



**Ministry of Education  
and Higher Education**

## 2019 RESULTS REPORT

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

Country: Palestine

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## 1. Abbreviations

Draw up an (alphabetical) list of all abbreviations used in the Results Report (see examples below)

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

## 2. Summary of the intervention

### 2.1 Intervention form

Title of the intervention	Schools Construction, Rehabilitation and Equipment in the Occupied Palestinian Territory - PHASE IV
Code of the intervention	PZA1203211
Location	West Bank
Total budget	14,000,000 EUR
Partner Institution	PSE - Ministry of Education PSE - Ministry of Finance and Planning PSE - Waqf / Jerusalem Directorate of Education
Start date of the Specific Agreement	17/07/2013
Start date of the intervention/ Opening steering committee	17/07/2013
Expected end date of execution	16/07/2020
End date of the Specific Agreement	17/07/2020
Target groups	MoEHE, directorates, and beneficiary schools (primary and secondary schools) Students and the teachers attending the constructed and rehabilitated schools 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
Impact	PZA1203211 The quality of primary and secondary education in the Palestinian Territory is improved.
Outcome	A Access to education in OPT is increased
Outputs	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	2019

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

## 2.2 Self-evaluation of performance

### 1.1.1 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. Enabel projects are supporting the governmental strategy and matching with MoEHE future plans. 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.

### 1.1.2 EFFICIENCY

	Performance
EFFICIENCY:	B

Most school construction and equipment activities planned in the initial project and the subsequent top-ups have already been implemented, timely and cost-efficiently. Some soft activities have been delayed due to the need to co-develop these with partners and the uncertainty of the political context (changes of government, closure of schools, arrests in 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, could start only once this new project was signed (in summer 2019).

### 1.1.3 EFFECTIVENESS

	Performance
EFFECTIVENESS:	A

The Phase IV project builds on the results of previous phases and the results have all 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. Enabel's expertise in school rehabilitation in East Jerusalem is now well known and recognized by all stakeholders.

### 1.1.4 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.

### 1.1.5 Conclusions

**Reminder:** Following Beit Awwa school naming issue, the Belgian Government took the decision to stop the projects whose works hadn't started yet and stop all capacity building activities at the MoEHE's level. The project also underwent a budget cut of 3,3M€.

**Result 1:** All school construction projects in the West Bank, including Jerusalem, have been implemented timely and cost-effectively:

- 6 new schools have been built and equipped, including a TVET school.
- 16 Schools in East Jerusalem have been rehabilitated in two phases, in 2016 and 2019. The second phase was carried out in co-management with the MoE, which gave them an opportunity to learn how to intervene in the schools of East Jerusalem, to which their access is much restricted, which they continued afterwards.
- 7 kindergarten units have been created and equipped.
- three other school projects, including an innovative green school, were designed but could not be implemented due to the above-mentioned restrictions.

**Result 2:** A large part of the “soft” activities could not be implemented due to the order to stop capacity building activities. Exceptions are:

- The international and local consultancies to monitor and analyse the performance of Wadi Al Mughayer pilot environmental school were completed, showing the diverse innovations (e.g. geothermal energy and natural ventilation).
- The school database consultancy has been re-framed and is planned to be procured with a different modality in Q1-2020.
- Extra-curricular activities focusing on STEAM, including life skills development and collective artwork production in schools using innovation labs and environment awareness raising activities at school level should take place in Q1-2 2020. These activities were redefined to co-fund the new RiSE (Resilience in Schools of East Jerusalem) project, whose main donor is the EU.

**Result 3:** All schools funded by Belgium under the previous and current phases of the program and by the JFA (63 schools in total) have been equipped with solar panels to produce green energy, reduce the electricity bills of the schools and promote environmental awareness.

A new proposal for a 1m€ addendum has been sent to DGD for additional activities in East Jerusalem. Should this addendum be accepted, the specific agreement and project implementation phase would be extended by one more year.



