



BTC

**BELGIAN
DEVELOPMENT AGENCY**

TECHNICAL & FINANCIAL FILE

CONSTRUCTION OF SCHOOLS IN THE PALESTINIAN TERRITORY – PHASE III (ICP 2008-2011)

DGDC CODE: NN 3008683
NAVISION CODE: PZA 1002611



LA COOPÉRATION
BELGE AU DÉVELOPPEMENT **.be**

Contents

CONTENTS.....	2
ABBREVIATIONS	5
EXECUTIVE SUMMARY	6
ANALYTICAL RECORD OF THE INTERVENTION.....	7
1. SITUATION ANALYSIS	8
1.1 GENERAL CONTEXT	8
1.2 THE EDUCATION INFRASTRUCTURE SECTOR	8
1.2.1 Situation analysis.....	8
1.2.2 Education Development Strategic Plan 2008-2012	13
1.2.3 Palestinian Education Sector Partnership principles.....	14
1.2.4 School building handbook	14
2. STRATEGIC ORIENTATIONS.....	16
3. INTERVENTION FRAMEWORK.....	17
3.1 GENERAL OBJECTIVE.....	17
3.2 SPECIFIC OBJECTIVE	17
3.3 EXPECTED RESULTS	17
3.4 ACTIVITIES	17
3.4.1 R1. School facilities increased.....	18
3.4.2 R2. Strengthened capacities within DGB	20
3.4.3 R.3 Improved working environment for DGB and DGFA	24
3.5 INDICATORS AND MEANS OF VERIFICATION	25
3.6 DESCRIPTION OF BENEFICIARIES	26

4. RESOURCES.....	27
4.1 FINANCIAL RESOURCES	27
4.1.1 Palestinian contribution	27
4.1.2 Belgian contribution	27
4.2 HUMAN RESOURCES	28
4.3 MATERIAL RESOURCES.....	29
5. IMPLEMENTATION MODALITIES	31
5.1 LEGAL FRAMEWORK AND ADMINISTRATIVE RESPONSIBILITIES	31
5.2 IMPLEMENTATION AND FOLLOW-UP STRUCTURES	32
5.2.1 The Ministry of Education and Higher Education	32
5.2.2 Project Steering Committee (PSC).....	32
5.2.3 Project Management Team (PMT)	33
5.3 FINANCIAL RESPONSIBILITIES.....	34
5.3.1 Financial Mechanism for the Belgian contribution.....	34
5.4 MODIFICATION OF THE TFF	40
5.5 MONITORING AND EVALUATION	40
5.5.1 Base-line Survey	40
5.5.2 Reporting	40
5.5.3 Mid Term and Final Evaluation.....	41
5.5.4 Technical backstopping missions	41
5.5.5 Audits.....	42
5.6 CLOSURE OF THE PROJECT	42
6. CROSS CUTTING THEMES.....	44
6.1 ENVIRONMENT.....	44
6.2 SOCIAL ECONOMY	44
6.3 CHILDREN’S RIGHTS AND GENDER	45
6.4 HIV / AIDS	45

7. ANNEXES	46
7.1 LOGICAL FRAMEWORK	46
7.2 IMPLEMENTATION CALENDAR	51
7.3 CHRONOGRAM	51
7.4 TOR LONG-TERM PERSONNEL	53
7.4.1 Project Manager	53
7.4.2 International Technical Advisor (ITA)	54
7.4.3 National Technical Assistant - Infrastructure (NTA-I)	57
7.4.4 Financial Officer (FO)	57
7.5 CABE SCHOOL DESIGN PRINCIPLES	60

Abbreviations

BS	Basic School
BTC	Belgian Technical Cooperation
CTD	Central Tendering Department
DGDC	Directorate General of Development Cooperation
DGB	Directorate General of Buildings (within MEHE)
DGE	Directorates General of Education
DGFA	Directorate General of Financial Affairs (within MEHE)
EUR	Euro, European Union Currency
GEEBD	Guideline for Energy Efficient Building Design
GIS	Geographical Information System
GOB	Government of Belgium
GSD	General Supply Department
ICP	Indicative Cooperation Program
ILS	Israeli Shekel (NIS)
ODA	Official Development Assistance
O & M	Operation and Maintenance
MEHE	Ministry of Education and Higher Education
MOF	Ministry of Finance
MOPAD	Ministry of Planning and Administrative Development
MPWH	Ministry of Public Works and Housing
NORAD	Norwegian Agency for Development Cooperation
PA	Palestinian Authority
PEA	Palestinian Energy Authority
PEERC	Palestinian Energy and Environment Research Centre
PT	Palestinian Territory
PMT	Project Management Team
PSC	Project Steering Committee
PV	Photovoltaic
RR	BTC Resident Representative
SA	Specific Agreement
SBSD	School Buildings Service Department
SWAP	Sector Wide Approach
SWH	Solar water heaters
TFF	Technical and Financial File
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training
UNRWA	United Nations Relief and Works Agency
USD	US Dollar

Executive summary

Due to the important population growth and the precarious conditions of some existing facilities, the Palestinian Territory (PT) is still in need of building new schools. The Government of the Kingdom of Belgium has been involved in this sector since 2003. A first Schools Construction Project phase of 5 million EUR (79 classrooms) was completed in May 2010. A second phase (ICP 2008-2011) of 10 million EUR is progressing smoothly. It is anticipated to be completed by the end of 2011. The present project will be the third phase of school construction, with a global budget of 7 million EUR and a duration of four years.

The prime focus of this project is the construction and equipment of 6 schools and an administrative building for the Ministry of Education and Higher Education (MEHE) in order to increase access to education as well as improving the working environment of the Directorate General of Buildings (DGB) and the Directorate General of Financial Affairs (DGFA) within the MEHE.

The project will also contribute to (i) improving design through introducing and incorporating environmental concepts, cost effectiveness and users' comfort into the school design of MEHE (ii) capacity building within the DGB and (iii) developing software to help in setting priorities for the selection of schools and/or additional classrooms based on needs and the criteria set by the MEHE.

The sample of schools visited during formulation is of good quality. However, issues related to environmental protection, cost-effectiveness, and users' comfort (including the use of UN child friendly school concept) could have been better addressed. As the design process have started during or short before formulation, based on contracts financed by the Ministry's own funds, little room for introducing new ideas is left. Accordingly, the incorporation of these concepts will be limited to the administration building and one school (out of the six to be funded under schools III project). But the introduction of these concepts should positively influence the design of future schools managed by MEHE that are not specifically related to the present project.

Beside increased access to education, the project will contribute to capacity development through raising awareness within the MEHE on gender and environment issues as well as fiduciary aspects including procurement. Training, seminars and study tours related to these fields will be organised and conducted under the project. The project will also assist the DGB in developing guidelines for the consultants in charge of school construction benefiting from the directives of the Energy Efficient Building Code of the Energy Authority and the international best practice.

The project will also contribute to the development of a customised software based on consistent and systematic methodology to help in setting priorities for the selection of schools and/or additional classrooms based on criteria set by the MEHE; an urgent need acknowledged by the MEHE during formulation to improve the selection method currently employed by the Ministry.

Analytical record of the intervention

Title of The Intervention	Construction of Schools in the Palestinian Territory – Phase III (ICP 2008-2011)
Partner Country	Palestinian Territory
Intervention Number DGDC	3008683
Navision Code BTC	PZA 1002611
Sector	Education - DAC 11120: Educational buildings, equipment, materials; subsidiary services to education
Partner Institution	Ministry of Education & High Education (MEHE), Directorate General of Buildings (DGB)
Contribution of Partner Country	1.500.000 EUR (estimation) through different supports
Belgian Contribution	7.000.000 EUR
Estimated Starting Date	Last quarter of 2010
Total Duration	4 years
General objective	To promote the quality of primary and secondary education in the Palestinian Territory
Specific objective	To increase access to education in the Palestinian Territory through the construction of more cost-effective, child and environment friendly schools and to enhance the working environment of the MEHE
Results	<ul style="list-style-type: none"> - Access to education is improved by building child and environment friendly schools with furniture and equipment; - The capacities of DGB are strengthened; - The working environment of the DGB and the DGFA is improved through the construction of a cost-effective and environment friendly administrative building with furniture and equipment.

1. Situation analysis

1.1 General context

Since its establishment in 1994, the Ministry of Education and Higher Education has had to maintain a difficult balance between, on the one hand, managing an educational system on the verge of collapse, and, on the other hand, developing a vision and plans for putting in place a modern system responsive to the social, cultural and economic needs of the Palestinians. Intensive efforts have been made since to improve the quality as well as the coverage by the Palestinian education system, including the physical constructions.

The growth rate of the Palestinian population is among the highest in the world, with a population naturally doubling every twenty years. This growth remains a major challenge to the education sector for the foreseeable future in terms of constructions, equipment and teachers. The average yearly growth of the student number in the public schools is 29.853. This implies a need to build 746 classrooms per year. Despite the difficult situation, the enrolment rate for basic education is high – almost 100% – while being of 80% for secondary education.

The population growth and a high enrolment rate also imply that the human resources necessary for progress (including teachers) should be available, provided that appropriate economic and social strategies are implemented.

1.2 The Education Infrastructure Sector

1.2.1 Situation analysis

1.2.1.1 Classrooms availability

The extent of neglect in the maintenance and expansion of the education system until the creation of MEHE has been very severe. There was a shortage of classrooms leading to overcrowded schools. A good number of school buildings were rented and inappropriate for use as schools. Aside from that, the uneven distribution of schools across the territory left some areas under served. Many rural areas had inadequate school buildings (often rented) and insufficient facilities for girls. In view of the shortage of facilities, many schools operated on a double shift basis – more than 2.474 classes are falling in this category – and some, even, on three shifts per day.

Within the existing schools, there is a lack of service rooms, such as archives and stores, and there is a general shortage of specialised rooms.

In terms of equipment and materials essential for teaching and learning, schools lacked the bare necessities. The Ministry is still trying to deal with this legacy. Meanwhile, the population growth causes a high demand for schools, classrooms and teachers.

Presently, MEHE is ruling 1.833 governmental schools hosted in 1.670 buildings, 237 being located in Gaza Strip and 1.433 in the West Bank. These schools host about 766.730 students.

1.2.1.2 Site selection for schools construction

The School Buildings Service Department (SBSD) and the Project Division (3 staffs altogether) of the Directorate General of Buildings (DGB) and the 16 Directorates General of Education (DGE) in West Bank are involved in the site selection process.

Based on a need assessment and its knowledge of the local situation, each directorate elaborates a priority list of schools, including new schools and extension/ rehabilitation of existing schools. This process involves a committee made of the engineers of the Building Department, the Planning Department and the General Education of each Directorate. The availability of land is taken into consideration as well as the criteria of the 5-year plan but there is no specific methodology to establish the ranking. The list is then submitted to the arbitration of the MEHE.

