Enabel

Preliminary Final Results Report

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

Country: Palestine

Version 10/7/2023

Belgian development agency

enabel.be

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1 Abbreviations

BCR	Brussels Capital Region
DGD	Directorate General of Development Cooperation
DGB	Directorate General of Buildings (within MoE)
EUR	Euro
ESS	Equivalent Student's Suffering measurement tool
GIS	Geographical Information System
ICP	Indicative Cooperation Program
ILS	Israeli Shekel
JDoE	Jerusalem Directorate of Education
O&M	Operation and Maintenance
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MPWH	Ministry of Public Works and Housing
PA	Palestinian Authority
PEA	Palestinian Energy Authority
PT	Palestinian Territory
PSC	Project Steering Committee
PSU	Project Support Unit (formerly Project Management Team)
PV	Photovoltaic
QEL	Quality Education and Learning project (SO1 of Enabel's new portfolio)
RR	(Enabel's) Resident Representative
SA	Specific Agreement
SO	Specific Objective
TFF	Technical and Financial File
TOR	Terms of Reference
TVET	Technical and Vocational Education and Training

2 Summary of the intervention

2.1 Intervention form

Title of the intervention	Schools Construction, Rehabilitation and Equipment in the Occupied Palestinian Territory - PHASE IV
Code of the intervention	PZA1203211
Location	West Bank, including East Jerusalem
Total budget	18,500,000 EUR
Partner institution	PSE - Ministry of Education PSE Ministry of Finance and Planning PSE Waqf / Jerusalem Directorate of Education
Start date of the Specific Agreement	17/07/2013
Start date of the intervention/ Opening steering committee	17/07/2013
Expected end date of execution	16/07/2023
End date of the Specific Agreement	16/07/2023
Target groups	Directorates and beneficiary schools (primary and secondary schools) Students and the teachers attending the constructed and rehabilitated schools Current and future families of students attending the project's schools The Palestinian public institutions working in education together with the various municipalities and village councils' local communities
Impact	PZA1203211 The quality of primary and secondary education in the Palestinian Territory is improved.
Outcome	A Access to education in OPT is increased
Outputs	A01 Increased access to education
	A02 Strengthened capacities of MOE & end users
	A03 Access to a source of green and reliable electric energy is increased

2.2 Self-evaluation of performance

2.2.1 Relevance

	Performance
Relevance	A

Education is a key priority in the Palestinian National Development Plan and one of the main priorities of the Enabel Cooperation Portfolio 2022-2026.

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

Enabel projects are supporting the governmental strategy and matching with MoE future plans.

The new activities on STEAM and Fablabs, initially developed in EU-funded RiSE project, and further expanded through the 3rd and 4th amendments to School IV project, are also closely aligned with MoE's strategy of developing STEM in schools.

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

2.2.2 Effectiveness

	Performance
Effectiveness	A

The Phase IV project builds on the results of previous phases (1 to 3) and the activities and results of the original project's perimeter have all been achieved. As of July 2023, the remaining new activities which were contracted in December 2020 as part of the bridging programme were all implemented except for the building purchase, which has been replaced with solar PV systems in Gaza and school furniture (contracted and under implementation).

Enabel's expertise in school rehabilitation in East Jerusalem is now well known and recognized by all stakeholders.

2.2.3 Efficiency

	Performance
Efficiency	B

Comments: Most school construction and equipment activities planned in the initial project and the subsequent top-up have already been implemented timely and cost-efficiently.

The additional school transformation works funded through the project top-up amendments signed in December 2020 were also implemented during the summer break of 2021 and are completed.

Some innovative activities (Fablabs and building purchase) were partially delayed, due to their exploratory nature, the need to co-develop these with partners (strong interest from MoE and from new stakeholders in the development of STEM labs in Palestine) and the uncertainty of the context (Covid-19, closure of schools). The Fablabs are now furnished and equipped, and the teachers have been trained. As the negotiations for the building purchase were not successful, replacement activities were proposed by the Steering Committee in February and were swiftly contracted by Enabel, with the technical support of MoE.

2.2.4 Potential sustainability

	Performance
Potential sustainability	B

The technical sustainability of the project is excellent. This is due to the high level of ownership of the intervention, especially concerning the R1 by the Ministry of Education and JDoE.

A specific attention was brought to the replicability of the design innovations of the school construction programme. This has borne its fruits, as most of these were reused by the MoE in other projects, including the ones funded by other donors.

The intervention is in line with the Education Development Sector Plan (EDSP) and the MoE is supportive of the intervention, which contributed to raising the capacity of the Ministry's staff involved.

The 7 Fablabs/STEM labs developed in EJ, albeit being a pilot activity and the first of their kind in Palestinian schools, will likely continue to be supported in the future as the MoE is now in the process of developing similar STEM labs in most schools in Palestine as a policy, with substantial backing from other donors.

The investments made are also financially sustainable considering that the standards of the schools built are high and many specifications of the school are designed to reduce maintenance needs and cost.

2.2.5 Conclusions

2.2.5.1 New schools and classrooms creation

- **6 new green schools** in the West Bank have been designed, built and equipped, including a TVET school in Hebron, creating 71 classrooms over more than and benefitting 2560 students in total. Three of these schools are situated in Area A, 2 in Area B and one in Area H1. Four new workshops in the TVET school were also provided with professional equipment.

- **2 other schools** (Al Lubban and Bakri schools, in Area C and H2) have been designed but were not built following the budget cut of Amendment 3 to School IV project. The eco-friendly green school of Bakri in Hebron will nevertheless be built as part of QEL project (SO1) in the new portfolio.

- **6 school extensions** have been built (4 in Area B, 2 in Area C), either through the creation of new buildings or additional floors. One of these, in Sheikh Saad Boy's school, was completed in 2022.

Sheikh Saad boys school before the extension

Sheikh Saad boys school after the extension

- As of December 2022, the only remaining sub-activity was the creation of a new school in East Jerusalem through the purchase of an existing structure and transferring its ownership to Jerusalem Waqf. In 2022, the two potentially identified buildings had been pre-assessed legally and financially. One of them had been identified as having a good potential and a legal consultancy has been contracted to accompany the transfer process. Unfortunately, after trying to contact the building owners many times to obtain updated legal ownership documentation and move ahead with the purchase, they were deemed unresponsive.

- In February 2023, the Steering Committee proposed a list of alternative commitments in case the building purchase would not go through. As of 14th July 2023 (closure steering committee), **three replacement contracts have been procured following this list and are the last ongoing activities of the project**:
    - Supply and installation of solar PV systems on schools in Gaza
    - Furniture of 10 schools in the West Bank
    - IT equipment for schools in East Jerusalem.

2.2.5.2 School retrofitting

- **27 schools have been retrofitted**, most of them in East Jerusalem, benefitting more than 7,500 students. The improvement of the school infrastructure contributed to provide quality education, including to the most marginalized students, as well as the opportunity of choice of curriculum, which is a critical issue in Jerusalem, while supporting the Palestinian presence in the city.