National execution officer	Intervention Manager Enabel
Fakhri Safadi Director General of Buildings	Alexis Doucet International Technical Advisor

## 3 Monitoring of results

### 3.1 Evolution of the context

#### 3.1.1 General and institutional context

The conflict between Israel and Palestine remains tense and unpredictable. It causes instability, uncertainty, delays, strikes and protests.

In 2019, the most striking and preoccupying event in relation to the project has been the order of closure of the Jerusalem Directorate of Education (JDoE).

On November 20, 2019, under instruction from the Israeli Ministry of Public Security, the police intelligence services and border guards stormed the headquarters of several Palestinian institutions based in EJ, including the JDoE.

During these raids, they confiscated equipment, files and records containing information relating to some 100,000 Palestinian students in EJ managed by the JDoE. They also arrested the Director and posted signs on the doors of offices an order dated 5/10/2019 prohibiting for six months the office of the JDoE in the old city of Jerusalem, to continue to operate in the current place or in any other place inside the State of Israel. This order concerns "all the offices of the directorates" but does not concern the continuation of the operation of Palestinian schools in EJ.

The JDoE is now facing the following challenges in their management:

- Coordination of the national end exams of secondary studies;
- Distribution of textbooks from the MoE in Ramallah to the schools;
- Maintaining contact with parents for the delivery of official certificates concerning students: transcripts, certificates necessary in case of change schools, necessary accreditations allowing enrolment in universities etc ...
- Recruitment of staff (teachers, administrators, etc.) and permits for West Bankers.

This concerns the 100,000 pupils enrolled in the Palestinian schools of Waqf and the private schools but also the 4,700 Palestinian students from EJ who are following the Palestinian curriculum in Israeli Municipal schools.

Israeli attempts to impose Israeli textbooks on Palestinian schools in EJ have persisted since the city's annexation in 1967. Nevertheless, the use of the Jordanian curriculum continued to apply until the arrival of the PA. Under the 2<sup>nd</sup> Oslo agreement, the first Palestinian curriculum replaced that of Jordan. It has been used in EJ for more than 20 years, supported by a protocol signed by both parties (IL and PS).

However, this new incident aimed at obstructing the operation of the education system in EJ has never been practiced by the various Israeli governments which have succeeded each other until present. The MoU has so far been in force. This event occurred during the Israeli elections and is judged to be the act of a lone Minister without the endorsement of the Government (under current affairs). However, this same order was placed on the Orient House and the Palestinian Chamber of Commerce 18 years ago and is renewed every 6 months until today, raising potential fears about a similar fate for the JDoE.

The implementation of Schools IV project is currently not at risk and is progressing well. However, the JDoE is concerned about the future of the education sector in Jerusalem in the medium and long term.

### 3.1.2 Management context

Since the activities in the West Bank were coming to an end at the end of 2018, the contract of the PSU's staff based at the MoEHE (project Manager and Project Assistant) were not 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. The Assistant Project Manager has been recruited by the DGB after passing a competition, thereby ensuring institutional memory and continuity for the project.

Since most remaining activities had to take place in Jerusalem, more contacts and meetings took place with the JDoE, which is also in line with the political decision which has been taken by Belgium. However, technical staff from the MoE was actively involved in the follow-up and provisional acceptance visits for the works.

The project is executed mainly in co-management, which is appropriate considering the technical level of engineers at the MoEHE.

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.

## 3.2 Performance of outcome



This part reports about progress made in achieving the outcome targeted by the intervention (specific objective) in view of contributing to the impact (general objective). Progress made in achieving the outcome taking into account the intermediate results (intermediate outcomes) as well as the use of results (outputs).

### 3.2.1 Progress of indicators <sup>3</sup>

Outcome <sup>7</sup> : A Access to education in OPT is increased					
Progress Indicators/markers <sup>8</sup>	Base value	Value preceding year	Value reporting year	Target reporting year	Final target
Net enrolment rate (NER) in basic education in the West Bank area (G1-G10)					46829
Net enrolment rate (NER) secondary education in the West Bank area (G11-G12)					8575
Total number of students graduating primary school in the West Bank area (G1-G10)					7096
Total number of students graduating secondary school in the West Bank area (G11-G12)					4073

<sup>6</sup> You may use the table given or replace it with your own monitoring matrix format. Add/delete columns in function of the context (certain interventions will have to add columns for preceding years while – new – interventions will not have values for the preceding year).