The SBSD compiles the lists of the 16 Directorates. The most priority schools are then distributed between the different donors and the Palestinian Authority (PA) support. The list is reviewed every two years.

Here again, there is neither clear methodology nor weighted indicators, both for selection and geographic distribution, and no systematic mapping through a GIS (Geographical Information System) to establish the final list. Although, confident on the fact that most of the urgent needs are covered, the DGB is aware of the lack of rigour of the existing system. The 5-year plan foresees the setting up of a GIS to assist the Ministry in this exercise, but so far, no funds have been made available to develop a system customised to the MEHE needs.

1.2.1.3 Building design and construction quality

Globally, the schools that have been built over the recent years are of very good quality. The design, made by various local consultant offices, is specific to each context, while integrating a set of standards and norms defined by the MEHE. Lessons are in general taken from past experiences and projects supported by different donors. Nevertheless, still, there is room for improvement, while DGB is thinking of establishing a guideline of the 'State of the Art' requirements for the designers. The possible fields of investigation are related to environment protection, cost-effectiveness, and users' comfort, including the UN child friendly school concept.

a) Environment concerns

School compound setting

Considering the scarcity of land, schools are compact, and designed with 2 to 3 stories, with the possibility of an additional floor. The overall layout of some of the school compounds could be optimised in order to make the best use of the

remaining open space both for recreational activities and future possible extensions.

Trees plantation are usually part of the community contribution but are not always optimised.

The limitation of the use of impermeable materials (tarmac and concrete slabs) covering the ground and the exploration of alternative materials should be considered in order to increase the green surface, favour rainwater absorption into the ground, and limit over-heating due to sunlight reflection/absorption on hard surfaces.

Rainwater harvesting systems are now generalised, but the size of the storage capacity is not always defined based on the collection capacity of all the impermeable built surfaces, while irrigation of the green spaces, if considered, is not systematised.

Energy efficiency

Energy efficiency is one of the first issues to be considered when thinking of mitigation measures related to climate changes. The Palestinian Energy and Environment Research Centre (PEERC) and the Palestinian Energy Authority (PEA) produced an Energy Efficient Building Code and a Guideline for Energy Efficient Building Design (GEEBD) in 2008. The code should get enforced in 2011 for public buildings, with an estimated increase of construction costs of 15%.

In June 2010, under the request of the President of the PA, a 'Green Building Council' was set up. It includes representatives of the different PA ministries and academics. Its purpose is to promote eco-friendly standards into the public facilities. A technical council that should be established soon, will make specific recommendations to achieve this goal. In the same line, an international conference will take place beginning of 2011 on energy efficiency in PA. These different initiatives illustrate the concern for the development of sustainable buildings from different institutions of the PA.

With regards to school construction, a first important step was the integration of a 3cm layer of polystyrene insulation into the walls in order to limit thermal transfer. To be effective, the insulation should be homogeneous, eventually thicker, covering the entire building envelope – including the roof and the ground floor slabs – while avoiding 'thermal bridges', and considering the use of high performance glazing. The application of the Energy Efficiency Building Code in this field into the school design would be a significant step forward.

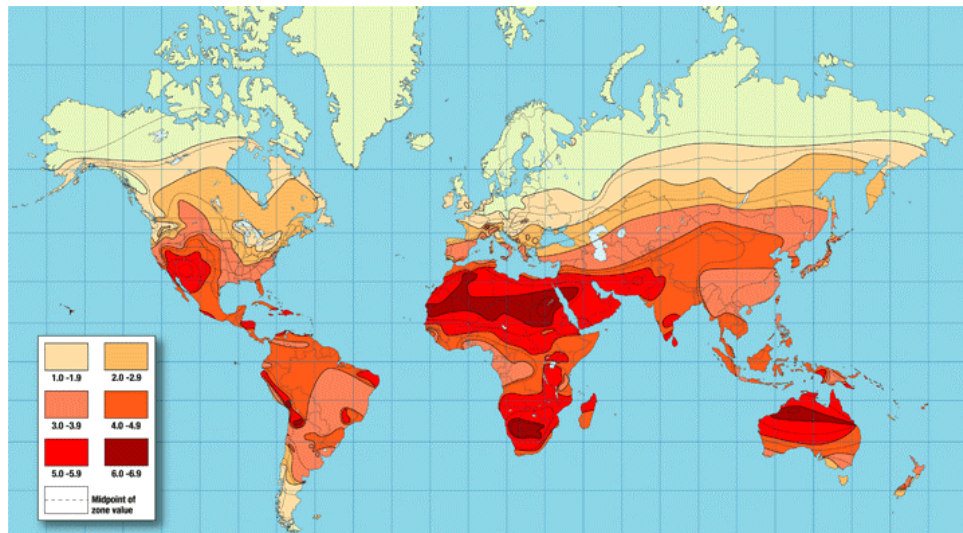
Solar energy production

Solar water heaters (SWH) are already used by 70% of Palestinian households. The technology is very mature, and sufficient expertise and suppliers are available. SWH are foreseen for all buildings in the current project.

In complement to energy efficiency measures and solar water heating, using a

source of renewable power contributes to the greening of a building, especially in countries where electricity is fossil-based like Palestinian Territory.

Palestinian territory has to import most of its energy needs – 88% of electricity being imported from Israel. The price of this energy is the highest in the region at 0,17\$/kWh. Meanwhile, average solar radiation in PA is high, with 5.5 kWh/m²/day, which is suitable for solar energy production, as illustrated below.



Some small-scale photovoltaic (PV) projects exist in PT, but all are stand-alone systems with battery backup.

A rapid assessment made during the course of the present formulation gives the following conclusions:

- Grid connected solar energy is feasible but not yet used in PT;
- Due to recent price decrease, high irradiation and high grid electricity price, photovoltaic panels are becoming competitive to grid electricity (payback time of the system is less than the lifetime of the system);
- Research is being undertaken by universities, research centres, societies and commercial enterprises in the rapidly evolving energy sector, creating a good level of expertise in the matter of photovoltaic energy; initiatives for the promotion of these energies (Feed in Tariff, grid preparation) are ongoing;
- Installing a pilot scale solar energy project is an opportunity for the ministry to lead by example, to bring innovation and acquire a green image.

Natural lighting

Following the recommendations of the Palestinian Handbook on School Construction, natural lighting is favoured thanks to the presence of large windows in the classrooms. Unfortunately, despite the important natural luminosity, artificial lighting is still used throughout the day in most of the classrooms.

Solid waste management

The solid waste management at the level of the schools is not considered in terms of separation at source and recycling. This issue was not very much explored during the formulation and should be further assessed during the implementation stage, including the opportunity of capacity development and awareness raising at all the levels of the education sector (from the ministry, the directorates, to the teachers and students) that should be considered in the framework of the Sector Wide Approach (SWAP).

b) Costs-effectiveness

In the present design, efforts are made for developing technical details with limited maintenance requirements, sometime the cost-effectiveness of the chosen solution could be optimised (stones cutting at the angles, width of the pavements surrounding the building, use of steel handrails instead of concrete walls...).

c) Users' comfort and pedagogical requirements

Frontal teaching remains the most common teaching method provided in PA. However, more dynamic and participative teaching methods are nowadays experimented in several countries with positive results. Soon or later, these methods, such as the more general 'child friendly school' concept of UNICEF, might be introduced in PT. These methods have some implications on the classroom setting that should be considered.

Acoustic is an important element to be included into the design as it influences the working conditions of the pupils. In the schools organised around a covered courtyard used as multi-purpose hall, it might become an issue that would require further study.

On the other hand, although providing a very good and safe environment, the aesthetic of the buildings is not always integrating some of the children expectations (such as colour, openness...), having to integrate other considerations, such as security or maintenance.

1.2.1.4 Maintenance

Maintenance and rehabilitation of the existing facilities is an issue. The extent of neglect in the maintenance and expansion of the education system in the years of Israeli occupation before 1994 has been very severe. Since then – despite the fact that the Israeli occupation has taken other forms – thanks to the support of a large number of donors and the own PA means, a large number of schools have been built for which maintenance will need to be considered in the coming years.

The present maintenance system of the schools is as follows:

- Minor repairs are handled by the school itself and are financed by the school's operational means;
- Larger repairs and maintenance (as well as stationary) are the Directorate's

responsibility. A solidarity principle is used in the Directorate to divide the available budget between the schools in the Directorate;

- Rehabilitation and extension of schools is realised by the MEHE.

Maintenance costs are covered from:

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

Although the system is recognised to be functional, maintenance works being effectively observed at site, the MEHE acknowledges that the means are not covering all the needs and that the global strategy needs to be reviewed in order to optimise its efficiency.

1.2.2 Education Development Strategic Plan 2008-2012

The main document of reference in the education sector is the Education Development Strategic Plan 2008 – 2012. This second comprehensive 5-year plan was prepared via a participatory process involving all stakeholders and development partners.

The 4 goals of the plan are:

- GOAL 1: to increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them (ACCESS);
- GOAL 2: to improve the quality of teaching and learning (QUALITY);
- GOAL 3: to develop the capacity for planning and management and to improve the financial and management systems used (MANAGEMENT);
- GOAL 4: to realise a gradual conversion of the Technical and Vocational Education and Training (TVET) sector from a supply-oriented to a demand-oriented sector, which, accordingly, guarantees more compatibility between outputs and labour market(s) needs (RELEVANCE).

One of the specific objectives of the Five Year Plan is the construction of 960 classrooms annually in order to absorb the population growth (473 new classrooms), alleviating double shift in crowded communities (112 new classrooms), eliminating unsuitable rented schools (64 classrooms), alleviating over-crowding in the existing classrooms (211 classrooms); replacing old rooms (100 classrooms), while providing administrative buildings for reducing the present overcrowding and to provide space for the increase of employees.

The present intervention will support goal 1 of the Strategic Plan, and will more

specifically contribute to the following results formulated for goal 1:

- New educational institutions, both governmental and non-governmental, will be established at all levels of education;
- The intake capacity of existing educational institutions will be increased and their ability to retain students will be improved through provision of more competent staff and better educational facilities, services and follow-up;
- The management of MEHE will be improved thanks to the provision of a new administrative building.

1.2.3 Palestinian Education Sector Partnership principles

The 'Palestinian Education Sector Partnership Principles' (October 2008), a partnership between the Palestinian Authority and Development partners, discusses the coordination and harmonisation of the support of the Education Development Strategic Plan 2008-2012.

The Partnership Principles translate global aid harmonisation principles (ownership, alignment, harmonisation...) into a Palestinian education context and are an important step towards a sector wide approach. This is not a legally binding document, but it expresses a strong commitment to strengthen the dialogue between the Ministry, development partners and non-state education sector stakeholders. This intervention seeks to align on this document, taking into account the Belgian context and procedures.

