Enabel

Ministry of Education and Higher Education

2020 RESULTS REPORT

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

Country: Palestine

Generated by Alexis DOUCET on 15/02/2021 14:52

Table of contents

1. Abbreviations 4
2. Summary of the intervention 5
2.1 Intervention form 5
2.2 Self-evaluation of performance 6
1.1.1 RELEVANCE 6
1.1.2 EFFICIENCY 6
1.1.3 EFFECTIVENESS 6
1.1.4 POTENTIAL SUSTAINABILITY 6
3. Monitoring of results 9
3.1 Evolution of the context 9
3.1.1 General and institutional context 9
3.1.2 Management context 9
3.2 Performance of outcome 1 10
3.2.1 Progress of indicators 10
3.2.2 Analysis of progress made 11
3.3 Performance of output 1 12
3.3.1 Progress of indicators 12
3.3.2 State of progress of the main Activities 13
3.3.3 Analysis of progress made 13
3.4 Performance of output 2 15
3.4.1 Progress of indicators 15
3.4.2 State of progress of the main Activities 15
3.4.3 Analysis of progress made 15
3.5 Performance of output 3 15
3.5.1 Progress of indicators 16
3.5.2 State of progress of the main Activities 16
3.5.3 Analysis of progress made 16
4. Budget monitoring 18
5. Risks and Issues 19
6. Synergies and complementarities 24
6.1 With other interventions of the Portfolio 24
6.2 With third-party assignments 24
7. Transversal Themes 24
7.1 Environment / Climate change 24
7.2 Gender 25
8. Lessons learned 25

8.1 The successes 25
8.2 The Challenges 25
9.1 Changes made to the intervention 25
9.2 Decisions taken by the Steering and monitoring committee 27
10. Annexes 33
10.1 Quality Criteria 33
10.2 Updated Logical framework 37
10.5 'Budget versus Actuals (y – m)' Report 39

1. Abbreviations

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)
JDoE	Jerusalem Directorate of Education
ODA	Official Development Assistance
O & M	Operation and Maintenance
M&E	Monitoring and Evaluation
MoE	Ministry of 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	18,500,000 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	16/07/2023
End date of the Specific Agreement	16/07/2023
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 (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	2020

1

2.2 Self-evaluation of performance

1.1.1 RELEVANCE

	Performance
RELEVANCE:	A
Comments: 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
Comments: 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) and were further delayed in 2020 due to the Covid pandemic. They will be implemented in 2021.	

1.1.3 EFFECTIVENESS

	Performance
EFFECTIVENESS:	A
Comments: 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:	B
Comments: 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 on project framework

- Following Beit Awwa school naming issue, the Belgian Government took a final decision by cancelling all further investments in the West Bank and Capacity Building activities at the MoEHE's level. Two new school construction projects (Al Lubban and the eco-sustainable Bakri school) and one Kindergarten extension in area C have been officially cancelled since 11/09/18 and their budget removed from the project (3,3M€ as part of Addendum 2). The Capacity Building activities have also been cancelled (training, seminars and study tours - 200k€), while other planned soft activities (International database consultancy, environmental awareness raising activities, improvement of operation and maintenance activities at school level, extra-curricular activities) can continue.
- A 3rd Addendum was signed in September 2020, adding 1m€ for activities in East Jerusalem in Own Management.
- A 4th Addendum was signed in December 2020, adding a further 3.5m€ to the budget for activities in East Jerusalem in Own Management.

A-01-02 (School design and construction in West Bank)

- All non-cancelled projects in the West Bank have been implemented.
- The second phase of school rehabilitation in East Jerusalem started in the summer 2019 and is now also finished. Theses works are contracted on A-01-02 as they are carried out in own management, as per Steering Committee decision.

A-01-03 (School Equipment and Furniture)

- All new schools and Kindergarten extensions in the West Bank have been furnished and equipped.
- The professional equipment for Hebron Industrial School has been contracted and delivered.