2.2.5.3 Kindergarten units

- 14 early childhood units have been created or retrofitted. Half of them were in vulnerable areas of the West Bank (in Area C, including Bedouin communities), and the other half in East Jerusalem. The creation of kindergarten units in East Jerusalem is a very critical component of education in the city, as the recent creation of free spots in competing Municipal schools teaching the *baghrut* is threatening the enrolment in Waqf schools.

2.2.5.4 Fablabs

- After initial delays related to the Covid-19 pandemic and the need to coordinate this pilot activity with the development of the STEM strategy of MoE, the creation of 7 Fablabs in East Jerusalem schools progressed well in 2022.

- A technical committee composed of MoE and JDoE staff was established for the follow-up of the Fablab component, for reviewing the different deliverables produced by the contracted consultants (Al Nayzak) and their compliance with MoE's STEM strategy, and to ensure long-term sustainability and replicability. The group has shown a very strong interest and commitment during the sessions, since these labs are considered as a pilot for a nation-wide policy of developing such labs in all schools of Palestine. This strong involvement of several departments of the MoE and JDoE has delayed a bit the implementation of the consultancy but has strongly increased its institutional sustainability and helped the MoE refine its STEM strategy.

- The design and rehabilitation of the labs and the supply of furniture were finalized in early June. Five tenders were also launched and awarded to equip the labs with tools, consumables, electronics & robotics, IT equipment).

Fablab 3D plan showing furniture layout

Fablab 3D showing furniture and equipment

- The curriculum for the training of teachers was finalized in close coordination with the training department of the Ministry of Education. The first sessions of training of teachers effectively took place in August 2022. Further training sessions are foreseen in 2023 under RiSE and QEL projects. These labs will foster interest in STEM by the students, support 21st century skills development and design thinking through project-based learning.

Teachers during the training

Teachers during the training

2.2.5.5 PV systems

- **63 schools** have been equipped with rooftop, on-grid, solar PV systems in the West Bank, for a total capacity of 505 kw, producing yearly 875 MWh of electricity, leading to an annual saving on energy bills of 133k€ per year and preventing the emissions of 588 tons of CO2 in the atmosphere every year (equivalent to removing 128 cars from the traffic, each making 18,000 km per year).

- **10 more** schools are being equipped in Gaza with rooftop, hybrid (on-grid with batteries) solar PV systems, for a total capacity of 80.6 kw.

2.2.5.6 Environmental awareness

- Environment awareness raising activities in schools were initially re-oriented as online activities (awareness movies), in 2021, due to the school closure during the Covid-19 pandemic. In 2022, activities could finally take place inside schools. An individual consultant was contracted to lead several types of activities during summer camps and extra-curricular activities, such as awareness sessions on climate change and the environment using the previously produced movies, upcycling of solid waste found during community clean-up activities, planting and gardening, as well as study tours to the Palestinian Museum of Natural History and eco-walks in Battir area. The consultant also developed a booklet that will be used as a reference for the students and teachers in the future.

Students during the environmental awareness activities

Students during the eco-walks

2.2.5.7 Monitoring

- In 2022, a joint MTR-ETR review took place. The MTR focused on EJ activities, which were still ongoing, while the ETR reviewed all activities in the WB, which had been completed. The evaluation was positive and encouraging the continuation of activities as part of new projects.

2.2.5.8 Communication / visibility

- The inauguration of the 15 retrofitted schools in East Jerusalem, in addition to Collège des Frères Multisport Playground, took place on 2nd of June, 2022.

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

3 Monitoring of results

3.1 Evolution of the context

3.1.1 General and institutional context

3.1.1.1 Covid-19 pandemic

No major further disruption of activities in relation with the pandemic occurred during the last reporting period.

The extension works of Sheikh Saad Boy's school could carry on even if the school was closed.

For the Fablabs, the meetings with MoE, JDoE and Al Nayzak could take place without major hindering, thereby leading to the finalization of all deliverables except further training sessions.

The environmental awareness activities, which had been reoriented in the previous year to focus primarily on online communications and the production of awareness raising videos, could also resume. However, since some school closures and disruptions still happened, and since the teachers were under heavy pressure to catch-up on teaching the regular programme, not many activities could take place during the first half of 2022. All activities could take place as planned, starting from the summer and continuing during the second half of 2022, with the new academic year.

3.1.1.2 Institutional context

Since the initial order of closure of the JDoE in November 2019 by the Israeli Ministry of Public Security, the JDoE remained reluctant to reopen their offices in the old city, out of fear that it would lead to further arrests, interrogations or disruptions to the educations sector. In 2021, partially under pressure from the international community, the JDoE started reusing their offices in the Old City, without reopening it officially to the public. A few weeks later, however, several new arrests took place and the JDoE re-disseminated its administrative staff to various undisclosed buildings.

The different challenges faced by JDoE due to this closure are still ongoing. They concern the Management of the education system supporting 100,000 pupils enrolled in the schools they supervise, including the organization and supervision of the national end exams of secondary studies (Tawjihi) in Jerusalem, the distribution of textbooks, the delivery of official certificates and the recruitment of staff.

For School IV project, this situation still strongly impacts the access to the necessary data for compiling several of the different indicators of the intervention. While the number of students and other basic indicators are now available, for some more complex indicators (e.g. violence in schools), the last available data dates from 2018, will be missing (permanently) for 2019 and 2020, while the data from 2021 and 2022 will hopefully be ready for the ETR of the project and final version of this report.

3.1.2 Management context

3.1.2.1 Partnership modalities

No new partnerships have been concluded during the last reporting period.

3.1.2.2 Operational modalities

The project used to be executed mainly in co-management (except for activities in East Jerusalem), which was appropriate considering the technical level of engineers at the MoE. The project had a PSU based at the MoE, with a Project Manager under MoE's management and technical assistance on green buildings from Enabel's ITA.

After the school naming issue, all activities in the West Bank came to an end, all remaining activities were transferred to Jerusalem and were implemented in own management by Enabel, using public procurement contracts in Belgian law, as foreseen in School IV's TFF and to ensure the eligibility of the expenditure as co-funding for RiSE project, a parallel intervention in EJ, co-funded by the EU.

The contract of the PSU's staff based at the MoE was also terminated at that time. The ITA became de-facto Project Manager of School IV project, in alignment with his position on RiSE project. This, together with the instruction to Enabel not to collaborate officially with MoE anymore, led to some distancing with MoE in the management of the project, who liaised with the JDoE instead.

Since the signature of Enabel's new portfolio, however, an agreement was found to collaborate at the technical level. This has very positively contributed to a closer monitoring of the intervention by MoE.