A Sector Wide Approach (SWAP) has been under preparation for the last two years. It should include Germany through the KfW, Norway, Finland and Ireland. The purpose of this initiative is to develop a comprehensive coordinated approach in the education sector. Discussions are still underway regarding the procurement modalities that should be employed.

Although being involved in the preliminary discussions, Belgium decided to withdraw from the process, fearing that the SWAP would not be in place at the start of School III. Once the SWAP is in place, it will be crucial for the project to coordinate its activities as much as possible with the SWAP at to take the role of 'active observer'.

1.2.4 School building handbook

A Handbook 'Nineteen Ninety-Eight – Future Schools in Palestine' has been developed by the Ministry of Education, with support from UNESCO and NORAD in 2000. This handbook applies to the construction of school, but also defines standards for furniture and equipment. The handbook is improved in a continuous process. It is a reference guide for architects, consultants and donor agencies.

The main general outcomes of this handbook are the following:

- At a strategic level, the handbook recommends the development of large central catchments of secondary schools located at pivotal location rather than denser

network of smaller secondary schools. Considering the limited funding available, it gives better chance of providing higher quality of education;

- Between grade dedicated classrooms and subject dedicated classrooms, the handbook recommends the second option, as it is more economical and requires fewer classrooms, at least for the larger secondary schools (starting to be interesting for schools of a minimum of 640 students);
- The ratio 70:30 between teaching and non-teaching spaces should be considered (60:40 in western countries), excluding canteen, multipurpose halls or separate teaching spaces;
- The simplest way to define the norm for the gross built area of a school is to link it to the enrolment number. However, flat rate unit norms are not advisable, as it does not consider local difference as from rural areas to urban centres, and the facilities provided. In the examples provided in the book it may vary from 2.79 to 5.22m²/student. Drawings presented in the book are considering classrooms of 36 to 40 students with a surface of 48.2m²;
- The design should be based on a 0.90X0.90m grid, considering 2.7m span as the most economical for the structure, and the fact that the maximum distance from the teacher to the last row of students should not exceed 7m;
- Considering the shortage of land in the Palestinian context, the calculation of a minimum site area for a new school is of considerable importance, while considering all the required facilities, including recreational spaces. The book provides a simple formula for calculating the minimum surface depending on three grade categories (1-4; 5-9; 10-12), the enrolment being multiplied by 8, 10 or 12;
- Although schools are usually not equipped with a heating system, such facility should be provided in locations where the temperature falls below 18°C in winter. More passive means, such as proper insulation, passive solar heating should be firstly considered, while considering natural ventilation mechanisms;
- Daylight should be the main source of illumination, if properly controlled (sun protection, reflectors...), while considering 300 lux throughout the classroom and 500 lux for special works;
- Safety factors should be well considered as well as the maintenance issue.

2. Strategic orientations

The project inserts itself into the 'Education Development Strategic Plan 2008 – 2012. Towards Quality Education for Development', and more specifically in goal 1 of this strategy, namely to 'increase access of school-aged children and students of all education levels and improve the ability of the education system to retain them'.

This project is a continuation of the ongoing school construction project (a third phase) where six schools in addition to an administration building are included within the scope of this phase. The following strategy will be applied:

- The final list of constructed schools will be approved by the Steering Committee;
- Concern for the environment issue and the development of child friendly schools requirements will be integrated in the design and bidding documents of, at least one out of the six schools;
- In order to develop a more comprehensive approach towards the education sector, this project is seen as a transitory period between the first two project phases that were exclusively focusing on access to education, and a program approach, to be developed during the next ICP at the end of 2011. To achieve this, the School III project will actively coordinate its activities with the SWAP initiative in the Education Sector once the latter is set up.

3. Intervention framework

3.1 General objective

The general objective of the project is:

“To promote the quality of primary and secondary education in the Palestinian Territory”

3.2 Specific Objective

The specific objective of the project is:

“To increase access to education in the Palestinian Territory through the construction of more cost-effective, child and environment friendly schools and to enhance the working environment of the MEHE”

3.3 Expected results

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

- **R1.** Access to education is improved by building cost-efficient, child and environment friendly school facilities with furniture and equipment;
- **R2.** The capacities of DGB are strengthened;
- **R3.** The working environment of the DGB and the DGFA is improved through the construction of a cost-effective and environment friendly administrative building with furniture and equipment.

3.4 Activities

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

3.4.1 R1. School facilities increased

A.1.1 – Baseline survey

At the beginning of the project, the Project Management Team (PMT), with the eventual help of a local consultant, will carry out a baseline survey in the project area, once the list of schools to be built is approved by the PSC (see A.1.2). This collection of data will be undertaken in a comprehensive manner, and cover the indicators mentioned in the logical framework. In case the needed data would not be available, the PMT will organize specific a field survey to collect the missing information. This baseline survey will provide the reference points against which the achievements of the project must be compared.

A.1.2 – Design and school construction

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

a) Definition of the list of priority schools

Independently from the revision of the methodology for site selection (see result 2), based on the proposed list of schools prepared by MEHE, the programme management team (PMT) will assess the relevance and feasibility of each site. The list, the criteria on which the selection has been based, and the eventual recommendations will be presented to the PSC for approval.

Once the final list approved, the PMT will make sure that all the legal documents related to the land ownership of the selected schools are in line with the Palestinian Authority requirements and that proper road access, water and electricity connections, as well as sewerage connection, if the network is available, will be provided by the community as local contribution, and be realised according to the State of the Art. In case specific infrastructure would have to be built to collect and evacuate rainwater from a specific site, the local authorities will support these extra costs.

b) Design

Beginning of May 2010, DGB appointed two local consultants for the design of the 6 short-listed schools proposed by MEHE, under two contracts funded by the Ministry of Finance. The contracts include site survey, finalisation of plans, obtaining building permits, and preparation of tender documents for the school construction and school furnishing and equipment.

The schools design will take into consideration the MEHE experiences and standards, as well as the principles of the Handbook 'Future Schools in Palestine'. The design of five schools – out of the six to be funded under Phase III – is being finalised based on contracts financed by the Ministry's own funds. The design of the sixth school will integrate the ten assessment criteria of

successful school design set by the UK government's advisor on architecture (CABE – see Annex 7.5). The International Technical Advisor will also provide advices on child friendly school concept, users' comfort and cost-effectiveness principles, as well as on two cross-cutting themes of the Belgian Cooperation: gender and the environment concerns.

Attention will be given in particular to the following issues:

- Environment:

- o Maximising the use of the remaining open space of the school compound for potential future expansion, recreational activities and greening;
- o Studying the cycle of the water in order to minimise its use and maximise the recycling process including water harvesting, soil permeability, economical flush toilets and taps...;
- o Encouraging energy efficiency and enhanced users' comfort during both summer and winter by different means, including reviewing the insulation of the present school design in the light of the Energy Efficient Building Code and the international best practices, and exploring the use of passive heating, natural ventilation mechanisms with air-to-air heat exchanger and/or passive heat pumps, including 'Canadian well' principles;
- o Exploring the feasibility and the interest of renewable energy production;
- o Improving natural lighting penetration into the classrooms by studying the possibility of reviewing the height of the classroom, the position and size of the windows and/or use of reflectors together with sun protection;
- o Analysing the solid waste management within the schools and making recommendations for improvement;
- o Other issues will be explored in order to develop 'green' school buildings, while considering the cycle of construction material, from production, reuse to demolition (cradle to cradle principle).

- Cost-efficiency:

Reviewing some technical design in order to limit the overall costs, while insuring a long life span and a minimum of maintenance;

- Users' comfort:

Reviewing the lay-out and the design of the school in order to:

- o Enhance some specific issues such as, circulation flow, natural ventilation, acoustics, and toilets availability...
- o Develop a stimulating teaching and learning environment by the integration of new pedagogic teaching methods (flexible space,

exhibition panels, rear blackboards...), and a more child-friendly, lively and colourful atmosphere while integrating the gender issue.

c) Construction of the schools

The construction of the schools by the contractor selected through tender procedures described in chapter 5.4.1.5 shall be supervised by the Project Management Team (PMT) in collaboration with the MEHE.

d) Maintenance

Maintenance is of prime concern for MEHE. As explained above, this issue should be considered from the start, at the design stage. Presently, the means collected from the different levels (Ministry, Directorates and communities) are not sufficient to insure a proper maintenance of the existing infrastructures, while there is a need to set up a clear strategy with appropriate methodology of intervention. This is a general concern and is not specific to the schools built under Belgian support. In order to ensure coordination between the Ministry and the other donors who are active in the schools construction sector, the issue of maintenance of schools in general will be dealt with through the SWAP initiative currently under preparation.

A.1.3 – Construction management

A local consultant – to be selected according to the procurement procedures described under chapter 5.4.1.5 – will conduct construction management. Payments under the contract for the construction management are budgeted for under this project.

A.1.4 – Equipment and furnishing

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

- The procurement of the furniture and equipment will be conducted under the supervision of the PMT following the procurement procedures and the requirements for clearances (by the BTC) as outlined under section 5.4.1.5 of this document;
- Equipping and furnishing the schools shall be done after completion of the construction works. The supplied equipment and furniture shall be inspected by the PMT.

3.4.2 R2. Strengthened capacities within DGB

In order to guarantee the sustainability of the facilities, a particular attention shall be given

on awareness raising and capacity development of the administration of MEHE, especially the DGB and DGFA, as being directly involved in schools construction. A special focus should be given on the following issues:

a) Gender and environmental protection

The project should raise the level of awareness of the public servants of DGB on a series of issues such as:

- The position of women, disabled and specific groups in the PA society in general and within the education sector in particular. To achieve this, the project will elaborate a strategy to enhance gender issue within the Ministry;
- The limitation of the use of non renewable resources that are particularly scarce in PA due to both political and natural constraints, and their protection;
- The preservation of the local biodiversity;
- The development of adaptation and mitigation measures against climate changes in the different activities of the Ministry.

Furthermore, the project should support the development of partnerships and networking between different institutions of the PA and the MEHE favouring the promotion of eco-friendly buildings.

b) Procurements

Currently, the Ministry and the various donors involved in schools construction have adopted different procurement procedures and documents. In order to fit with specific requirements, some adaptations have been introduced in the standards procedures and documents of the WB or FIDIC, leading sometimes to inconsistencies. Confronted with various procedures, while waiting for PA law, regulations and standards documents to be approved, it would be important to strengthen the capacity of the concerned staff in the related department, mainly in procurement using international standards (e.g. FIDIC, World Bank, etc).

c) Fiduciary risks and financial management

It would be appropriate to assess carefully the present financial management procedures within DGB and DGFA, and to define the possible bottlenecks in the invoices management in order to expedite the payment process. Furthermore, awareness raising activities related to fiduciary risks, including corruption and its negative impacts on the entire society, should be provided.

d) 'State of the art' design

Although the present school design is of very good quality, the MEHE is looking for further improvement and for defining 'state of the art' construction standards and norms. Such initiative should be supported through exploring alternative design, studying solutions that are developed in other countries, and then defining a methodology to assess them and develop clear guidelines for future

design.

e) Maintenance

Maintenance, rehabilitation and space recycling are essential to guarantee the sustainability of school constructions. Waiting for the development of a comprehensive strategy that should be initiated under the SWAP, the project should give the opportunity to DGB to explore different approaches that have been developed in other part of the world with in depth analysis of the advantages and inconvenient, while raising awareness of the different levels of the administration.