A-01-04 (School rehabilitation and remodelling in East Jerusalem)

- EJ Phase 1: 9 schools have been been rehabilitated in 2016.
- EJ Phase 2 was carried out in co-management (cf: A-01-02).
- EJ Phase 3: the design of the works (funded through School IV and which will be used as parallel co-financing to RiSE PZA170421T), was carried out as planned in Q1 2020. The works and their supervision (funded through the EU-funded RiSE project) took place partially in summer 2020. The recent 3rd and 4th addenda will complete these works and are planned to take place in summer 2021.

A-02-01 (Capacity building at MoEHE level)

- Cancelled.

A-02-02 (Package 2: Monitoring and lessons learned)

- The activities under this package comprise several international and local expert consultancies aimed at monitoring the pilot schools and learning lessons from all four phases of the program. The international consultancy to monitor the performance of Wadi Al Mughayer school (pilot school) has been completed and the final reports have been submitted. The school database consultancy has been re-framed and is planned to be procured with a different modality in Q1-2020.

A-02-03 (Package 3: East Jerusalem School activities)

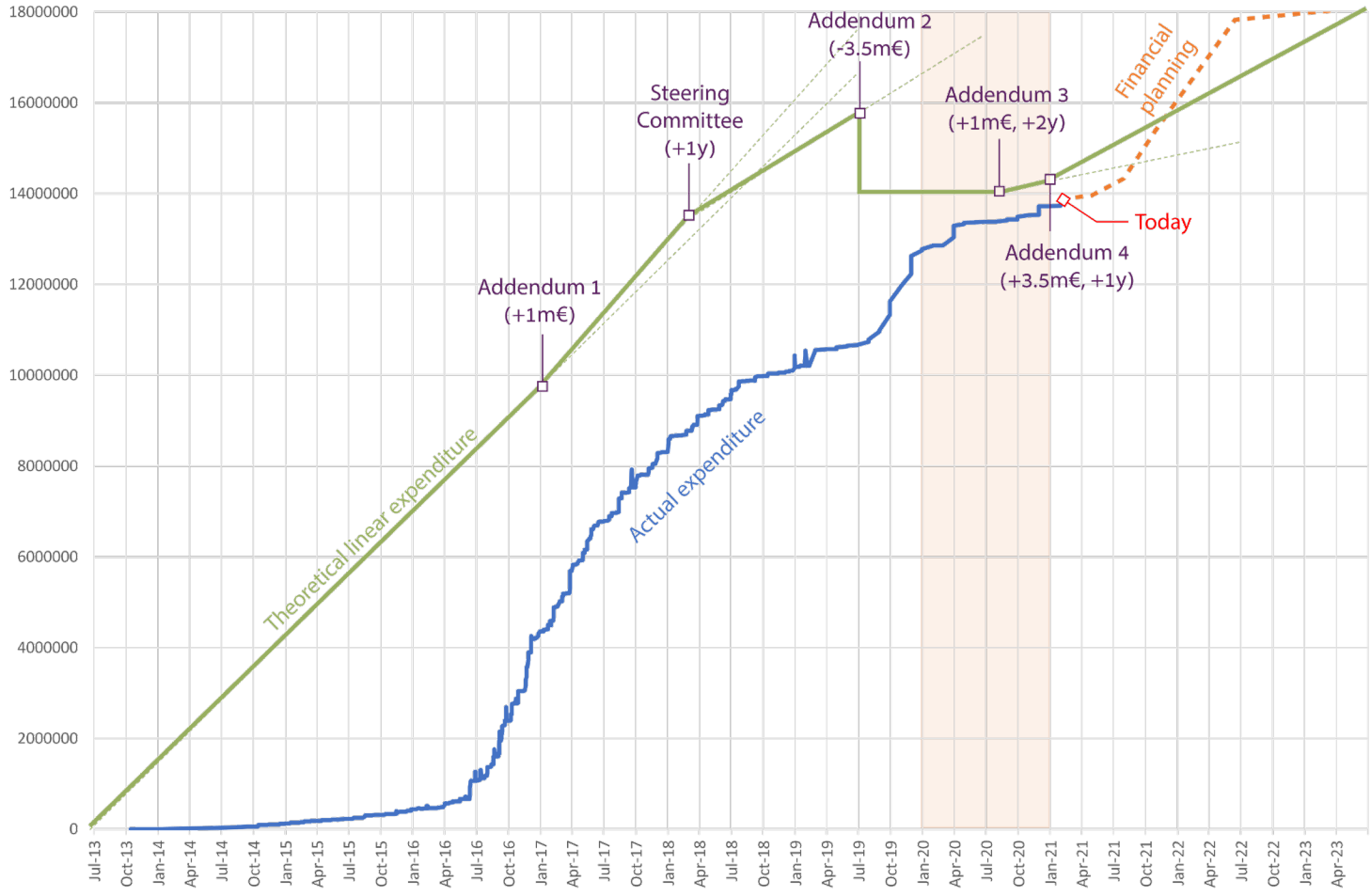
- Extra-curricular activities focusing on STEAM, including life skills development and collective artwork production in schools using innovation labs, have been delayed due to the covid-19 and are now planned to start effectively in Summer 2021.
- Environment awareness raising activities at school level have also been delayed due to the Covid-19. Some of them have been re-oriented as online activities (awareness movies) and are under implementation. The remaining of the activities will depend on the reopening of schools in 2021.

