Timing	Source
Decision to take	Period of Identification	Timing	Source
Reallocation: X-01-02 / Contingencies: Decreased by 42.5K (7K was shifted to Z-02-01 IT equipment budget line and 35.5K was shifted to Z-01 personnel budget line)	20/03/2018		Steering Committee

Action	Resp.	Deadline	Follow-up	Status
Action(s)	Resp.	Deadline	Progress	Status

²⁰ You can use the table of this template, or you can replace it by your own format (e.g. from your operational monitoring), as long as it provides the same information.