To achieve these tasks, a series of activities should be organised:

A.2.1 – Capacity development

The PMT will organise at the beginning of the project an in-depth assessment of the training needs of DGB related to environment issue, gender, school operation and maintenance, procurement and appropriate design, as described above. In coordination with the department, it will then submit to the PSC for approval an action plan, including the schedule of the proposed activities.

The PMT will organise training by appropriate consultants, agencies or NGOs. On-the-job training will be favoured, while the different trainers will make sure that the participants of the trainings could directly apply the content of the courses within their daily activities. Concrete applications should then be evaluated. Some of these trainings may target not only the employees of the DGB but also other departments of the MEHE as well as the ones of the 16 Directorates, if required (e.g. the site selection process).

Furthermore, the Project Management Team (PMT) and other actors involved in the project (through request of the PMT) could finance studies and consultancies related to the project, based on a needs assessment.

A.2.2 – Seminars and study tours

The PMT and other actors involved in implementation of the project, including the civil servants of DGB and eventually of DGFA, will have access to a fund allowing them to participate in seminars related to the project, or to organise study tours.

A.2.3 – Advising on renewable energy, including pilot activity

The development of mitigation measures towards climate changes includes developing renewable sources of energy. This process is long and requires transfer of technology and know-how. The public administrations have a key role to play in this field, as promoters of change for the Palestinian society.

Within the scope of the present project, the possibility of developing renewable energy in the PT for the MEHE facilities will be considered in coordination with the Palestinian

Energy Authority (PEA) and the Palestinian Energy and Environment Research Centre (PEERC). The availability of local expertise and its potential needs for capacity development will be assessed in detail. A strategy for the development of renewable energy for the education sector will then be developed, considering the needs, the location of the school facilities as well as the cost-effectiveness and the operation and maintenance of the systems.

Based on the results of the analysis, a pilot project of 10kW will be designed and installed on the MEHE new administrative building in Ramallah. This location is chosen to ensure that all solar energy can be used by the building through a grid connected net metering system and to obtain a maximal visibility towards the community.

Part of the system can be installed on the outside wall (facing south) of the building, to increase visibility of the renewable energy source in an aesthetic way.

The system will be grid-connected through an inverter, without batteries. The project will search for the possibility of using a bidirectional meter, where excess electricity would be implicitly sold to the grid (at grid price) and no electricity would be lost during weekends or low activity moments, thus maximising the cost-effectiveness of the investment.

The budget of the pilot project is fixed at 70.000 euro. This budget will include the design, installation and commissioning of the pilot project. During tendering phase, unit prices in €/Watt will be asked, to allow to remain within budget by adapting the size of the installation. The size of the system should be at least 10kW (40 photovoltaic panels) to reach a level where unit prices are low and impact is measurable and visible. At the time of tendering, the local market – currently limited to 2 suppliers – will need to be assessed, in order to obtain competitive prices. If necessary, the tender shall be international.

A monitoring system will be added to the installation, to be able to measure and communicate the output of the system. The results of the measurement can then be shown on a central location (TV screen in the hall), combined with other messages on the environment or other relevant themes (gender, staff messages, internal communication, projects of the Ministry ...). The installation will be monitored from a technical and financial point of view, to be able to capitalise on the experience.

At projected prices at the time of installation, the solar system has a payback time which is shorter than the lifetime of the system. Savings on the energy bill (several thousands of euro per year, depending on the size) should be partly used for operation and maintenance of the system (cleaning of the panels) and the inverter replacement after 10 years. Compared to battery backup systems, the grid-connected system has a negligible operation and maintenance cost.

Considering the rapid evolution in the renewable energy sector in Palestinian Territory and the growing involvement of the public and private sector, it is in the interest of the project to follow-up the evolutions by participating in a stakeholder network.

A.2.4 – Improved methodology for site selection

Site selection of the school is presently based on the directives of the 5-year plan and the

knowledge of the needs of the local directorates. The process could be strengthened thanks to the introduction of a clear and systematic methodology developed through a participatory process that would include the following requirements:

- Revision of the priorities defined by the 5-year plan based on the local specificities with a special focus on some issues such as gender, drop out, poverty, remoteness...
- Set-up of a clear methodology for defining the priorities based on a mathematical formula algorithm and weighted criteria, that could be adjusted to the needs of the different directorates;
- Definition of objective criteria for the geographical distribution of the available resources, including the mapping of the existing and future schools, and coordination mechanisms for the areas located at the border between directorates;
- Reuse/rehabilitation of old school buildings in case of replacement.

A customised software will be developed as a tool to assist the selection process. The set-up of such a tool will be conducted together with the different stakeholders involved in the process and will be fine-tuned until full satisfaction of its users. Once the software finalised, on-the job training will be organised for the staff of the MEHE and the 16 directorates, to optimise its use.

A.2.5 – Communication and dissemination of lessons learnt

The present project will experiment a series of activities, such as capacity development on environment and gender concerns and experimentation of new design approaches and renewable energy production. It will be important to disseminate to a large audience the result of the evaluation of these activities. A particular attention will therefore be given to communication as a strategic tool to influence policy, raise awareness, engage stakeholders and get the voices of the beneficiaries.

A communication strategy will have to be defined that should include:

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

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

3.4.3 R.3 Improved working environment for DGB and DGFA

The third result is related to the improvement of the working conditions for the DGB and the DGFA of MEHE through the construction of an administrative building.

The following activities are foreseen:

A.3.1 – Design and construction management

This new building will allow both departments to improve their efficiency by providing working space for the present staff and extra space for the recruitment of the lacking staff. While 68 civil servants are presently working within both departments, the building will be designed for a maximum of 140 staff.

Here again, a particular attention will be given on ecological criteria during the design and the construction stages. Appropriate technologies should be applied in order to limit the use of non-renewable resources, while ensuring an optimum comfort to the users and visitors.

The design of the building is part of the Palestinian contribution. This activity started in February 2010, prior to the formulation of the present project. Advices shall be provided by the project to the local consultant in order to integrate the environmental concerns into the design of the building, including the installation of renewable energy production system.

The consultants in charge of the design and the sixth school and the administrative building will benefit, and accordingly will incorporate in the design (as explained under paragraph A.1.2 (b) and paragraph 6.1) from a seminar to be organized by the MEHE. The seminar will bring together consultants knowledgeable in the design of energy efficient buildings, users' comfort, and renewable electricity production as well as in the use of directives of the Palestinian Energy Efficient Building Code.

The construction management of the building shall be part of the present project, following bidding procedures and rules described below.

A.3.2 – Administrative office construction

The same rules and procedures as the schools construction shall apply to the construction of the administrative office.

A.3.3 – Equipment and furnishing

The administrative building will be equipped and furnished, while considering environment requirements. The same rules and procedures as the schools construction shall apply to the supply of equipment and furniture to the MEHE administrative building.

3.5 Indicators and means of verification

Indicators have been developed for the specific objective and the results. At the beginning of the implementation the PMT will collect existing data and will conduct a baseline survey as to define the situation at the start of the project. Based on these indicators, the

progress during the implementation of the project will be measured.

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

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

3.6 Description of beneficiaries

Direct beneficiaries of the project include:

- Male and female Students (about 2.920), attending the schools constructed by this project. They will be provided with more adequate and appropriate educational facilities;
- Teachers and different employees enrolled in those schools and administrative buildings (about 200), benefiting from an improved working environment;
- The Ministry of Education and Higher Education, who will be supported in its 'Five Year Plan.

Indirect beneficiaries of the project include:

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

4. Resources

4.1 Financial resources

4.1.1 Palestinian contribution

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

The MEHE will bear the salaries of the MEHE staff involved in the project activities during implementation. They will provide appropriate infrastructure and cover the cost of operation and maintenance of the infrastructures and equipment.

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

The overall Palestinian contribution for the land, facilities, equipment and salaries has been estimated at 1.500.000 EUR.

4.1.2 Belgian contribution

The Belgian contribution will finance all the other project activities.

The non-refundable Belgian contribution amounts to 7.000.000 EUR.

The distribution between BTC-Management and Co-Management is as follows:

- BTC Management 337.700 EUR
- Co-management 6.662.300 EUR

The budget is based on the following principles:

- The construction of schools is implemented in 2 phases – a batch of 5 schools, based on the current design experience, closely followed by a batch of 1 school, integrating cost-efficiency and environmental concerns;
- The final list of selected schools will be adapted to the available budget after the completion of the design component and budget estimations by the Engineering and Consultancy study;
- The cost estimate of school construction is calculated based on an average unit price of 385 EUR/m², considering an average construction cost of 450US/m² provided by the consultants and an exchange rate of 1,17 dollar for 1 euro. This unit price should be compared with the experience of School I that was of 370EUR/m² – it faced high inflation on the construction materials – and of 340EUR/m² for school II. The detailed estimation per school is given on the following table. For the school of Thabra a classroom area of 2/3 of the standard size has been considered as to fit with the low number of pupils per grade.

No	School	District	Gender	Enrollment	No. of Crs	Area (m ²)	Price/m ²	Costs EUR
1	Admin officice	Ramallah	/	/	/	2800	370	1,036,000
2	Wadi Almaghair SS	Hebron	Boys	560	14	2500	385	962,500
3	Sarta SS	Salfit	Boys	480	12	1814		698,390
4	Beit Awwa BS	South	Girls	640	16	2334		898,590
5	Serees BS	Qabatieh	Boys	480	12	1952		751,520
6	Thabra BS	Bethlehem	Coed	360	9	1100		423,500
7	Quwezeba BS	North Hebron	Girls	400	10	1450		558,250
Total				2920	73			4,292,750

- Site supervision fee, under the construction management budget line, is calculated based on the provision of 3.5% of the construction costs.
- The Furniture and equipment costs are calculated pro rata to the construction cost – based on previous projects.
- A large amount of contingencies is foreseen for the construction and supplies to allow for budget increases due to the volatile Palestinian market: changes in currency exchange rate, increased unit prices for construction materials, increased mobilisation costs, etc. The use of the remaining fund of this budget line after school construction will be decided by the PSC. Support to activities developed under the SWAP initiative, such as the setting up of a maintenance strategy, should than be favoured.