<sup>7</sup> Use the formulation of the outcome as mentioned in the logical framework (TFF)

<sup>8</sup> Use the indicators given in the logical framework (of the TFF or of the last version of the logical framework).

## 3.3 Performance of output <sup>3</sup>



This part reports about progress made in achieving output 2 by the intervention in view of contributing to the outcome (specific objective). Progress made in achieving the output takes into account the realisation of activities. Suggested maximum length: 1 page per output

### 3.3.1 Progress of indicators

Output : A01 Increased access to education					
Indicators	Base value	Value preceding year	Value reporting year	Target reporting year	Final target
Attendance rates in concerned schools					98.096666
Average distance between home and school in concerned catchment area					5034.8
Average energy consumption per month/student in concerned catchment area?					54.27
Average number of students per classroom in concerned catchment area					120.76
Number of days the schools closed last year due to too cold weather?					115
Number of disabled teachers and students in concerned catchment area					2983
Number of rented schools in concerned catchment area					146
Number of schools operating with shifts systems in concerned catchment area					12
Number of schools that collect and (re)use rainwater in concerned catchment area?					152.35
Number of students per toilet in the concerned catchment area					33.272
One school built according to eco-sustainable principles					3
Total number of Female students attending school in concerned catchment area					179287
Total number of Male students attending school in concerned catchment area					154364
Total number of students attending school in concerned catchment area					349011
Water consumption from Water Authority in concerned catchment area per month per student					106.2

This table automatically uses the summary of output-level indicators updated in Pilot.

### 3.3.2 State of progress of the main Activities

State of progress of the main activities <sup>10</sup>	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed <sup>11</sup>	Seriously delayed <sup>12</sup>
1. A0101 Baseline survey and set-up of a ME strategy				

2. A0102 Schools design and construction in the oPt				
3. A0103 Supply and installation of furniture & equipment				
4. A0104 Schools rehabilitation in East Jerusalem				

10: The activities are delayed; corrective measures must be taken.

11: The activities are more than 6 months behind schedule. Major corrective measures are required.

12: The template provides for up to 3 outputs (chapters 2.2, 2.3 and 2.4). In case the intervention has more outputs, simply copy paste. In case the intervention has fewer than 3 outputs, simply delete the superfluous chapter(s).

For the outcome level you may also replace this table by the intervention's own format (e.g. your operational monitoring tool).

## 3.4 Performance of output



### 3.4.1 Progress of indicators

Output : A03 Access to a source of green and reliable electric energy is increased					
Indicators	Base value	Value preceding year	Value reporting year	Target reporting year	Final target
Quantity of green electricity produced in schools [KWh]		702037	675152	595000	1785000
Reduction of CO2 emissions [Tons]		472	454	443	1329
Savings on electricity bills [€]		106971	105904	95200	285600

### 3.4.2 State of progress of the main Activities

State of progress of the main activities <sup>10</sup>	State of progress
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	The activities are:			
	Ahead of time	Within deadline	Delayed <sup>11</sup>	Seriously delayed <sup>12</sup>

10: The activities are delayed; corrective measures must be taken.

11: The activities are more than 6 months behind schedule. Major corrective measures are required.

12: The template provides for up to 3 outputs (chapters 2.2, 2.3 and 2.4). In case the intervention has more outputs, simply copy paste. In case the intervention has fewer than 3 outputs, simply delete the superfluous chapter(s).

For the outcome level you may also replace this table by the intervention's own format (e.g. your operational monitoring tool).