3.2 Performance of outcome

3.2.1 Progress of indicators

Outcome	Value year 2017	Value year 2018	Value year 2019	Value year 2020	Value years 2021	Value year 2022	Final target
Net enrolment rate (NER) in basic education in the West Bank area (G1-G9)	98.3%	98.1%	98.5%	97.9%	98%	Not available	46829
Net enrolment rate (NER) secondary education in the West Bank area (G10-G12)	72.6%	73.9%	74.9%	76.6%	77.5%	Not available	8575
Percentage of students who finished primary stage (1-9) successfully.	98.1%	98.4%	98.6%	99.7%	99.7%	Not available	7096
Percentage of students who finished secondary stage (Tawjihi) successfully.	81.9%	84%	85.1%	85.5%	85.68%	Not available	4073

3.2.2 Analysis of progress made

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

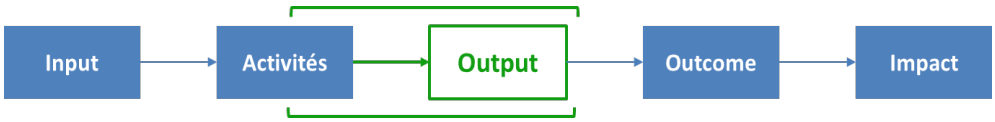
Evolution of these indicators are related to other socio-economic factors and are therefore not linked directly with the progress of the implementation of the project.

Two indicators were slightly modified in order to match the indicators and the data released officially by the ministry of Education. The modifications took place were: Total number of students graduating primary school in the West Bank area (G1-G9) was modified to become Percentage of students who finished primary stage (1-9) successfully. Total number of students graduating secondary school in the West Bank area (G10-G12) was modified to become Percentage of students who finished secondary stage (Tawjihi) successfully.

It is noticeable that the indicators didn't have a major/ core modification, it is still indicating the same value/concept but from an absolute number to percentage.

Up to the report writing date, the ministry of education didn't release any statistical publications for the year 2022. Therefore, the most recent values for the above-mentioned indicators are of the Year 2021. Data will hopefully be available in time for the ETR and the final version of this report.

3.3 Performance of output 1



3.3.1 Progress of indicators

No baseline because consultancy refused by MoE at beginning of project. Therefore, some indicators not followed and some are not relevant anymore.

Output 1		Value 2018	Value 2019	Value 2020	2021	Value 2022	Final target
Number of students registered in schools of intervention	Total[1]	14692	14682	14682	12456	14273	
	6 schools in WB	2221	2327	2517	2566	2512	2220
	7 KGs in West Bank	1066	1081	1062	1077	1095	1000
	EJ Ph1	3992	3932	3800	2625	3878	3990
	EJ Ph2	1301	1259	1344	1224	1277	1259
	EJ Ph3[2]+ CDF[3]	2336	2285	2254	2264	2379	2264
	Tot EJ[4] (A0104)	11405	11274	11103	8813	10666	
Attendance rates in concerned schools		98%	98%	NA	NA	NA	98.09

[1] Schools in which more than one intervention took place were counted only once.

[2] Al-Huda school was rehabilitated in EJ Phase 1 and then in EJ Phase 3, it is counted in both phases but not in Total for EJ and Total for all.

[3] Collège des Frères de la Salle. It is counted separately since only a playground was developed as a semi-public space in the school.

[4] Schools in which more than one intervention took place were counted only once.

Output 1	Value 2018	Value 2019	Value 2020	2021	Value 2022	Final target
Average distance between home and school in concerned catchment area	1392.8	924.3	NA	NA	NA	5034.8
Average energy consumption per month/student in concerned catchment area?	14.6	10.4	NA	NA	NA	54.27
Average number of students per classroom in concerned catchment area	34.14	28.43	NA	NA	21.9	30
Number of days the schools closed last year due to too cold weather?	2	8	NA	NA	NA	NA
Number of disabled teachers and students in concerned catchment area	702	143	NA	NA	NA	NA
Number of rented schools in concerned catchment area	34	28	NA	NA	81	Less than 100
Number of schools operating with shifts systems in concerned catchment area	2	4	NA	NA	2	Less than 10
Number of schools that collect and (re)use rainwater in concerned catchment area?	34	42	NA	NA	157	152
Number of students per toilet in the concerned catchment area	36.4	36.4	NA	NA	26.33	Less than 33
One school built according to eco-sustainable principles	0	0	0	0	0[5]	1
Total number of Female students attending school in concerned catchment area	35528	36918	NA	NA	70939	179287

[5] Bakri eco-sustainable school was designed but never built due to the budget cut related to the school naming issue.

Output 1	Value 2018	Value 2019	Value 2020	2021	Value 2022	Final target
Total number of Male students attending school in concerned catchment area	33875	34820	NA	NA	67528	154364
Total number of students attending school in concerned catchment area	69403	71738	NA	NA	138467	349011
Water consumption from Water Authority in concerned catchment area per month per student	4.5	4.69				106.2

Ministry of Education has reported that the indicator "**Average distance between home and school in concerned catchment area**" is not calculated as it would be misleading. The reason behind is that there is no guarantee that the student/pupil in that specific catchment area will enrol in the schools of that specific area. Consequently, it is only calculated on the national level.

Furthermore, indicators calculated by the buildings department in the ministry of education are not ready yet. Communication with relevant staff in the ministry is ongoing in order to respond to the following indicators:

- Average distance between home and school in concerned catchment area
- Average energy consumption per month/student in concerned catchment area?
- Number of disabled teachers and students in concerned catchment area
- Water consumption from Water Authority in concerned catchment area per month per student
- Capacity of PV panels installed on schools in catchment area (KW)

Moreover, "Average number of students per classroom in concerned catchment area" indicator was calculated as an average of averages for all the 13 catchment areas. The table below describes the data used for calculation.

Catchment Area	Average number of students per classroom in concerned catchment area
Aljabea	16.5
Zaetara	29.3
Alkhalil	30.2
Almatila	6.2
Alzubaydat	17.6
Alzaeim	15.5
Alshaykh Saed	19.7
Jabaa	27.7

Budrus	19.7
Al-Dhahriya	28.8
Bayta	27.9
Jalud	16.5
Alhila	29.8
Average	**21.9**

It is worth mentioning also that the indicator “Number of rented schools in concerned catchment area” calculated all the schools rented whether it was partially or completely rented. The arithmetic sum of the rented schools was calculated to indicate the indicator’s value.

Catchment Area	Number of rented schools in concerned catchment area
Zaetara	1
Alkhalil	46
Alram Wadahiat Albarid	7
Al-Dhahriya	9
Bayta	3
Alhila	15
TOTAL	81

The indicator “Number of schools operating with shifts systems in concerned catchment area” was reported with the Value of 2 schools in one catchment area (Alkhalil).

The indicator “Number of schools that collect and (re)use rainwater in concerned catchment area” was reported to be the summation in all the 26 catchment areas. 19 out of the 26 areas have a total of 157 schools that collect and (re)use rainwater.