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

4.2 Human resources

The PMT will be limited to the following members:

- A full-time (for the duration of the project) Palestinian Project Manager;
- A part-time (for the duration of the project) International Technical Advisor (ITA) who will act as the Co-Management Officer;
- A part-time Financial Officer (FO), sharing his/her time with both other ongoing BTC projects in the education sector;
- A full-time National Technical Assistant (NTA) in infrastructure.

The current staff (Project Manager and National Technical Assistant) of the ongoing Schools II project will be responsible for implementing this project as well. The ITA and the FO will have to be recruited.

Backstopping by an international consultant or the BTC HQ and the BTC Representation Office will support the PMT in its tasks.

For the field supervision during the implementation of the civil works, the MEHE can also appeal to specialised technicians among the Ministry or consultancy and engineering

firms, if needed.

4.3 Material resources

The ITA will work at the MEHE or at the BTC office in Ramallah according to the needs. The FO will be based at the BTC office in Ramallah. He/she will cover the 3 BTC projects related to the education sector. His/her salary will therefore be divided between the three projects. Similarly, the present project will cover part of the rental costs of the BTC office in Ramallah that will be shared with other projects.

As the project is the continuation of an ongoing project and that most of the running costs are endorsed by MEHE, minor operational means are provided for in the budget to allow for smooth implementation. One vehicle is provided as a logistical support to the PMT to follow up the project. Its maintenance and running costs will be supported by MEHE.

Other operational costs will be born by the MEHE.

BUDGET TOTAL		Unit cost	Quantity	Unit	E. modality	BUDGET TOTAL	%
A	Increased access to education in PT through schools construction and enhanced working environment at MEHE					6.320.000	90,3%
A 01	Access to education through cost efficient, environmental & child friendly schools					4.880.000	69,7%
A 01 01	Baseline survey	10.000	1,00	lump s	co-mgt	10.000	
A 01 02	school construction - 5 schools	716.667	5,00	school	co-mgt	3.583.333	
A 01 03	One cost efficient, environmental & child friendly school	716.667	1,00	school	co-mgt	716.667	
A 01 04	Construction management (consultants for site supervision)	25.000	6,00	school	co-mgt	150.000	
A 01 05	Supply and installation of furniture & equipment	70.000	6,00	school	co-mgt	420.000	
A 02	Strengthened capacities in DGB					240.000	3,4%
A 02 01	Capacity development on environment & gender issues, procurement	80.000	1,00	lump s	co-mgt	80.000	
A 02 02	Workshops & study tours	30.000	1,00	lump s	co-mgt	30.000	
A 02 03	Advising on renewable energy including pilot activity	70.000	1,00	lump s	co-mgt	70.000	
A 02 04	Improved participatory methodology through software for site selection (setting criterion, scoring...)	50.000	1,00	lump s	co-mgt	50.000	
A 02 05	Communication on the lessons learnt	10.000	1,00	lump s	co-mgt	10.000	
A 03	Improved working environment for DGB and DGFA					1.200.000	17,1%
A 03 01	Construction management (consultants for site supervision)	35.000	1,00	lump s	co-mgt	35.000	
A 03 02	Construction of a more cost effective & environmental friendly administrative office	1.065.000	1,00	building	co-mgt	1.065.000	
A 03 03	Supply and installation of furniture & equipment	100.000	1,00	building	co-mgt	100.000	
X	Contingencies					205.860	2,9%
X 01	Contingencies					205.860	2,9%
X 01 01	Contingencies in Co management	130.860	1,00	lump s	co-mgt	130.860	
X 01 02	Contingencies in BTC management	75.000	1,00	lump s	BTC mgt	75.000	
Z	General means					474.140	6,8%
Z 01	Personnel					370.200	5,3%
Z 01 01	Int Technical Assistance	12.500	12,00	month	BTC mgt	150.000	
Z 01 02	Project Manager	2.500	48,00	month	co-mgt	120.000	
Z 01 03	Financial Officer (part-time - salary split between 3 projects)	500	48,00	month	BTC mgt	24.000	
Z 01 04	National Technical Assistant in infrastructure	1.500	48,00	month	co-mgt	72.000	
Z 01 05	Legal consultancy	350	12,00	tenders	BTC mgt	4.200	
Z 02	Investment					27.000	0,4%
Z 02 01	Vehicle	25.000	1,00	lump s	BTC mgt	25.000	
Z 02 02	IT	2.000	1,00	lump s	BTC mgt	2.000	
Z 03	Running costs					19.440	0,3%
Z 03 01	Office rental	180	48,00	month	co-mgt	8.640	
Z 03 02	Communication & operation costs	150	48,00	month	co-mgt	7.200	
Z 03 03	Financial costs	75	48,00	month	co-mgt	3.600	
Z 04	Monitoring & evaluation					57.500	0,8%
Z 04 01	Evaluation	15.000	2,00	mission	BTC mgt	30.000	
Z 04 02	Audit	10.000	2,00	mission	BTC mgt	20.000	
Z 04 03	Backstopping	2.500	3,00	mission	BTC mgt	7.500	
TOTAL						7.000.000	
						BTC mgt	337.700
						Co-mgt	6.662.300

5. Implementation modalities

The project will be administered according to the principles of partnership and joint implementation, and it is embedded in the framework of the Education Development Strategic Plan 2008-2012 (Five-Year Plan for the Education Sector).

The project will be managed, for most of its components, according to the mode of “co-management”. This means that the project funds are jointly managed by the Palestinian Authority and the Belgian Technical Cooperation, according to the two following principles:

- The Palestinian Authority is the project owner and has the contracting authority;
- BTC ensures the appropriate use of the project funds and the respect of its procedures.

The rule of “co-management” applies to all budget lines and all types of expenditure, with the exception of the budget lines concerning a) international expertise, b) the financial officer, c) backstopping, d) evaluations and e) audits that will be managed according to the ‘direct management mode’ by the Belgian Technical Cooperation.

5.1 Legal framework and administrative responsibilities

The Specific Agreement (SA) signed between the Palestinian and the Belgian Parties determines the legal framework of the project.

The Palestinian Authority designates the Ministry of Education and Higher Education, through its Directorate-General Buildings (DGB), as the administrative entity responsible for the implementation of the project. Together with the Resident Representative, it will also authorise the financial flow to the project.

The Directorate-General for Development Cooperation (DGDC), under the "Federal Public Service of Foreign Affairs, Foreign Trade and Development Cooperation", has the responsibility to monitor policy issues and respect for the SA on behalf of the Belgian Party. The DGDC shall exercise this role through the Head of Development Cooperation at the Consulate General of Belgium in Jerusalem.

As agency charged by the Belgian Party to perform its commitments in the facilitation of formulation, implementation and follow-up of the project, BTC will be responsible for monitoring all expenditures made under the Belgian budget (BTC and co-management) and provide technical backstopping to the implementation of the project in the field. BTC shall exercise this role through its Resident Representative in Jerusalem who is the co-authorising officer of the project.

5.2 Implementation and follow-up structures

5.2.1 The Ministry of Education and Higher Education

MEHE, through the Directorate General of Buildings (DGB) will undertake the overall execution of the programme. This will entail the following responsibilities:

- Ensuring that the project activities are in accordance with acceptable standards;
- Providing the technical assistance and managerial support needed as well as the designs, technical documents, contract related documents;
- Following up on project implementation and providing overall supervision of implemented activities as well as supervision of works in the field.

MEHE will supervise the project in close coordination with the BTC Resident Representative in Jerusalem.

5.2.2 Project Steering Committee (PSC)

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

The composition of the Steering Committee is as follows:

- The Director-General of Buildings (MEHE) – chair of the Steering Committee;
- The project Authorising Officer (MEHE);
- The representative of MOPAD;
- The BTC Resident Representative;
- The PMT will assure the secretariat of the Steering Committee.

Any of the members might delegate his/her authorities to a representative in writing.

The Steering Committee may invite, as observers or experts, any other person contributing to the project.

The Steering Committee will:

- Approve the state of progress of the Project and the achievement of its specific objective on the basis of the progress reports;
- Approve the work plan of the Project;

- Approve the list of schools selected for construction or rehabilitation;
- Approve the proposals relating to adjustment or modification of the intermediate results and their respective budgets, in compliance with the agreed specific objective and subject to the limit of the approved budget;
- Approve the way in which the Belgian contribution is made available (BTC management / co-management), the financial modalities, budget revisions and reallocations between budget lines as long as those revisions do not affect the project specific objective and results and remain within the approved budget;
- Approve the proposals related to modifications to specific objective indicators and result indicators;
- Approve the changes proposed related to the composition and responsibilities of the Steering Committee and the mechanism to change the TFF;
- If necessary, seek approval of both Governments for modifications of the duration of the Specific Agreement, the total Belgian financial contribution and the Specific Objective of the intervention;
- Identify any problem relating to the management of the resources (human, financial or material) or the interpretation of the Agreement or to the TFF, which may pose a threat to the smooth course of the Project;
- Approve the financial audits and the monitoring reports;
- Formulate recommendations on possible necessary changes in the Project components, budgets and future directions; and
- Approve the final report and close the Project.

5.2.3 Project Management Team (PMT)

The Project Management Team (PMT) facilitates and manages the daily implementation of the project. It is responsible for assuring the good governance of all project resources (human and material). It provides conceptual inputs with regard to project design and strategy and makes policy recommendations.

The PMT will be mandated to verify whether activities are properly implemented. It will mobilise and guide the project implementers and coordinate with government institutions and offices on all aspects affecting the project.

The Project Management Team will report to the Steering Committee.

In view of its implementing mandate, the PMT membership will be limited to the following members:

- The Palestinian Project Manager;
- The BTC Chief Technical Advisor who will also act as co-Manager;
- The Financial Officer;

- The National Technical Assistant – infrastructure.

The PMT assures the coordination and day-to-day management of the whole project and is responsible for:

- Overall planning and reporting of/on the project activities;
- Planning of activities per school and preparation of detailed budget estimated per activity per school;
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- Technical guidance on project methodology and strategy;
- Supervise and control the procurement process (for works, goods and services);
- Submit monthly accounting reports according to BTC format;
- Provide financial management, accounting and timely compilation of progress reports and budgeted work plans for the following period for consideration by the PSC;
- Act as the secretariat of the PSC (dissemination of reports, proposal of agenda, drafting of minutes of SC meetings etc);
- Compilation of the project final report at the end of the project;
- Coordination and networking with other national and international partners.

The PMT will be supported by the MEHE in the execution of its tasks.

5.3 Financial responsibilities

5.3.1 Financial Mechanism for the Belgian contribution

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

5.3.1.1 Bank accounts and authorisations

A separate 'main project account' in EUR named 'Belgian contribution – School building III' shall be opened for the (financially) co-managed Belgian contribution at a commercial Bank.