A-03-01 (Solar PV systems)

- Phase 1 (53 schools): has been implemented. The schools which were awaiting connection to the grid by the Jerusalem Electricity Distribution Company were connected in December 2019.
- Phase 2 (10 Schools): works started in Dec 2018 and are now also completed.

Monitoring

- Following the 3rd and 4th addenda to the project, the End-Term Review (ETR) is planned for Q2 2021 whose scope will be all activities except Jerusalem. It will be combined with a MTR for RiSE and School IV's Jerusalem activities.



Eng. Wisam Nakhle D.G. of Buildings - MoE Project Director National execution officer	Eng. Alexis Doucet International Technical Advisor Project Co-director Intervention Manager Enabel

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 delays, strikes and protests. Strikes due to political situation occur throughout the year and affects the progress of the projects.

The anchorage of the project at the DGB of MoE is appropriate, as it is responsible for the construction of all public schools in Palestine.

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 Beglian Government took the decision to severe 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.

3.1.2 Management context

3.1.2.1 Partnership and operational modalities

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

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.

Lastly, for the third phase of works in Jerusalem, own management procedures were used again as these were co-funded by RiSE (EU-funded) project, where co-management modalities are not allowed (as on all third-party projects).

Since the activities in the West Bank came to an end, the contract of the PSU's staff based at the MoE (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. Since all remaining activities are taking place in Jerusalem and in Own Management, much more contacts and meetings have taken place with the Waqf (Jerusalem Directorate of Education), which is also in line with the political decision which has been taken.

3.2 Performance of outcome 1

3.2.1 Progress of indicators

Remarks on indicators

Indicators which are monitored by the MoE 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.

Indicators for 2019 and 2020 are also not available at the moment of writing this report due to discontinuation of the PMU and Covid 19 closure of the MoE.

Outcome: A Access to education in OPT is increased					
Progress Indicators/markers	Value year 2017	Value year 2018	Value year 2019	Target reporting year	Final target
Net enrolment rate (NER) in basic education in the West Bank area (G1-G10)	5090	7907			46829
Net enrolment rate (NER) secondary education in the West Bank area (G11-G12)	960	1572			8575
Total number of students graduating	1585	1650			7096

primary school in the West Bank area (G1-G10)					
Total number of students graduating secondary school in the West Bank area (G11-G12)	544	510			4073

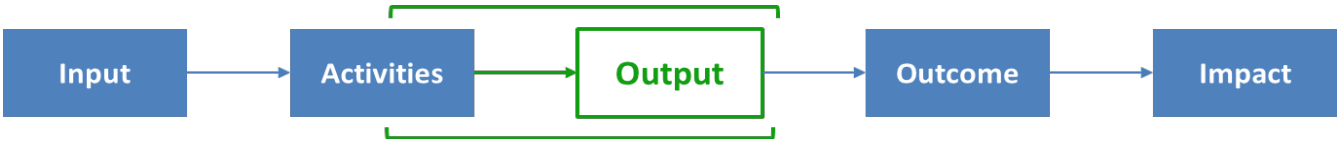
3.2.2 Analysis of progress made

The project could not have any impact on the enrolment rates during the first years.