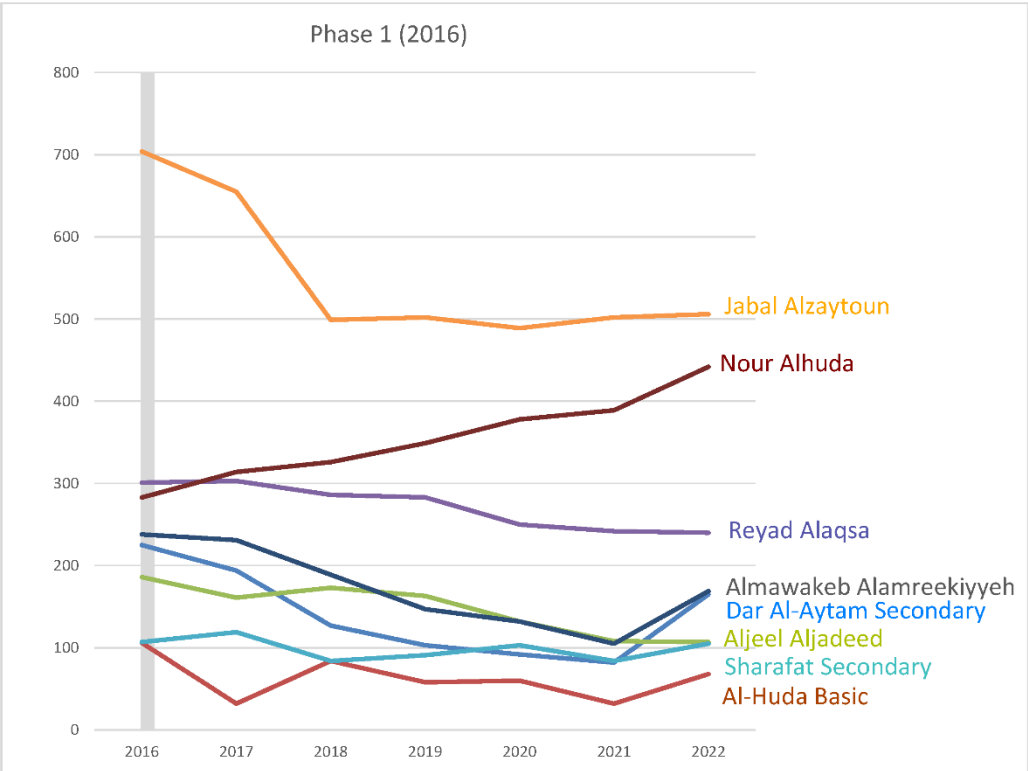
It is worth mentioning here that the indicator “Number of students per toilet in the concerned catchment area” was calculated as the average of the values in the 26 catchment areas.

3.3.1.1 Analysis of the evolution of number of students in East Jerusalem schools

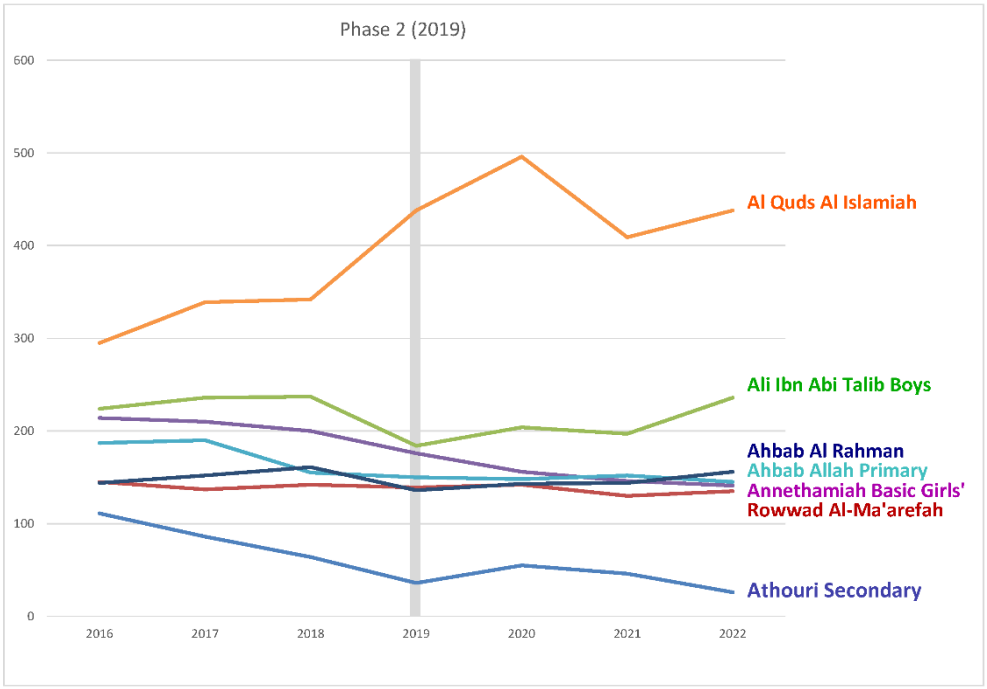
The data about the evolution of the number of students in East Jerusalem schools has been obtained, allowing the analysis of one potential impact of the interventions.

Three different phases of rehabilitation took place as part of the project:

- In 2016, Enabel intervened in Own Management for the first time in EJ, in 9 schools. Most works were designed based on a technical assessment showing the current issues of schools and the requests formulated by school principals. This led to a relatively basic rehabilitation, which ensured the compliance with minimum safety and educational standards.
- In 2019, Enabel and the MoE intervened in Co-Management, in 7 schools. The methodology of design was roughly the same, as most works were designed based on a technical assessment showing the current issues of schools and the requests formulated by school principals. Some problems happened during the supervision, as the consultants didn't do their job properly (leading to the termination of their contract) and the MoE staff struggled to compensate by visiting the sites in Jerusalem regularly.
- In 2020 and 2021, the last phase of intervention took place, in 9 schools. These works were designed with an additional objective in mind than just a simple rehabilitation: to attract more students (or counter the loss of students) by providing a child friendly school environment, an innovative design, creating kindergarten units, and creating a new image for the school, including with promotional videos.