The signatories of this account will be the Palestinian Authorising Officer (PAO), designated by MEHE and the BTC Resident Representative in Jerusalem as Co-authorising officer.

This account will be replenished by BTC Brussels in quarterly instalments based on the

provisions made in the approved work-plans.

The project will also open an operational project account in local currency (ILS) or in dollars (USD) for expenses related to the management of the project. This account will be activated through the joint signature of the Project Manager and the Co-manager. This operational account will be used for expenditures under the threshold of 25.000 €.

For logistic reasons, the Authorising Officer and the Co-Authorising officer can give their approval for the opening of one other operational account.

This operational account will be replenished, following the BTC procedures, at the demand of the project Manager and project co-management officer (see “request for funds” below).

A bank account will also be opened in a local bank for expenditures in direct management, the signatories being the International Technical Advisor of the project and the Resident Representative, or their delegates.

5.3.1.2 Request for funds

a) For the main account

From the notification of an implementation agreement between the Belgian State and BTC, the Authorising & Co-Authorising officers can do a first request for funds. The requested amount has to correspond to the financial needs of the first three months and will follow BTC internal procedures.

For the subsequent transfer of funds, the Project Manager and the Co-Manager of the project must introduce to the BTC Representative in Jerusalem a cash call at the beginning of the month before the next quarter. This cash call must be signed by project director and co-director and approved by Authorising & co-authorising officers.

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

The transfer of the funds is only performed on condition that:

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

In case of emergency, the project may submit an early cash call but it has to explain the need.

b) For the project account

The project account will be replenished by the main accounts on a regular basis,

according to the needs (see reporting hereafter).

5.3.1.3 Financial reports

a) Budget follow-up reports

The project will follow the BTC internal procedures. The PMT shall send a monthly Financial reporting, signed by the Project Manager and Co-Manager to Authorising Officer and the BTC representation in Jerusalem, together with the original of all related invoices, receipts, and supporting documents. BTC should control, verify and send its feedback report to the PMT and MEHE. BTC Jerusalem will then approve and send the Financial report to BTC Brussels.

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

b) Financial planning

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

The financial planning must be done in accordance with the BTC internal procedures and must be sent to the BTC Representation in Jerusalem.

c) Accounting

The accounting of the project must be elaborated and approved following the BTC internal procedures. The accounting must be signed by the Project Manager and co-Manager and sent to the BTC Representative.

The following must be forwarded by the project to the BTC Representative:

- Electronic accounting files;
- Bank statements and signed cash statements;
- All supporting documents (originals);
- Justifications (complete files) of the registered replenishment of the districts bank accounts.

d) Other financial reports

At the SC meetings, the Project Manager and Co-Manager will present the following financial information:

- Budget monitoring reports;
- Updated financial planning's;

- List of the main engagements;
- Bank accounts statements;
- List of the received funds;
- Budget change proposal if needed;
- Action plan related to audit requirements.

5.3.1.4 Budget Management

The budget gives the budgetary constraints in which the project must be carried out. The PSC on the basis of proposal worked out by the PMT must approve each budget modification. The possible budgetary modifications are:

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

Budget changes must be managed according to BTC procedures.

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

5.3.1.5 Procurement

a) *Co-management*

Procurement related to the activities funded by Belgium under Co- management will be carried out by the MEHE using the supplementary World Bank Standard Bidding Documents and evaluation forms for procurement for works, goods and services in accordance with the World Bank regulations and Guidelines¹.

Procurement of Works: works procured under this project would be limited to the construction of the schools and the administration building using National Competitive Bidding (NCB) procedures.

Procurement of Goods: Goods contracts estimated to cost less than Euro 67,000 euros will be procured using Shopping procedures and would require soliciting, receiving and evaluating competitive quotations from at least three

¹ Guidelines: Procurement under IBRD Loans and IDA Credits' published by the Bank in May 2004, revised in October 2006 & May 2010 and the 'Guidelines: Selection and Employment of Consultants by World Bank Borrowers,' dated May 2004, revised October 2006 & May 2010

qualified suppliers. The award would be made to the supplier with the lowest price quotation for the required goods, provided it has demonstrated capacity to execute the contract successfully. In situations and circumstances that are in compliance with the provisions of paragraph 3.6 of the Guidelines for Procurement, goods would be procured through Direct Contracting with BTC prior approval. Goods Contracts estimates to cost equivalent to more than 67,000 EUR will be procured using National Competitive Bidding (NCB) procedures.

Selection of consultants: Contracts for consultancy services will be procured through Quality and Cost Based Selection (QCBS) or Quality Based Selection (QBS). For services costing less than 67,000 euros, the selection method would be Consultants' Qualifications (CQS). Financial and technical audits estimated to cost less than the equivalent of 67,000 euros may be procured under Least Cost Selection (LCS). Individual Consultants (IC) will be selected under the provisions for the Selection of Individual Consultants, i.e., in essence through the comparison of the curriculum vitae of at least 3 qualified individuals.

For each contract to be financed under this project, the different procurement and consultant selection methods, estimated costs, review and No Objection requirements by the BTC, and time frame are agreed between the MEHE and the BTC in the Procurement Plan (PP). The PP will be updated as required to reflect the actual project implementation needs.

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

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

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

A new procurement law is currently being prepared by the PA with the support of the World Bank. The law was drafted in line with the international standards. Once the new procurement law is finalised and enacted together with the related regulations and associated new bidding documents, the feasibility and the

modalities for adopting the Palestinian procurement procedures will be examined through a study external to the project. Based on the recommendation of this analysis, the PMT will propose the necessary changes to the TFF to the Steering Committee for the latter's approval.

All contracts, invoices and payments to be charged on the co-managed Belgian contribution must be endorsed in writing by the Project Manager and the co-management Officer.

Any contract above 25.000 EUR must be approved by the BTC Resident Representative. For every contract above this amount the PMT shall obtain the approval of the MEHE and the BTC No Objection on:

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

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

b) BTC direct-management

The budget lines related to International Technical Advisor, the Financial Officer, the legal consultancy, the purchase of the car and IT, the technical backstopping, the audits and other monitoring and evaluation activities will be managed in direct BTC management ("régie") according to the Belgian procurement regulations.

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

5.3.1.6 Regulations on personnel recruitment

The local staff (the Project Manager, and the National Technical Assistant) is recruited as per Palestinian rules and regulations, with the participation of the BTC Resident Representative. MEHE presents the selected person to BTC for approval. The current staff of School II will carry-on their duties under School III.

The International Technical Advisor and the Financial Officer are recruited and contracted directly by BTC. The recruitment of the International Technical Advisor will be submitted to the approval of the Palestinian Authority through the Ministry of Planning and Administrative Development. The provisions of the General Agreement signed between the Palestinian Authority and the Belgian Government shall prevail.

5.4 Modification of the TFF

The formal agreement of the Belgian State is needed to change the duration of the SA or the total Belgian financial contribution or the specific objective of the project.

The request of the above modifications has to be motivated by the PMT and approved by the PSC. The exchange of letters requesting these modifications shall be initiated by the Palestinian party and shall be addressed to the Belgian Embassy. Other changes can be brought to the TFF by MEHE and BTC if requested.

The following changes need to be approved by the PSC:

- The list of priority schools included in the project;
- The way in which the Belgian contribution is made available (own management / co-management);
- The financial modalities;
- The procurement rules;
- Project results and their respective budgets;
- Specific objective and result indicators;
- Composition and responsibilities of the Steering Committee;
- The mechanism to approve the changes to the TFF.

They will be noted in the minutes of the PSC meeting approving them and will be included in the annual report. The Belgian State must be informed about the changes. Any other change to the TFF can be decided and implemented by the PMT.

5.5 Monitoring and evaluation

5.5.1 Base-line Survey

A baseline survey will be carried out in the project area by the PMT at the very beginning of the project. This survey will be undertaken in a comprehensive manner, and cover the indicators mentioned in the logical framework. It will provide the reference points against which the achievements of the project must be compared.

5.5.2 Reporting

The PMT will be responsible for the coordination of the planning. They will inform regularly BTC and the PSC on project progress:

- The PMT will establish the Project work-plan and budget that will be presented to

the Steering Committee during the first 3 months of the project start-up;

- The PMT will update work plans on a quarterly basis (compiling information regarding operations, procurement and financial planning). Those updates will be sent to the BTC Representation in Jerusalem;
- The PMT will also compile the information for the six-monthly implementation reports (semi-annual review of the planning), which will be presented to the PSC;
- An annual report will be produced according to the BTC templates and endorsed by the PSC.

The supervision and backstopping to monitoring of activities will be a responsibility of the PMT.

5.5.3 Mid Term and Final Evaluation

An external mid term review will be conducted at the end of the project's second year. The terms of reference will be prepared by the PMT and forwarded to the PSC for approval. The MTR will take into consideration the fact that the present project is the continuation of two previous project phases, to be seen as a whole. Therefore the project output and outcomes of the previous phases should be integrated into the evaluation of the present project.

The main objective of the mid-term review is to assess the progress of the project activities against planning (efficiency) and the extent to the results and objective are going to be achieved during the course of the intervention (effectiveness). The review will also examine the financial, institutional and managerial setting of the intervention. The mission will formulate recommendations for the second half of the projects. It will insist in particular on the mechanisms that have been / or should be put in place to ensure sustainability of the results. Its findings and recommendations will be presented to the PSC.

A final evaluation will be conducted at the end of the project implementation, capitalising the lessons learnt of the project.

The evaluation modalities will be aligned on the modalities proposed in the document 'Palestinian Education Sector Partnership principles', taking into account the Belgian procedures.

5.5.4 Technical backstopping missions

A provision is made for international or national consultants who will provide on demand technical backstopping for specific aspects of the project.

Periodical backstopping from BTC headquarters can also be provided according to the needs.

5.5.5 Audits

5.5.5.1 BTC Audit

Each year auditors audit the accounts of BTC. Within this framework, they may also carry out audits of projects in the Palestinian Territory.

5.5.5.2 Project Audit

A qualified auditor who is to be selected jointly by both parties and contracted by BTC will execute the external auditing. The audit firm must work according to the international standard of auditing. The PSC asks the BTC Representative in Jerusalem to define the terms of reference and to select the audit firm. The audit tasks include:

- Verification of the existence and respect of the procedures;
- Verification that the project accounts reflects the reality.

The project must be audited after one year of implementation and during the third year of implementation. The audits will have a component “value for money”.

Reports of the auditor and the monitoring mission will be forwarded to the PSC.

All the audit reports will include recommendations and proposal of corrective actions.

The PSC can require additional audits if necessary.

5.6 Closure of the project

A final evaluation will be organised at the end of the project. During the last phase of the project all parties will ensure that the following actions are taken:

- An end-of-project report has been presented to the SC;
- Destination of remaining assets and budget is agreed upon;
- Preparations for the closure of accounts have been made.