## 3.5 Performance of output



### 3.5.1 Progress of indicators

Output : A02 Strengthened capacities of MOE & end users					
Indicators	Base value	Value preceding year	Value reporting year	Target reporting year	Final target

### 3.5.2 State of progress of the main Activities

State of progress of the main activities <sup>10</sup>	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed <sup>11</sup>	Seriously delayed <sup>12</sup>
1. A0201 Capacity development				
2. A0202 Seminars study tours				
3. A0203 Finalization of the site selection software with equipment				

4. A0204 Enhancing OM activities at school level				
5. A0205 Follow-up of Wadi Al Mughair school (ME, training awareness raising)				
6. A0206 Enhancing appropriation of school by communities supporting extra-curricular activities				
7. A0207 Environment awareness raising activities				
8. A0208 Communication and dissemination of lessons learnt				

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10: The activities are delayed; corrective measures must be taken.

11: The activities are more than 6 months behind schedule. Major corrective measures are required.

12: The template provides for up to 3 outputs (chapters 2.2, 2.3 and 2.4). In case the intervention has more outputs, simply copy paste. In case the intervention has fewer than 3 outputs, simply delete the superfluous chapter(s).

For the outcome level you may also replace this table by the intervention's own format (e.g. your operational monitoring tool).



## 5 Risks and Issues

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	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 mitigation			Follow-up of risk		
Action(s)	Resp.	Deadline	Progress	Status	
Comprehensive List of Planned Commitments	DOUCET Alexis	N/A		Completed	

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

Risk mitigation			Follow-up of risk		
Action(s)	Resp.	Deadline	Progress	Status	
Meet the Jerusalem Directorate of Education (Waqf), and school principals (for private schools) to raise their awareness on the potential impact of any accusation of incitement and review their policies on posting messages on social media pages of schools.	UYTTENDAELE Bart	01/07/2019		Completed	

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

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

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

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Delays in the procurement. Most of rehabilitation works can only be implemented during the summer holidays. These works face the risk of being delayed of an entire year in case of delays in the design or procurement. Therefore, some margin of safety need to be included in the planning.	01/04/2019	OPS	Medium	Medium	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Strict procurement planning and close follow up of each stage.	DOUCET Alexis	01/06/2019		Completed

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Unfruitful tenders: not enough bidders participate in the tenders for the design and works.	01/04/2019	OPS	Medium	Medium	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Enlarge the market of potential bidders by opening the tender to Jerusalemites and West Bankers with access permits to Jerusalem. Increase the implementation period to 120 days instead of the two summer vacation months only to make the timing more realistic and less penalising.	DOUCET Alexis	N/A		Completed

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Safety incident during the works	01/04/2019	OPS	Medium	Low	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Ensure all safety regulations are respected.	N/A	N/A		Completed

However, the reputation risk for Enabel is low as the responsibility falls first on the Contractors, then on the Supervision Consultants and thirdly on the Ministry of Education, which have contracted the works in co-management.				
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Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Vandalism on the renovated infrastructure	01/04/2019	OPS	Medium	Low	Medium

Risk mitigation			Follow-up of risk		
Action(s)	Resp.	Deadline	Progress	Status	
Increase the sense of ownership of the students of the infrastructure by involving them in the design of the works and the development of a collective piece of artwork to be realised in each school.	DOUCET Alexis	N/A	This will be done as part of the extra-curricular activities that are co-financing the RiSE project. The implementation was therefore awaiting the signature of RiSE CA (signed in July 2019). They can start now.	Planned	

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Movement restrictions and schools closures due to coronavirus outbreak	01/12/2019	OPS	High	High	Very High

Risk mitigation			Follow-up of risk		
Action(s)	Resp.	Deadline	Progress	Status	
Request to extend specific agreement and project	UYTTENDAELE	15/05/2020		Planned	

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## 9 Steering

### 9.1 Decisions taken by the Steering and monitoring committee

<sup>20</sup> Give an overview of important strategic decisions taken by the Steering Committee in the course of the year and ensure the follow-up of these decisions.