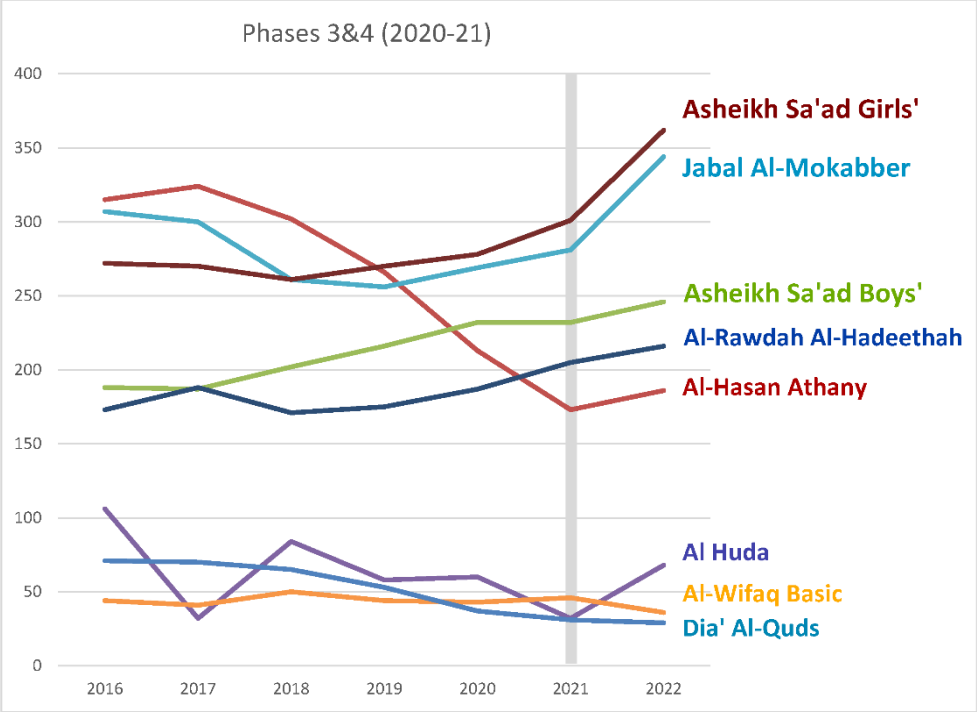
The works from 2016 don't seem to have had a noticeable impact on the number of students in the schools rehabilitated, apart potentially from Nour Alhuda. This may be due to the fact that the works were relatively basic rehabilitation in comparison to later phases which were more complete retrofitting focusing on innovation, standards and attractiveness. Further data from the years before shall be gathered to analyse better the trends.



The rehabilitation works of 2019 seem to have had a positive impact on the number of students in Ali Ibn Aby Taleb and, more marginally, Athouri. For Ali school, it can be attributed to the relatively high standards pursued and investments made in that school.

For Al Quds Al Islamiyeh, the works allowed the opening of additional classrooms on upper floors ; although the trend in the increase of number of students predated the works (and was one of the criteria for intervening in the school), the works probably contributed to the school being able to accommodate this increased number. An enquiry regarding the loss of almost 100 students in 2021 will be conducted.

For the other schools, the rehabilitation works don't seem to have had a noticeable impact on the number of students registered.



The works in 2021 seem to have had a much bigger impact on the number of students registered. Almost all schools are showing a marked increase just after the rehabilitation works. This is most probably attributable to the high standards chosen in the design of the works, the increased attractiveness and improvement of the image of the school, the opening of new kindergarten sections in schools who didn't have one before (in Jabal Al-Mokabber and Sheikh Saad Girls), and potentially the school promotional videos which were published on the social media. Only Al-Wifaq and Dia' Al Quds schools don't seem to have increased their number of students. This could be due to their limited size and capacity and their situation deeper in the middle of the old city, which is not easily accessible by people living outside of it.

For all three phases, it is important to note that for the schools who do not show a noticeable change in their number of students, it shall not be interpreted as an intervention not having had an impact. Indeed, even in these schools, the quality of the learning environment has evolved drastically, leading to better learning conditions for the students, even if their number didn't increase.

3.3.2 State of progress of the main activities

State of progress	Ahead of time	Within deadline	Delayed	Seriously delayed
A0101 Baseline survey and set-up of a ME strategy				Cancelled
A0102 School design and construction in West Bank and Gaza		x		

A0103 Supply and installation of furniture & equipment		x		
A0104 School rehabilitation in East Jerusalem			x	

3.3.3 Analysis of progress made

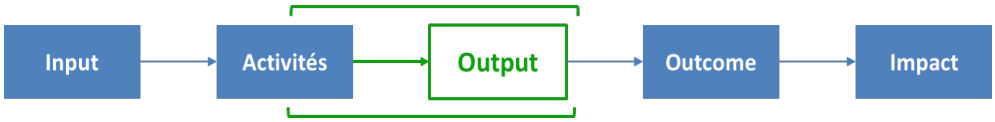
Most school construction and rehabilitation works are completed since late 2021.

In early 2022, the construction of Sheikh Saad Boy's extension was also completed.

The main remaining infrastructure-related activity of the project was the potential purchase of an existing skeleton structure, to be converted into a new school. In 2022, a consultancy was contracted with a certified assessor for verifying the building permit compliance, ownership legality and estimate the value of the two buildings identified in the TFF of the fourth amendment to the project. The assessment came back positive on all legal aspects. The first building could not be purchased because the owner requested a much higher price than the market value provided by the certified assessor. The second building could not be purchased because the owner was unresponsive after many requests to submit the original ownership documents.

As of December 2022, it had been identified there was a risk this activity might not be completed by July 2023. As a mitigation measure, a list of alternative commitments has been drafted and approved by the Steering Committee in February 2023. These included the procurement of solar PV panels in Gaza and school equipment. The procurement of these items was launched immediately as a ready alternative in case the building purchase process would not be moving fast enough, and were subsequently effectively contracted.

3.4 Performance of output 2



3.4.1 Progress of indicators

Output 2 Strengthened capacities of MOE & end users	Value 2018	Value 2019	Value 2020-21	Value 2022	Final target
	Cancelled				

3.4.2 State of progress of the main activities

State of progress	Ahead of time	Within deadline	Delayed	Seriously delayed

1. A0201 Capacity development	Cancelled			
2. A0203 Finalization of the site selection software with equipment			x	
3. A0205 Follow-up of Wadi Al Mughair school		x		
4. A0207 Environment awareness raising activities			x	

3.4.3 Analysis of progress made

3.4.3.1 Capacity development and finalization of the site selection software with equipment

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

During 2022, following the approval to collaborate again but at a technical level, it was agreed to start again working on the development of an infrastructure database and investment prioritization tool. This activity will be initiated on School IV project but may be continued and financed through QEL project, if necessary.

3.4.3.2 Follow-up of Wadi Al Mughair school

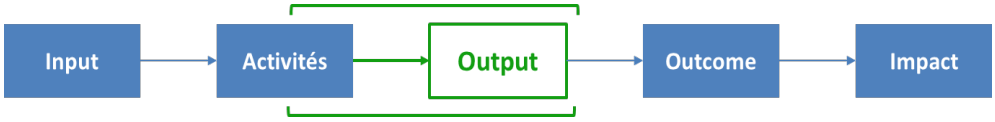
This activity has been completed since 2019.

3.4.3.3 Environment awareness raising activities

Due to the Covid-19 pandemic, the environmental awareness activities have been temporarily reoriented to online activities and messages. An online environmental awareness campaign started during 2020 with, initially, a few videos produced in-house by Enabel, then a consultancy with an animation firm, which was contracted to produce 6 animation movies on environmental topics: Climate change, Geography, Biodiversity, Energy & Transportation, Agriculture and Waste & Chemicals. These animation movies were produced in partnership with Terre des Hommes-Italy, The Palestine Museum of Natural History, The Bethlehem Institute of Biodiversity and Sustainability and animation studio 3Dstudios. All movies, with Arabic and English subtitles, can be seen at the following address: https://youtube.com/playlist?list=PLV-ANVoeAbOZVrpHNYJA5KzTV6fT6coOC

An individual consultant was contracted to lead several types of activities during summer camps and extra-curricular activities, such as awareness sessions on climate change and the environment using the previously produced movies, upcycling of solid waste found during community clean-up activities, planting and gardening, as well as study tours to the Palestinian Museum of Natural History and eco-walks in Battir area. The consultant also developed a booklet that will be used as a reference for the students and teachers in the future.