The PMT shall compile and prepare a general end-of-project report that can be presented and discussed at PSC before the project comes officially to a close. Its final version will include the minutes of this PSC meeting including the remarks made about content and conclusions of the end-of-project report.

The end-of project-report shall give a full account of the expenditures of both the

Palestinian and the Belgian contributions. It must include a list of all equipment to be handed-over. The SC will approve the plan for handing over the equipment bought from the Belgian contribution.

Amounts that are not used at the end of the project, will come back in the indicative cooperation programme envelope and will be reallocate as project aid during a session of the Partner Committee. This will be confirmed by exchange of letters

After the remaining budget has been transferred according to the decision of PSC, both authorising officers of the project will take all necessary steps described by law and banking procedures, to close all project accounts. Documents confirming the closure of the accounts shall be copied to the BTC Brussels and MEHE.

After the end of the Specific Agreement, no expenditure will be authorised except if they are related to commitments entered into before the end of Specific Agreement and who are acts in the statement of the SC. In no way, operating expenditures will be allowed after the end of the SA.

6. Cross cutting themes

6.1 Environment

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

In the third phase of schools construction, environmental concerns will be considered during the design phase for one school. The approach will include passive measures: the maximisation of greening in the school compound, the orientation of the facilities with regards to sun and wind direction, the insulation, the maximal use of daylight and natural ventilation. Due attention will be given also in choosing materials with limited environmental impact for the construction of schools, and when selecting furniture and equipment.

For the administrative building, insulation measures will be applied, decreasing running costs of the building and reducing its ecological footprint. On top of that, as an active measure, a pilot scale grid-connected photovoltaic system will be installed. This system will decrease the fossil-based electricity consumption and contribute to a more eco-friendly building.

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

The use of rainwater harvesting will be maximised. Wastewater drainage will be handled adequately; and will be either discharged into the sewer system, into isolated septic tanks or even to lagoons.

These environmental issues will be specially taken into consideration during the design, construction and use of the administrative office of MEHE. It shall become a pilot project aiming at raising awareness on ecological buildings of both the population and the administration.

6.2 Social economy

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

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

6.3 Children's rights and gender

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

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

In general, the project wants to ensure that no double standards are applied, for example between different areas, or when dealing with cities versus villages. The MEHE plan is to provide equal schooling opportunities for all students in the Palestinian Territory, including girls and handicapped children.

6.4 HIV / AIDS

The project does not specifically deal with HIV/AIDS issues.

7. Annexes

7.1 Logical Framework

Project title:	Construction of schools in the Palestinian Territory – Phase III (ICP 2008-2011)
----------------	---

	Logical of the intervention	Indicators	Sources of verification	Hypotheses
GO	<u>General objective</u>	To promote the quality of primary and secondary education in the Palestinian Territory		
SO	<u>Specific objective</u> To increase access to education in the Palestinian Territory thanks to the construction of cost-effective, child and environment friendly schools and to enhance the working environment of MEHE	<ul style="list-style-type: none"> ○ School enrolment in the concerned villages and cities ○ Total amount of students graduating in primary and secondary schools in the concerned villages and cities ○ One school and one administrative office built according to eco-friendly principles (location, energy, materials, equipment, water, ventilation, light...) 	<ul style="list-style-type: none"> ○ Concerned schools' database ○ MEHE database ○ Baseline study 	<ul style="list-style-type: none"> ○ Local authorities and communities continue to maintain school facilities ○ Local Authorities and communities continue to prioritise education and equity ○ General safety in the concerned villages and cities allows students to attend school ○ Curfews and road blocks don't inhibit school attendance ○ Adequate teachers are available ○ Pedagogic equipment is made available and adequately used ○ Construction costs and exchange rates remain relatively stable
R 1	<u>Result 1</u> Access to education is increased by building more cost-efficient, child and environment friendly school facilities with furniture and equipment	<ul style="list-style-type: none"> ○ Total amount of students attending school in concerned villages/cities with girls ratio ○ Amount of schools operating with shifts systems in concerned villages/cities 	<ul style="list-style-type: none"> ○ MEHE database ○ Concerned schools' enrolment lists ○ Project plans ○ Handbook for school design 	<ul style="list-style-type: none"> ○ Construction permits are granted ○ Access roads to the schools are provided ○ Teachers and supportive personnel are available

		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Project reports Site surveys 	<ul style="list-style-type: none"> Management and maintenance of schools is assured Sanitary facilities are kept clean and are maintained School environment is maintained and maintenance training is given to concerned persons
R 2	<p><u>Result 2:</u></p> <p>The capacities of the DGB are strengthened</p>	<ul style="list-style-type: none"> Efficient, transparent, participatory methodology with clear set of weighted criteria for school sites selection in place Policy in favour of women, disable and specific groups applied within MEHE Environmental concerns integrated within school design and operation and maintenance of the schools State of the art guideline integrating recommendations of Energy Efficient Building Code in place Fiduciary risks taken into consideration within the different MEHE procedures Training programmes produced and used Implemented training plans in 	<ul style="list-style-type: none"> Progress Project Reports Training plan approved by the Steering Committee Capacity Development and Training Strategy approved by the MEHE Training evaluation reports Staff surveys and user feedback mechanisms MEHE decision and guidelines Design guidelines and school designs Solar system monitoring system 	<ul style="list-style-type: none"> General context allows the Ministry to work efficiently MEHE staff ready to participate, deliver and cooperate Qualified staff available Sufficient capacity of local training institutions Suitable trainers available

		<p>place incorporating needs assessment and resource requirements</p> <ul style="list-style-type: none"> ○ Quality of training and impact on competence to develop and implement activities ○ Priority services identified in local plans and budgets ○ Solar system capacity, production, savings and CO₂ avoided 		
R 3	<p><u>Result 3:</u></p> <p>The working environment of the DGB and the DGFA is improved through the construction of a cost-effective and environment friendly administrative building with furniture and equipment</p>	<ul style="list-style-type: none"> ○ Number of m² per employee increased ○ Administrative office respects sustainable principles ○ Number of staff within both directorate increased 	<ul style="list-style-type: none"> ○ Administrative office design ○ MEHE pay-roll 	<ul style="list-style-type: none"> ○ Construction costs and exchange rates remain relatively stable ○ Well educated and experienced staff ready to work for the public sector

	Activities to reach Result 1	Means	Belgian Contribution
R 1	<u>Result 1</u> Access to education is increased by building more cost-efficient, child and environment friendly school facilities with furniture and equipment		Costs in Euros
A 1.1	Baseline survey Collection of data necessary for the project evaluation	Local consultancy	10.000
A 1.2	Design and construction of cost efficient, environmental and child friendly schools Batch of 5 schools, following the on-going norms and design developed at MEHE Batch of 1 school considering environmental, cost-efficiency, users' comfort and maintenance criteria	Local design companies with advices from PO, ITA, International consultancy Local builders	4.300.000
A 1.3	Construction management	Local consultancy	150.000
A 1.4	Equipment and furnishing	PMT, suppliers	420.000

	Activities to reach Result 2	Means	Belgian Contribution
R 2	<u>Result 2</u> The capacities of the MEHE, especially at the level of the DGB are strengthened		Costs in Euros
A 2.1	Capacity development Trainings and on-the job training on gender and environment protection, procurement, fiduciary risks and financial management, state of the art for school design, maintenance	ITA, local and international consultants	80.000
A 2.2	Seminars and study tours Organisation and/or participation of seminars and study tours abroad related to the fields described in A.2.1	PMT	30.000
A 2.3	Advising on renewable energy, including pilot activity	Local consultant	70.000

A 2.4	Improved methodology for site selection Detailed assessment, definition of a methodology through a participatory, process, software design, training	Suppliers International consultant	50.000
A.2.5	Dissemination of lessons learnt on eco-friendly schools		10.000

	Activities to reach Result 3	Means	Belgian Contribution
R 3	<u>Result 3</u> The working environment of the DGB and the DGFA is improved through the construction of a cost-effective and environment friendly administrative building with furniture and equipment		Costs in Euros
A 3.1	Design and construction management Design integrating environment concerns	Design office with support of ITA, international consultant	35.000
A 3.2	Administrative office construction	Local builder	1.065.000
A 3.2	Equipment and furnishing	PMT, suppliers	100.000

7.2 Implementation calendar

Based on the experience of the first two project phases, a smooth and prompt implementation of the schools and administrative construction could be expected, especially when knowing that MEHE did not wait for the formulation to start the design phase of the schools and the administrative office. However, it has been requested to slow down the process as to integrate as much as possible new requirements into the design, allowing the project to provide some added value to the on-going process.

Considering the uncertainty of the political context in the region, delays could occur at any stage of the project implementation. Therefore, it has been decided to consider a period of 4 years to implement the project, with a 5-year validity period of the SA.

7.3 Chronogram

Budget code	Results/activities	Mode	Budget	Year 1				Year 2	Year 3	Year 4
				Q1	Q2	Q3	Q4			
	Increased access to education in PT through schools construction and enhanced working environment at MEHE		6.320.000	10.000	-	560.000	1.231.165	3.880.584	624.751	13.500
A_01	Increased access to education		4.880.000							
A_01_01	Baseline survey	co-mgt	10.000	10.000						
A_01_02	Schools construction - 5 schools	co-mgt	3.583.333			537.500	716.665	2.150.001	179.167	
	One cost efficient, environmental & child friendly school	co-mgt	716.667				107.500	573.333	35.834	
A_01_03	Construction management (site supervision)	co-mgt	150.000			22.500	30.000	97.500		
A_01_04	Supply and installation of furniture & equipment	co-mgt	420.000				140.000	140.000	140.000	
A_02	Strengthened capacities of DGB		240.000							
A_02_01	Capacity development on environment & gender issues, procurement	co-mgt	80.000				10.000	40.000	30.000	
A_02_02	Workshops & study tours	co-mgt	30.000					20.000	10.000	
A_02_03	Advising on renewable energy including pilot activity	co-mgt	70.000					5.000	61.500	3.500
A_02_04	Improved participatory methodology through software for site selection	co-mgt	50.000				5.000	30.000	15.000	
A_02_05	Communication on lessons learnt	co-mgt	10.000							10.000
A_03	Improved working environment for DGB and DGFA		1.200.000							
A_03_01	Construction management (site supervision)	co-mgt	35.000				9.000	26.000		
A_03_02	Construction of cost effective & environmental friendly administrative office	co-mgt	1.065.000				213.000	798.750	53.250	
A_03_03	Supply and installation of furniture & equipment	co-mgt	100.000						100.000	
X	Contingencies		205.860	-	-	-	-	-	90.000	115.860
X_01	Contingencies in Co management	co-mgt	130.860						50.000	80.860
X_01	Contingencies in BTC management	co-mgt	75.000						40.000	35.000
Z	General means		474.140	41.715	66.115	15.465	42.965	125.160	98.860	83.860
Z_01	Personnel		370.200							
Z_01_01	Int Technical Assistance	BTC mgt	150.000	25.000	25.000		25.000	37.500	37.500	
Z_01_02	Project Manager	co-mgt	120.000	7.500	7.500	7.500	7.500	30.000	30.000	30.000
Z_01_03	Financial Officer (part-time)	BTC mgt	24.000	1.500	1.500	1.500	1.500	6.000	6.000	6.000
Z_01_04	National Technical Assistant - Infrastructure	co-mgt	72.000	4.500	4.500	4.500	4.500	18.000	18.000	18.000
Z_01_06	Legal consultancy	BTC mgt	4.200		1.400	750	750	1.300		
Z_02	Investment		27.000							
Z_02_01	Vehicle	BTC mgt	25.000		25.000					
Z_02_02	IT	BTC mgt	2.000	2.000						
Z_03	Running costs		19.440							
Z_03_01	Office rental	co-mgt	8.640	540	540	540	540	2.160	2.160	2.160
Z_03_02	Communication & operation costs	co-mgt	7.200	450	450	450	450	1.800	1.800	1.800
Z_03_03	Financial costs	co-mgt	3.600	225	225	225	225	900	900	900
Z_04	Monitoring & evaluation		57.500							
Z_04_01	Evaluation	BTC mgt	30.000					15.000		15.000
Z_04_02	Audit	BTC mgt	20.000					10.000		10.000
Z_04_03	Backstopping	BTC mgt	7.500				2.500	2.500	2.500	
	TOTAL		7.000.000	51.715	66.115	575.465	1.274.130	4.005.744	813.611	213.220