Evolution of these indicators are related to other socio-economic factors and are therefore not linked directly with the progress of the implementation of the project.

The net enrolment rate for basic and secondary education in the catchment areas, after having increased significantly between 2014 and 2015, stagnated in 2016, got lower in 2017 but then reincreased in 2018. Figures on recent years (2019 and 2020) need to be analysed once available (pending on Covid-19 re-opening of the MoE).

3.3 Performance of output 1



3.3.1 Progress of indicators

Output : A01 Increased access to education					
Progress Indicators/markers	Value 2017	Value 2018	Value 2019	Target reporting year	Final target
Attendance rates in concerned schools		98%	98%		98.09
Average distance between home and school in concerned catchment area		1392.8	924.3		5034.8
Average energy consumption per month/student in concerned catchment area?		14.6	10.4		54.27
Average number of students per classroom in concerned catchment area		34.14	28.43		120.76
Number of days the schools closed last year due to too cold weather?		2	8		115
Number of disabled teachers and students in concerned catchment area		702	143		2983
Number of rented schools in concerned catchment area		34	28		146
Number of schools operating with shifts systems in concerned catchment area		2	4		12
Number of schools that collect and (re)use rainwater in concerned catchment area?		34	42		152.35
Number of students per toilet in the concerned catchment area		36.4	36.4		33.272
One school built according to eco-sustainable principles		0	0		1
Total number of Female students attending school in concerned catchment area		35528	36918		179287
Total number of Male students attending school in concerned catchment area		33875	34820		154364
Total number of students attending school in concerned catchment area		69403	71738		349011
Water consumption from Water Authority in concerned catchment area per month per student		4.5	4.69		106.2

3.3.2 State of progress of the main Activities

State of progress of the main activities	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed	Seriously delayed
1.A0101 Baseline survey and set-up of a ME strategy				Cancelled
2.A0102 School design and construction in West Bank and Gaza		x		
3.A0103 Supply and installation of furniture & equipment			x	
4.A0104 School rehabilitation in East Jerusalem		x		

3.3.3 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 cancelled 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 in Hebron was equipped with specialized equipment related to the identified vocations in 2019 and 2020.

School rehabilitation in East Jerusalem

The first batch of 9 schools in East Jerusalem (including 3 in the old city) were rehabilitated timely during the summer holidays 2016, in own management.

Soon after signing the first addendum to the project (1m€ for EJ activities), a detailed assessment was carried out in the second batch of 7 selected schools to be rehabilitated in Jerusalem. These works were carried out in co-management with the MoE in Q3 and Q4 2019.

In 2020, the consultancy for the design and supervision of the third batch of school rehabilitation (9 schools) was contracted. Due to the Covid-19 related early reopening of schools in August 2020, the works were split into two phases, with the most urgent works in 3 schools planned for 2020 and the rest postponed for summer 2021. The works in the three schools included a vertical school extension, the creation of a fab-lab and of a kindergarten unit. All three were successfully implemented in 2020 notwithstanding the Covid-19 restrictions and closure.

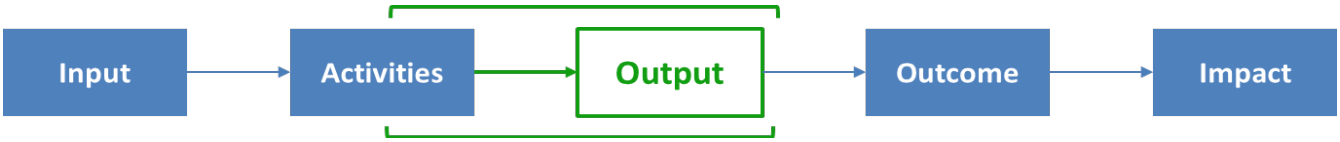
Rehabilitation of Ali Ibn Aby Taleb school in late 2019, before and after

Creation of the KG unit in Jabal Al Mukabber school in 2020 (Above and below left)