3.5 Performance of output 3



3.5.1 Progress of indicators

Output 1	Value 2018	Value 2019	Value 2020-21	Value 2022	Final target
Quantity of green electricity produced in schools [KWh]	0	675152	696 583	595000	1785000
Reduction of CO2 emissions [Tons]	0	454	468	443	1329
Savings on electricity bills [€]	0	105904	106 501	95200	285600

3.5.2 State of progress of the main activities

State of progress	Ahead of time	Within deadline	Delayed	Seriously delayed
Installation of PV systems in the WB		x		

3.5.3 Analysis of progress made

53 schools built under phases 1 to 4 of the bilateral program and by JFA have been equipped with solar panels, with RCB and Belgian funding. Most works and training sessions on maintenance were implemented by 2018, although there have been large delays in the connexion of some schools to the electrical grid afterwards. In August 2021, a consultancy was contracted to make all inspections and make a detailed report for each school. The different snags and remarks formulated in the report have been implemented in Q3 and Q4 2021.

A new contract was awarded for equipping 10 more schools in Gaza for a total capacity of 80.6 kw, which is anticipated to produce an additional 137,000 kwh/year.

4 Budget monitoring

	Budget (after fourth amendment)	Expenditure	Execution rate	Commitments	Available Balance after commitments
Activities	16,432,540.00	14,948,710.16	91%	2,957,583.70	5,037.99
Result 1	16,379,988.77	14,908,335.89	91%	2,957,583.70	-1,268.97
Result 2	46,681.23	40,374.27	86%	0.00	6,306.96
General Means	2,067,460.00	2,005,263.64	97%	61,583.74	212.62

This table will be further updated as part of the final version of this report.

5 Risks and Issues

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

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Frequent monitoring of social media pages of schools	Yara ABDALLAH	01/07/2019	Ongoing	Planned

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

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

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Develop a maintenance plan	Alexis DOUCET	16/7/2023	Ongoing	Under development under RiSE project

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Delays in the procurement	01/04/2019	OPS	Low	Medium	Medium

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status
Strict procurement planning and close follow up of each stage.	DOUCET Alexis	16/07/2023	Ongoing	Ongoing

Identification of risks			Risk analysis		
Risk Description	Period of Identification	Risk Category	Likelihood	Potential Impact	Total
Building purchase not going through (No agreement is reached with owner or board of directors on time)	01/08/2022	PRIORITY	Medium	High	High

Risk mitigation			Follow-up of risk	
Action(s)	Resp.	Deadline	Progress	Status

Several Alternative Plans of activities to be launched in parallel: procurement of equipment for schools, rehabilitation of another school, etc.	DOUCET Alexis	16/07/2023	Tender for IT equipment is ready to be launched Otherwise equipment for schools in WB	Ongoing
Make an explanatory note to detail all aspects of the process to board of directors	DOUCET Alexis	16/07/2023	Note being drafted ; will be ready by 15/2/2023	Ongoing

6 Synergies and complementarities

6.1 With other interventions of the Portfolio

In the first years of the project, a good synergy had been developed with the JFA, whereby the JFA pushed for specific reforms or policies and School IV project could provide technical and financial assistance in piloting them. However, this synergy could not be continued after Belgium withdrew from the JFA in 2017.

Further synergies were later developed with the first intervention (Education and Learning) of the new portfolio of Belgian cooperation in Palestine (2022-2026), in particular on STEAM and Fablabs and school construction.

6.2 With third-party assignments

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

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

7 Transversal themes

7.1 Environment / Climate change

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

Environmental concerns were positively enhanced from phase II to III and the quality of surroundings, green areas, and plantations was significantly improved within phase II project activities and in phase III.

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

- **Energy efficiency** - interesting results were confirmed from the pilot school in Wadi Al Mughair after national and international consultants were hired to evaluate the design and to give feedback about the efficacy of the school design, which was using geothermal energy, solar walls, sun breakers, improved insulation and windows to reduce the energy needs. These innovations were reused in the design of Bakri school. However, this school was not built due to the budget cut brought by amendment #2 to the project and the instruction of no collaboration with the MoE. This school was, in the meantime, shortlisted for funding under QEL project.

- **Electricity**: more than 63 schools have been equipped with rooftop, on-grid, solar PV systems in the West Bank, for a total capacity of 505 kw, producing yearly 875 MWh of electricity, leading to an annual saving on energy bills of 133k€ per year and preventing the emissions of 588 tons of CO_2 in the atmosphere every year (equivalent to removing 128 cars from the traffic, each making 18,000 km per year). Ten more schools in Gaza are being equipped with PV systems, adding another 80.6 kw capacity.
- This action also contributed to raise the awareness of students and teachers to the environmental issues. Many awareness raising activities were implemented in schools in East Jerusalem, as well as during summer camps organized inside and outside the schools.

7.2 Gender

Access to general education for women is considered to be not a major issue in Palestine, as the MoE provides equal opportunity for genders in terms of education facilities and support. Notably the MoE is currently commissioning more facilities for female than male pupils/students. The Gross Enrolment Rate (GER) of student is about (98%), thus boys and girls enrolment is high. Enrolment rates in basic education is 93%, with a higher participation of female students than male students. Completion and completion rates are very high, whereas the enrolment in secondary education (years 11 and 12) stands at 80%. Drop-out rates in Secondary education are consistently higher for Boys than for Girls, due to the increased pressure to find employment, in particular in Jerusalem, where students have access to the Israeli labour market.

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

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

8 Lessons learned

8.1 The successes

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

8.2 The Challenges

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

In 2022, no further challenges related to Covid affected the project in a substantial way. That year was used to catch up with all activities which had previously been delayed.

9 Steering

9.1 Changes made to the intervention

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

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

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

Two addenda to School IV were signed in 2020. The third addendum to the project was confirmed in September 2020, increasing the funds for activities in East Jerusalem by 1m€. The fourth addendum, part of the so-called "bridging program" on three ongoing interventions of Enabel, further increased the budget by 3.5m€. These additional resources weree used to further expand the activities of the project in East Jerusalem, contributing to rehabilitate more schools, create additional Fab-Labs and create additional classrooms through school extensions or the purchase of existing buildings to convert them into schools. These additional funds were also integrated as additional co-funding to RiSE intervention, through an amendment to RiSE project, signed in November 2021.