Decision to take		
Decision to take	Period of Identification	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	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	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	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	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

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

Decision to take		
Decision to take	Period of Identification	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	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

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

Decision to take		
Decision to take	Period of Identification	Source
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).	20/03/2018	Steering Committee

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



Decision to take		
Decision to take	Period of Identification	Source
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.	20/03/2018	Steering Committee

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

Decision to take		
Decision to take	Period of Identification	Source
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			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take		
Decision to take	Period of Identification	Source
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

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

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

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

Decision to take		
Decision to take	Period of Identification	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	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	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			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

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

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

Decision to take		
Decision to take	Period of Identification	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			Follow-up	
Action(s)	Resp.	Deadline	Progress	Status

Decision to take		
Decision to take	Period of Identification	Source
Reallocation: X-01-01 / Contingencies CoMgt: Decreased by 256,300€ (all) and shifted to A-01-02 School Construction in Co-Mgt for the benefit of school infrastructure or equipment in East Jerusalem	06/03/2019	Steering Committee

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

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<sup>20</sup> 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.

# 10 Annexes

## 10.1 Quality Criteria

For each of the criteria (Relevance, Efficiency, Effectivity and Potential sustainability) several sub-criteria and statements regarding the latter have been formulated. By choosing the formulation that best corresponds to your intervention (add an 'X' to select a formulation) you can calculate the total score applicable to that specific criterion (see infra for calculation instructions).

**1. RELEVANCE :** The extent to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries.

Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D

Appraisal of RELEVANCE: total score	A	B	C	D
		✓		

1. What is the current degree of relevance of the intervention?

A	Clearly still anchored in national policies and the Belgian strategy, meets the commitments on aid effectiveness, extremely relevant for the needs of the target group.	
✓	B	Still embedded in national policies and the Belgian strategy (even though not always explicitly so), relatively compatible with the commitments on aid effectiveness, relevant for the needs of the target group.
C	A few questions on consistency with national policies and the Belgian strategy, aid effectiveness or relevance.	
D	Contradictions with national policies and the Belgian strategy, the commitments on aid effectiveness; doubts arise as to the relevance vis-à-vis the needs. Major changes are required.	

2. Is the intervention logic as currently designed still the good one?

A	Clear and well-structured intervention logic; vertical logic of objectives is achievable and coherent; appropriate indicators; risks and hypotheses clearly identified and managed; intervention exit strategy in place (if applicable).	
✓	B	Appropriate intervention logic even though it could need certain improvement in terms of hierarchy of objectives, indicators, risks and hypotheses.
C	Problems pertaining to the intervention logic could affect performance of an intervention and its capacity to control and evaluate progress; improvements required.	
D	The intervention logic is faulty and requires an in-depth review for the intervention to possibly come to a good end.	

**2. EFFICIENCY OF IMPLEMENTATION TO DATE :** A measure of how economically resources of the intervention (funds, expertise, time, etc.) are converted in results.

Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D

Appraisal of EFFICIENCY: total score	A	B	C	D
		✓		

1. To what extent have the inputs (finances, HR, goods & equipment) been managed correctly?

✓	A	All inputs are available in time and within budget limits.
	B	Most inputs are available within reasonable time and do not require considerable

		budgetary adjustments. Yet, there is still a certain margin for improvement possible.
	C	The availability and use of inputs pose problems that must be resolved, otherwise the results could be at risk.
	D	The availability and management of the inputs is seriously lacking and threaten the achievement of the results. Considerable changes are required.

2. To what extent has the implementation of activities been managed correctly?

	A	Activities are implemented within timeframe.
✓	B	Most activities are on schedule. Certain activities are delayed, but this has no impact on the delivery of outputs.
	C	The activities are delayed. Corrective measures are required to allow delivery with not too much delay.
	D	The activities are seriously behind schedule. Outputs can only be delivered if major changes are made to planning.

3. To what extent are the outputs correctly achieved?

	A	All outputs have been and will most likely be delivered on time and in good quality, which will contribute to the planned outcomes.
✓	B	The outputs are and will most likely be delivered on time, but a certain margin for improvement is possible in terms of quality, coverage and timing.
	C	Certain outputs will not be delivered on time or in good quality. Adjustments are required.
	D	The quality and delivery of the outputs most likely include and will include serious shortcomings. Considerable adjustments are required to guarantee at least that the key outputs are delivered on time.