Creation of a Fab-Lab in Hassan Al Thany school in 2020 (Above, right)

Creation of a vertical extension for opening a secondary section for boys in Al Rawda Al Haditha Al Mukhtalata school in Zaayem in 2020 (Left)

3.4 Performance of output 2



3.4.1 Progress of indicators

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

3.4.2 State of progress of the main Activities

State of progress of the main activities	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed	Seriously delayed
1.A0201 Capacity development	Cancelled			
3.A0203 Finalization of the site selection software with equipment	Cancelled			
5.A0205 Follow-up of Wadi Al Mughair school (ME, training awareness raising)		x		
7.A0207 Environment awareness raising activities			x	

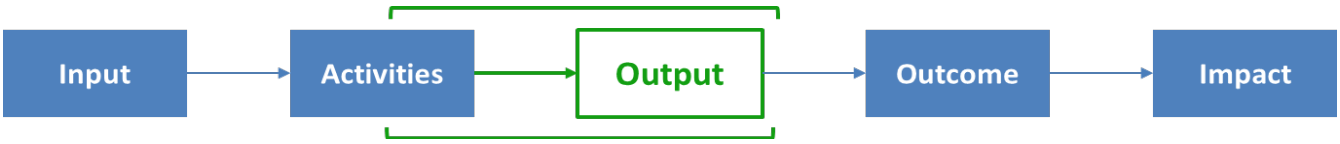
3.4.3 Analysis of progress made

All remining activities have been cancelled following amendment #2 to the project, in relation to the school naming issue.

Only the activities at school level in Jerusalem were allowed to continue. These were planned for 2020 but were delayed due to the Covid pandemic, as schools were closed most of the year.

Nevertheless, an online environmental awareness campaign started during 2020 with a few videos produced in-house by Enabel. A consultancy for the creation of 6 environmental awareness animation movies was contracted in late 2020 and movies will be finalized and distributed in Q1 and Q2 2021.

3.5 Performance of output 3



3.5.1 Progress of indicators

Output : A03 Access to a source of green and reliable electric energy is increased					
Progress Indicators/markers	Base value	Value preceding year (2019)	Value reporting year (2020)	Target reporting year	Final target
Quantity of green electricity produced in schools [KWh]	0	675152	696 583	595000	1785000
Reduction of CO2 emissions [Tons]	0	454	468	443	1329
Savings on electricity bills [€]	0	105904	106 501	95200	285600

3.5.2 State of progress of the main Activities

State of progress of the main activities	State of progress The activities are:			
	Ahead of time	Within deadline	Delayed	Seriously delayed
1. A0301			x	

3.5.3 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 (568k€ - BEL160661T).

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.

All works are completed since 2018.

Supply and installation of Photo-Voltaic solar panels

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. Most works were implemented by 2018, but there have been some delays in the connexion of some schools to the elecrical 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 Palestinain context. Tremendous differences of efficiency has been observed between these companies in that respect. Some school sin the Hebron area have been connected immediately in 2018, 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), were connected in 2019 only.

In 2020, the last remaining notes issued during the inspections were implemented. However, most inspections by the MoE could not take place in 2020 due to the Covid-19-related restrictions of movements between the different governorates. The provisional acceptance for all schools is therefore planned for 2021.

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.

4. Budget monitoring

Note: the budget framework used in this report does not include Addenda 3 (+1m€) and 4 (+3.5m€), which were contracted in late 2020 and were not part of 2020 Financial Planning.

	Budget	Spent	Committed	Balance
A Access to education in OPT is increased	12,425,500.00 €	12,076,140.51 €	150,138.24	199,221.25 €
X Contingencies	100,000.00 €	-	-	100,000.00 €
Z General Means	1,474,500.00 €	1,513,476.09 €	5,625.00 €	-44,601.09 €
Total	14,000,000.00 €	13,589,616.60 €	155,763.24 €	254,620.16 €

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	Low	High	Medium

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

dentification 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	01/04/2019	OPS	Medium	Medium	Medium

design and works.					

isk 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. 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.	N/A	N/A		Completed

Identification of risks			Risk analysis		
Risk Description	Period of	Risk Category	Likelihood	Potential Impact	Total

	Identification				
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 closure	UYTTENDAELE Bart	15/05/2020		Planned

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
PZA170421T-10013	15/07/2020	PRIORITY	Medium	High	High

- Covid-19 may hamper the smooth implementation of this contract.					