7.4 ToR long-term personnel

7.4.1 Project Manager

The project manager (PM) shall be selected by Directorate-General of Buildings in the MEHE with the no objection of BTC. He/she will be one of the members of the PMT, and will work on a full-time basis in coordination with the project co-Manager and will supervise the Project Management Team (PMT).

Duty station: Ramallah, Palestinian Territory

Duration of the assignment: 48 months

Tasks

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

Reporting to MEHE and BTC the PM specific tasks include:

- Providing overall leadership of the PMT and coordinate its activities with the ones of MEHE
- Contribution to overall planning of the project activities;
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- Technical guidance on project methodology and strategy;
- Supervise engineers and consultants during the preparation and tendering of contracts for procurement of works, goods and services;
- Supervise financial management, accounting and timely compilation of quarterly progress reports and budgeted work plans for the following period for consideration by the PSC;
- Contribution to compilation of the project final report at the end of the project;
- Coordination and networking with other national and international partners;
- Supervise the preparation of quarterly and annual progress reports of the PMT;
- Supervise the monitoring and evaluation of the Project implementation;
- Analyse and consolidate monitoring reports and prepare recommendations to the PSC;
- Organise bi-annual PSC meetings;
- Prepare the contents and agenda of the PSC meetings;

- Be responsible for regular communication with BTC on the management and supervision of Project implementation;
- Act on behalf of the Chairman of the PSC when authorised, and report back to the Chairperson on actions taken;
- Ensure the capturing and integration of lessons learnt and experience drawn in the implementation of project activities;
- Ensure coordination and exchange of experiences between the project and other related experiences;
- Be authorised account-holders for the accounts.

Reporting

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

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

Minimum profile

- Degree in civil or architectural engineering;
- at least 10 years experience in construction;
- Management experience, and experience with an international organization or NGO;
- Experience in school buildings;
- Fluent in English;
- Mature, good communicator and team-player;
- Able to work under stressful conditions and not objecting to overtime and field missions.

7.4.2 International Technical Advisor (ITA)

The International technical Advisor (ITA) will be the co-Manager of the project. In

consultation with the MEHE, the expert will work on a part-time basis and will manage the implementation of the project, including supervision of procurement of works, supplies and services. He/she will be a member of the PMT and will contribute to the supervision of task of the PMT.

Duty station: Ramallah, Palestinian Territory

Duration of the assignment: 12 months

Tasks

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

The specific tasks for the ITA include:

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

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

Reporting

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

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

Minimum profile

- Degree in civil or architectural engineering;
- at least 10 years experience in cooperation projects;
- Experience in school buildings and capacity building activities;
- Proved knowledge in sustainable projects using energy efficiency principle and renewable energy production;
- Fluent in English;
- Mature, good communicator and team-player;
- Able to work under stressful conditions and not objecting to overtime and field missions;
- Knowledge of the Arabic context, and more specifically of the Palestinian context will be an asset.

7.4.3 National Technical Assistant - Infrastructure (NTA-I)

The National Technical Assistant – infrastructure (NTAI) will be recruited to operate within the MEHE. He/she will be one of the 4 members of the PMT, and will work under supervision of the PM and the ITA.

His/her specific tasks include:

- Overall planning of the project activities related to construction;
- Organising and coordinating MEHE inputs in the project;
- Organising, coordinating and supervising the implementation of project activities in accordance with the approved project work plans;
- Supervise engineers and consultants during the preparation and tendering of contracts for procurement of works, goods and services related to the infrastructure;
- Contribute in the writing of the 'State of the Art' guideline for school construction;
- Contribute to the financial and activity reporting of the PMT.

Minimum profile

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

7.4.4 Financial Officer (FO)

The financial officer is responsible for a variety of finance-related tasks including the ones listed below (this list is not exhaustive). He/she works under direct supervision of the ITA for all Regie-related expenses and of both the PM and the ITA for all co-management-related expenses.

He/she will be one of the members of the PMT, and will work on a part-time basis.

Duty station: Ramallah, Palestinian Territory

Duration of the assignment: 48 months

Tasks

- Responsible for financial administration and procedures;

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

Financial activity reporting

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

Budgeting and financial planning

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

- Overall management of bank and cash accounts, making cash calls on basis of the financial planning.

Auditing, monitoring, consulting, training

- Audit and analyze project expenses monthly, report any inconsistencies or irregularities;
- Control supporting accounting documents on quality and completeness, and follow up on corrections by the accountant;
- Consult and monitor financial issues related to technical project components (e.g. transfer of scholarship funds, accountability of beneficiaries and institutions);
- Prepare and provide training on financial management for stakeholders;
- Preparing and assisting internal and/or external financial audit missions;
- Any other tasks reasonably requested.

Minimum profile

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

7.5 CABE school design principles

CABE is the UK government's advisor on architecture, urban design and public space. It produced a 10-assessment criteria list with sub indicators presented in the form of questions to define the relevance of school design. These criteria, listed below, are more and more used as reference for assessing the quality of school buildings in several European countries and regions.

1. Identity and context: making a school that the students and community can be proud of

School ethos and identity

- Is the educational vision successfully manifested in the design?
- Is the school inviting to the local community?

Relationship with neighbourhood

- Does the design respond and contribute positively to its locality?

Civic character

- Does the scheme establish an appropriate civic presence for the school in the neighbourhood?
- Will the design strengthen the image of education locally?

2. Site plan: making the best use of the site

Enhancing the character of the site

- Does the design foster a sense of place?

Working with existing site constraints and opportunities

- How well does the design deal with site-specific constraints?

Strategic site organisation

- Are the buildings, grounds and facilities arranged well on the site?
- Does the configuration of buildings create positive internal and external spaces?
- Are the external circulation routes clear and do they balance the demands of different users?

3. School grounds: making assets of the outdoor spaces

Relationship between the grounds and building

- Do the grounds and planting contribute to creating a sense of place?
- Does the design respond to the existing topography, climate and ecology of the site?

Social spaces and play

- Are outdoor spaces provided for a variety of different student social activities, interest ranges and group sizes?

Outdoor learning

- Are there provisions for outdoor learning?

Physical activity

- Are there opportunities for a wide range of physical activities?

4. Organisation: creating a clear diagram for the buildings

Accommodating the educational agenda

- Is this successfully accommodated in the internal arrangement of spaces?

Spatial organisation

- Is there a clear spatial diagram for the building?
- Are the learning spaces arranged well across the school?

Movement routes

- Is there a clear hierarchy of circulation routes?
- Are links between indoor and outdoor spaces optimised?

5. Buildings: making form, massing and appearance work together

Concept

- Is there a coherent design idea that relates plans, sections and elevations?

Form and massing

- Is the building's form and massing appropriate to the site?
- Does the massing create well-proportioned internal and external spaces?

Appearance

- Do the elevations reflect the design concept to create an inspiring building?
- Is the building good architecture in its own right?

Construction and materials

- Do the materials contribute positively to the quality of the scheme?
- Will the fabric of the buildings be durable and easy to maintain?

6. Interiors: creating excellent spaces for learning and teaching

Variety and delight

- Will occupants experience variety and delight as they move around the school?
- Are circulation and social spaces inviting to students?

High quality

- Will the internal environment help students and staff feel valued and motivated?
- Are learning spaces well proportioned and pleasant?

The building in use

- Will the building work well in full use?
- Have the acoustic requirements of different spaces been achieved?

7. Resources: deploying convincing environmental strategies

Orientation

- Has the optimum orientation for different types of spaces been considered?
- Does the design of the elevations respond to different orientations?

Ventilation

- Does the ventilation strategy provide a comfortable environment in which to learn in all seasons?
- Where possible, are spaces naturally ventilated?

Daylighting

- Are key spaces daylit for most of the year?
- Is there an imaginative use of daylight to create uplifting spaces?

Energy and services strategies

- Does the whole design help to minimise energy use and carbon emissions?
- Is any on-site energy generation appropriate and meaningful?
- Will the design provide an environment with a comfortable temperature for learning throughout the year?

8. Feeling safe: creating a secure and welcoming place

External environment

- Are external routes and boundaries clear and well defined?
- Is the security strategy balanced with openness?

Internal environment

- Is there passive surveillance of key points in the school?
- Does the design of toilets, staircases and circulation spaces allow for visibility so that they feel safe?

9. Long life, loose fit: creating a school that can adapt and evolve in the future

Day-to-day adaptability

- Does the design provide day-to-day adaptability for different types of learning and teaching?

Flexibility

- Is the building able to accommodate different organisational structures or pedagogies?
- How well does the design allow for future expansion of the school?

Furniture, fittings and equipment

- What range of layouts can be made using the proposed furniture?

10. Successful whole: making a design that works in the round

Appropriateness

- Does this design as a whole offer a thoughtful, coherent and convincing response to the key issues of this site and brief?
- Does the whole design add up to more than a sum of its parts?

Delight

- Will it be a pleasure to work, eat, learn, play, teach and socialise in this school?

Timelessness

- Is this school set to be a cherished part of its locality?

Fulfilling user intentions

- Does the architectural approach successfully meet the aspirations of the client and community?
- Will the school help to deliver educational transformation?