9.2 Decisions taken by the Steering and monitoring committee

Decision to take		
Decisions to take	Period of identification	Source:
Fund waterproofing works for all schools (Phase 1 to 3) on the project, before installing the PV systems.	10/10/2016	Steering Committee
Cost estimates for new construction projects shall be fixed in ILS and reconverted to EUR at the time of evaluating the tenders.	23/05/2017	Steering Committee
Fund under the project the equipment with PV systems for the last 10 other schools of the bilateral program.	23/05/2017	Steering Committee
Fund the necessary equipment for Hebron Industrial school (estimated 375.240€) under the project	23/05/2017	Steering Committee
The new framework and activities proposed for the capacity building component are approved. There are now four packages of activities, each with an objective: 1) Investment prioritization, 2) School standards review and publication 3) Streamline the management processes 4) Increase the sense of ownership in schools.	23/05/2017	Steering Committee
Fund the purchase of a car on the project. Creation of a new dedicated budget line Z-02-02 of 50k€	23/05/2017	Steering Committee
Extend the end of the project by one year, until the end of the specific agreement, namely 16 July 2020.	20/03/2018	Steering Committee
Since the IL VAT costs cannot be gotten back through the Consulate anymore, the VAT for the works of phase 2 in East Jerusalem will be advanced but its reimbursement will be sought through the Palestinian Ministry of Finance with a specific invoice (Moqasa).	20/03/2018	Steering Committee
The design and construction of 7 schools in East Jerusalem (Phase 2) will be carried out in co-management and 800k€ are reallocated from A-01-04 (Own Management) to A-01-02 (Co-Management) budget lines.	20/03/2018	Steering Committee
The School IV project and the new EU-funded project proposal (RiSE) will be integrated as one intervention. School IV project will co-fund the RiSE project through three budget lines: A-02-06 Extra-curricular activities / 80k€ A-02-07 Environment Awareness Activities / 40k€	20/03/2018	Steering Committee

The remaining balance of the project shall be used to fund Hebron Industrial School equipment and furniture for the Kindergarten units created through the project.	20/03/2018	Steering Committee
Reallocation: A-01-02 / School Construction WB: Increased by 800k€ for EJ schools rehabilitation in co-management	20/03/2018	Steering Committee
Reallocation: A-01-04 / School Rehab EJ: Decreased by 800k€ for A-01-02	20/03/2018	Steering Committee
Reallocation: Z-01 / Personnel: Increased by 95.5K to cover the extension of the team until end of the specific agreement	20/03/2018	Steering Committee
Reallocation: Z-02-01 / IT equipment: Increased by 7K to cover a negative balance resulting from the new enterprise system (ERP program)	20/03/2018	Steering Committee
Reallocation: Z-04 / Audit, monitoring & evaluations: Decreased by 60K to be shifted to Z-01	20/03/2018	Steering Committee
Reallocation: X-01-02 / Contingencies: Decreased by 42.5K (7K was shifted to Z-02-01 IT equipment budget line and 35.5K was shifted to Z-01 personnel budget line)	20/03/2018	Steering Committee
Reallocation: X-01-01 / Contingencies CoMgt: Decreased by 256,300€ (all) and shifted to A-01-02 School Construction in Co-Mgt for the benefit of school infrastructure or equipment in East Jerusalem	06/03/2019	Steering Committee
Multi-line budget modification approved (see PSC minutes of Meeting)	31/08/2022	Steering Committee
Approval on a updated list of proposed last commitments, in the listed order of preference (see PSC minutes of Meeting)	31/08/2022	Steering Committee
The SC cancels Al Doha school from the list of schools to be rehabilitated.	31/08/2022	Steering Committee
The SC approves the recommended actions based on the MTR recommendations.	31/08/2022	Steering Committee
The next SC shall take place in February 2023.	31/08/2022	Steering Committee
The SC approves the Annual Results Report	02/02/2023	Steering Committee
The SC approves the updated list of proposed commitments, in the listed order: 1. Wadi Al Joz second Building purchase (Up to 2.1m€) 2. Rehabilitation works of As-Safa school in East Jerusalem (140k€) 3. Infrastructure Database (200k€)	02/02/2023	Steering Committee

4. Finalize Sheikh Saad Girls Extension (30 k€) 5. Providing 14 schools in Gaza with off-grid PV systems (770k€) 6. Purchase of furniture and equipment for 12 schools (450k€) 7. Providing laptops for teachers & students in EJ (200k€)		

9.3 Recommendations

Here below are listed the recommendations from the Mid-Term Review of East Jerusalem activities of School IV project and the corresponding actions which were proposed and approved by the Steering Committee.

Recommendations	Action and actor	Deadline
The RiSE programme is well designed, implemented, and coordinated despite the peculiar constraints of East Jerusalem and the large, unpredictable ongoing constraints of Covid-19. Such energy and competency will need to be confirmed and upgraded for the remaining part of the programme.	None	-
The programme visionary design – for both hard and soft components – and its strong and continued steering and flexibility, adapting to a partially changing context (i.e.: Covid-19 outbreak; dismantling of JDoE), deserve a further injection of extra-budget and the consideration of a RiSE-2, to build on the good results achieved so far and those most likely to be achieved within its time frame.	Enabel will approach the EU to measure their interest in financing a "RiSE 2" project.	Q1 2023
The Steering Committee should consider measures to ease JDoE's regular resuming to work and the recuperation of the lost data and overall documentation.	The project already supported the JDoE by financing the subscription of Azure Virtual Machines. Political and mediatic support remains important as well. Enabel will continue to relay its importance to the Consulate General of Belgium.	Continuous
The STEAM approach was found to be in high demand within the Palestinian educational architecture: the programme fully met such a demand and further efforts (design and funding) may be recommended in the near future.	Creating additional Fablabs in EJ with balance of EU funding if budget allows after building purchase.	Q2 2023
The partial re-design of both the R2 and R3 fields of intervention, indicators and goals is in progress and its finalisation and implementation is strongly recommended.	No action proposed: in the meantime, Covid restrictions have been lifted. R2 and R3 are now under implementation and due to be fully implemented by the end of the project.	-
The implementation of technical review and/or audit is not recommended if the ongoing health restrictions prevent the presence of international	No action needed: in the meantime, Covid restrictions have been lifted.	-

Recommendations	Action and actor	Deadline
experts on site. It is important to acknowledge that the completeness of data may be partially degraded by the semi-remote (or hybrid) implementation.	Audit will take place normally in September.	
Further initiative, where different specific contributions are made in parallel, should be pursued and promoted to enhance the overall impact and strengthen political and substantive collaboration.	Promote further synergies with the new portfolio and third-party interventions.	Q1 2023
Collaboration, participatory design and social mobilisation should be continuously emphasized and practiced daily, aiming at community-based ownership and promoting the sustainability of any programme.	Collaborative design with end-user participation is planned for R3 and will continue for school construction during the new portfolio.	2023-26
The contribution of women professionals (principals, teachers, designers, engineers, social mobilisers, consultants at large) should be further targeted, even beyond the current satisfactory participation ratio and capacity.	Further support could be brought through: Providing female teachers and students in remote areas with IT equipment Supporting university fees for women Encouraging TVET and supporting pathways to employment for women Further supporting the development of nurseries, as many teachers currently opt to take a 6-month maternal leave just to avoid having to cover the cost of a private nursery.	2023-26
Aspects such as disability, inclusion, environmental concerns are now being closely and maturely incorporated within Enabel's promoted initiatives. Deviations or decelerations in this regard should be avoided.	No immediate action proposed. This will of course continue on the new portfolio.	-
The verification of the actual use of school playgrounds (Collège des Frères) during late hours should be requested to ensure the actual impact of the programme.	Although Enabel has ensured some already by requesting indicators of frequentation and club registration, it is proposed to supplement this with: Inspections and external monitoring advertisement of the site to the community through an inauguration event support the creation of MoUs with CSOs, such as the National Football Team	Q2 2023
Further support to counter the insufficient	The development of the Infrastructure	Q2 2023