Identification of Issue			Issue analysis
Issue Description	Period of Identification	Issue category	Potential Impact
Movement restrictions and schools closures due to coronavirus outbreak	15/03/2020	OPS	High

Issue mitigation			Follow-up of Issue	
Action(s)	Resp.	Deadline	Progress	Status
Re-scheduling of some activities (rehabilitation works)	DOUCET Alexis	N/A		In Progress
Re-orienting of modalities of activities (environmental awareness)	DOUCET Alexis	N/A		In Progress
Project time extension	DOUCET Alexis	N/A		In Progress

6. Synergies and complementarities

6.1 With other interventions of the Portfolio

A good synergy had been developed with the JFA, whereby the JFA pushed for specific reforms or policies and School IV project could provide technical and financial assistance in piloting them. However, this synergy could not be continued after Belgium withdrew from the JFA.

6.2 With third-party assignments

A synergy was established with BEL16066T project, a top-up funded by the Brussels Capital Region and implemented through the framework of School IV. These activities have been fully integrated into School IV logical framework, as a third output to the project.

A close synergy was also developed with RiSE (PZA170421T) project, funded by the EU. School IV activities are directly contributing to co-fund this project, while these additional resources from the EU have been used to widen the scope of School IV project.

7. Transversal Themes

7.1 Environment / Climate change

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.

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.

Climate change is taken into account in terms of reducing the building's energy needs:

- **Heating/cooling** - 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, which was using geothermal energy, solar walls, sun breakers, improved insulation and windows to reduce the energy needs. These innovations were reused in the design of Bakri school. However, this school was not built due to the budget cut brought by amendment #2 to the project and the instruction of no collaboration with the MoE.

- **Electricity**: 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 CO_2 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.

7.2 Gender

Access to general education for women is considered to be not a major issue in Palestine, as the MoE provides equal opportunity for genders in terms of education facilities and support. Notably the MoE 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%. Drop-out rates in Secondary education are consistently higher for Boys than for Girls, due to the increased pressure to find employment, in particular in Jerusalem, where students have access to the Israeli labour market.

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 need to be shared.

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

8. Lessons learned

8.1 The successes

The implementation of all school construction works in the West Bank and rehabilitation works in East Jerusalem may be considered a great success, with many innovations brought through the design of schools, a high rate of cost and time efficiency in the implementation of the works, a high level of satisfaction among school communities and a high level of ownership by the MoE.

8.2 The Challenges

Covid-19 was certainly a big challenge in 2020. It forced the project to re-orient and re-schedule some of the activities. Environmental awareness activities and the provision of equipment for the Fab-Labs have been delayed due to the pandemic, while the rehabilitation works had to be re-scheduled in two phases (2020 and 2021).

9.1 Changes made to the intervention

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

All capacity building activities benefitting the MoE at the central level have been cancelled following the decision of the Belgian Governement. 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).

Two addenda to School IV were signed in 2020. The third addendum to the project was confirmed in September 2020, increasing the funds for activities in East Jerusalem by 1m€. The fourth addendum, part of the so-called “bridging program” on three ongoing interventions of Enabel, further increased the budget by 3.5m€. These additional resources will be used to further expand the activities of the project in East Jerusalem, contributing to rehabilitate more schools, create additional Fab-Labs and create additional classrooms through school extensions or the purchase of existing buildings to convert them into schools.

9.2 Decisions taken by the Steering and monitoring committee

Decision to take		
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		
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		
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		
Fund the necessary equipment for Hebron Industrial school (estimated 375.240€)	23/05/2017	Steering Committee

under the project		

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

Decision to take		
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		
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		
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		
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		
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		
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	20/03/2018	Steering Committee

A-02-06 Extra-curricular activities / 80k€ A-02-07 Environment Awareness Activities / 40k€		

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

Decision to take		
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		
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		
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		
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		
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		
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		

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		
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

10. Annexes

10.1 Quality Criteria

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				
Appraisal of EFFECTIVENESS: total score	A	B	C	D
	✓			

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				
Appraisal of POTENTIAL SUSTAINABILITY: total score	A	B	C	D
		✓		

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

		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.