3. EFFECTIVENESS TO DATE : Extent to which the outcome (specific objective) is achieved as planned at the end of year N

Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D

	A	B	C	D
Appraisal of EFFECTIVENESS: total score	✓			

1. At the current stage of implementation, how likely is the outcome to be realised?

	A	It is very likely that the outcome will be fully achieved in terms of quality and coverage. Negative results (if any) have been mitigated.
✓	B	The outcome will be achieved with a few minor restrictions; the negative effects (if any) have not had much of an impact.
	C	The outcome will be achieved only partially, among other things due to the negative effects to which the management was not able to fully adapt. Corrective measures should be taken to improve the likelihood of achieving the outcome.
	D	The intervention will not achieve its outcome, unless significant fundamental measures are taken.

2. Are the activities and outputs adapted (where applicable) in view of achieving the outcome?

✓	A	The intervention succeeds to adapt its strategies/activities and outputs in function of the evolving external circumstances in view of achieving the outcome. Risks and hypotheses are managed proactively.
	B	The intervention succeeds rather well to adapt its strategies in function of the evolving external circumstances in view of achieving the outcome. Risk management is rather passive.

C	The project has not fully succeeded to adapt its strategies in function of the evolving external circumstances in an appropriate way or on time. Risk management is rather static. A major change to the strategies seems necessary to guarantee the intervention can achieve its outcome.
D	The intervention has not succeeded to react to the evolving external circumstances; risk management was not up to par. Considerable changes are required to achieve the outcome.

4. POTENTIAL SUSTAINABILITY : The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).

Do as follows to calculate the total score for this quality criterion: At least three 'A's, no 'C' or 'D' = A; maximum two 'C's, no 'D' = B; at least three 'C's, no 'D' = C; at least one 'D' = D

A	B	C	D
✓			

Appraisal of POTENTIAL SUSTAINABILITY: total score

1. Financial/economic sustainability?

✓	A	Financial/economic sustainability is potentially very good: Costs related to services and maintenance are covered or reasonable; external factors will have no incidence whatsoever on it.
	B	Financial/economic sustainability will most likely be good, but problems may arise in particular due to the evolution of external economic factors.
	C	The problems must be dealt with concerning financial sustainability either in terms of institutional costs or in relation to the target groups, or else in terms of the evolution of the economic context.
	D	Financial/economic sustainability is very questionable, unless major changes are made.

2. What is the degree of ownership of the intervention by the target groups and will it prevail after the external assistance ends?

✓	A	The Steering Committee and other relevant local instances are strongly involved at all stages of execution and they are committed to continue to produce and use the results.
	B	Implementation is strongly based on the Steering Committee and other relevant local instances, which are also, to a certain extent, involved in the decision-making process. The likelihood that sustainability is achieved is good, but a certain margin for improvement is possible.
	C	The intervention mainly relies on punctual arrangements and on the Steering Committee and other relevant local instances to guarantee sustainability. The continuity of results is not guaranteed. Corrective measures are required.
	D	The intervention fully depends on punctual instances that offer no perspective whatsoever for sustainability. Fundamental changes are required to guarantee sustainability.

3. What is the level of policy support delivered and the degree of interaction between the intervention and the policy level?

	A	The intervention receives full policy and institutional support and this support will continue.
✓	B	The intervention has, in general, received policy and institutional support for implementation, or at least has not been hindered in the matter and this support is most likely to be continued.
	C	The sustainability of the intervention is limited due to the absence of policy support. Corrective measures are required.
	D	Policies have been and will most likely be in contradiction with the intervention. Fundamental changes seem required to guarantee sustainability of the intervention.

4. To what degree does the intervention contribute to institutional and management capacity?

✓	A	The intervention is integrated in the institutions and has contributed to improved
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		institutional and management capacity (even though it is not an explicit objective).
	B	The management of the intervention is well integrated in the institutions and has contributed in a certain way to capacity development. Additional expertise may seem to be required. Improvement is possible in view of guaranteeing sustainability.
	C	The intervention relies too much on punctual instances rather than on institutions; capacity development has failed to fully guarantee sustainability. Corrective measures are required.
	D	The intervention relies on punctual instances and a transfer of competencies to existing institutions, which is to guarantee sustainability, is not likely unless fundamental changes are made.