10.2 Updated Logical framework

Project title:	Schools Construction, Rehabilitation and Equipment in the Occupied Palestinian Territory – Phase IV (ICP 2012-2015)			
	Logic of intervention	Indicators	Sources of verification	Hypotheses
GO	General objective	The quality of primary and secondary education in the Palestinian Territory is improved		
SO	Specific objective Access to education in the oPt through child and environment friendly schools and the creation of a health and safe educational environment is increased	• School enrolment in the concerned villages and cities • Total number of students graduating in primary and secondary schools in the concerned villages and cities • One school built according to eco-sustainable principle:s • Schools built under School IV in line with recommendation of the School III evaluation made by Klimos (2013)	• Concerned schools' database • MoE database • Baseline study	• Local authorities and communities continue to maintain school facilities • Local Authorities and communities continue to prioritise education and equity • General safety in the concerned villages and cities allows students to attend school • Curfews and road blocks do not inhibit school attendance • Adequate teachers are available • Pedagogic equipment is made available and adequately used • Construction costs and exchange rates remain relatively stable
R1	Result 1 Access to education is increased by building child and environment friendly schools	• Total number of students attending school in concerned villages/cities with girls ratio • Number of schools operating with shifts systems in concerned villages/cities • Attendance rates in concerned schools • Distance between home and school in concerned villages/cities • Number of students per classroom in concerned villages/cities • Number of students per toilet • Water and energy consumption and amount of water access facilities in concerned schools • Level of application of the Building Code and the sustainable principles	• MoE database • Concerned schools' enrolment lists • Project plans • Handbook for school design • Results of the survey on the satisfaction and expectation of the end users of the schools built under Belgium support (Study Fund) • Results of the monitoring and evaluation survey of Wadi Al Mughair school • Need assessments of the	• Construction permits are granted • Access roads to the schools are provided • Teachers and supportive personnel are available • Management and maintenance of schools is assured • Sanitary facilities are kept clean and are maintained • School environment is maintained and maintenance checklist, guidelines, and training is given to concerned persons

		• Monthly average temperature in the classrooms of the green and eco-sustainable school	different areas • Project reports • Site surveys	
R2	Result 2: The capacities at the level of MoE, directorates, beneficiary schools and communities are strengthened	• Efficient, transparent, participatory methodology with clear set of weighted criteria for school sites selection in place • Policy in favour of women, disabled and specific groups applied within MoEHE and the related schools • Environmental concerns integrated within school design and O&M of the schools • Extra-curricular activities taking place in Belgium funded schools • State of the art guideline integrating recommendations of Energy Efficient Building Code in place • O&M checklist and guidelines available and put into practice within Belgium funded schools • Fiduciary risks taken into consideration within the different MoEHE procedures • Training programmes produced and used Implemented training plans in place incorporating needs assessment and resource requirements • Quality of training and impact on competence to develop and implement activities • Priority services identified in local plans and budgets	• Progress Project Reports • Training plan approved by the Steering Committee • Capacity Development and Training Strategy approved by the MoEHE • Training evaluation reports • Staff surveys and user feedback mechanisms • MoEHE decision and guidelines • Design guidelines and school designs	• General context allows the Ministry to work efficiently • MoEHE staff ready to participate, deliver and cooperate • Qualified staff available • Sufficient capacity of local training institutions • Suitable trainers available
R3	Result 3: Access to a source of green and reliable electric energy in schools is increased.	• Quantity of green electricity produced in schools [KWh] • Reduction of CO_2 emissions [Tons] • Savings on electricity bills [€]	• Meter in inverter (with distant monitoring system) • KWh measured and official grid emission factor of oPt • Schools bills	

10.5 'Budget versus Actuals (y – m)' Report