Recommendations	Action and actor	Deadline
capacity of MoE/JDoE may be discussed and a specific policy dialogue prompted.	Database will be further supported, both as part of School IV and the new portfolio afterwards.	
Principals and representatives of targeted schools should be provided with “readable and understandable” technical graphical documentation to empower their judgment and advice. 3D renders and physical maquettes are most indicated to such a purpose.	Will be done as part of participatory design on Enabel’s new portfolio.	2023-24

10 Annexes

10.1 Quality criteria

1. RELEVANCE : The extent to which the intervention is in line with local and national policies and priorities as well as with the expectations of the beneficiaries.				
Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D				
Appraisal of RELEVANCE: total score	A	B	C	D
	✓			

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

2. Is the intervention logic as currently designed still the good one?		
	A	Clear and well-structured intervention logic; vertical logic of objectives is achievable and coherent; appropriate indicators; risks and hypotheses clearly identified and managed; intervention exit strategy in place (if applicable).
✓	B	Appropriate intervention logic even though it could need certain improvement in terms of hierarchy of objectives, indicators, risks and hypotheses.
	C	Problems pertaining to the intervention logic could affect performance of an intervention

		and its capacity to control and evaluate progress; improvements required.
	D	The intervention logic is faulty and requires an in-depth review for the intervention to possibly come to a good end.

2. EFFICIENCY OF IMPLEMENTATION TO DATE : A measure of how economically resources of the intervention (funds, expertise, time, etc.) are converted in results.				
Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D				
	A	B	C	D
Appraisal of EFFICIENCY: total score		✓		

1. To what extent have the inputs (finances, HR, goods & equipment) been managed correctly?		
	A	All inputs are available in time and within budget limits.
✓	B	Most inputs are available within reasonable time and do not require considerable budgetary adjustments. Yet, there is still a certain margin for improvement possible.
	C	The availability and use of inputs pose problems that must be resolved, otherwise the results could be at risk.
	D	The availability and management of the inputs is seriously lacking and threaten the achievement of the results. Considerable changes are required.

2. To what extent has the implementation of activities been managed correctly?		
	A	Activities are implemented within timeframe.
✓	B	Most activities are on schedule. Certain activities are delayed, but this has no impact on the delivery of outputs.

	C	The activities are delayed. Corrective measures are required to allow delivery with not too much delay.
	D	The activities are seriously behind schedule. Outputs can only be delivered if major changes are made to planning.
3. To what extent are the outputs correctly achieved?		
	A	All outputs have been and will most likely be delivered on time and in good quality, which will contribute to the planned outcomes.
✓	B	The outputs are and will most likely be delivered on time, but a certain margin for improvement is possible in terms of quality, coverage and timing.
	C	Certain outputs will not be delivered on time or in good quality. Adjustments are required.
	D	The quality and delivery of the outputs most likely include and will include serious shortcomings. Considerable adjustments are required to guarantee at least that the key outputs are delivered on time.

3. EFFECTIVENESS TO DATE : Extent to which the outcome (specific objective) is achieved as planned at the end of year N				
Do as follows to calculate the total score for this quality criterion: At least one 'A', no 'C' or 'D' = A; two 'B's = B; at least one 'C, no 'D' = C; at least one 'D' = D				
Appraisal of EFFECTIVENESS: total score	A	B	C	D
	✓			
1. At the current stage of implementation, how likely is the outcome to be realised?				
	A	It is very likely that the outcome will be fully achieved in terms of quality and coverage. Negative results (if any) have been mitigated.		
✓	B	The outcome will be achieved with a few minor restrictions; the negative effects (if any) have		

		not had much of an impact.
	C	The outcome will be achieved only partially, among other things due to the negative effects to which the management was not able to fully adapt. Corrective measures should be taken to improve the likelihood of achieving the outcome.
	D	The intervention will not achieve its outcome, unless significant fundamental measures are taken.
2. Are the activities and outputs adapted (where applicable) in view of achieving the outcome?		
✓	A	The intervention succeeds to adapt its strategies/activities and outputs in function of the evolving external circumstances in view of achieving the outcome. Risks and hypotheses are managed proactively.
	B	The intervention succeeds rather well to adapt its strategies in function of the evolving external circumstances in view of achieving the outcome. Risk management is rather passive.
	C	The project has not fully succeeded to adapt its strategies in function of the evolving external circumstances in an appropriate way or on time. Risk management is rather static. A major change to the strategies seems necessary to guarantee the intervention can achieve its outcome.
	D	The intervention has not succeeded to react to the evolving external circumstances; risk management was not up to par. Considerable changes are required to achieve the outcome.

4. POTENTIAL SUSTAINABILITY : The degree of likelihood to maintain and reproduce the benefits of an intervention in the long run (beyond the implementation period of the intervention).				
Do as follows to calculate the total score for this quality criterion: At least three 'A's, no 'C' or 'D' = A; maximum two 'C's, no 'D' = B; at least three 'C's, no 'D' = C; at least one 'D' = D				
Appraisal of POTENTIAL SUSTAINABILITY: total score	A	B	C	D
		✓		
1. Financial/economic sustainability?				
✓	A	Financial/economic sustainability is potentially very good: Costs related to services and maintenance are covered or reasonable; external factors will have no incidence whatsoever on it.		

	B	Financial/economic sustainability will most likely be good, but problems may arise in particular due to the evolution of external economic factors.
	C	The problems must be dealt with concerning financial sustainability either in terms of institutional costs or in relation to the target groups, or else in terms of the evolution of the economic context.
	D	Financial/economic sustainability is very questionable, unless major changes are made.
2. What is the degree of ownership of the intervention by the target groups and will it prevail after the external assistance ends?		
	A	The Steering Committee and other relevant local instances are strongly involved at all stages of execution and they are committed to continue to produce and use the results.
✓	B	Implementation is strongly based on the Steering Committee and other relevant local instances, which are also, to a certain extent, involved in the decision-making process. The likelihood that sustainability is achieved is good, but a certain margin for improvement is possible.
	C	The intervention mainly relies on punctual arrangements and on the Steering Committee and other relevant local instances to guarantee sustainability. The continuity of results is not guaranteed. Corrective measures are required.
	D	The intervention fully depends on punctual instances that offer no perspective whatsoever for sustainability. Fundamental changes are required to guarantee sustainability.
3. What is the level of policy support delivered and the degree of interaction between the intervention and the policy level?		
	A	The intervention receives full policy and institutional support and this support will continue.
✓	B	The intervention has, in general, received policy and institutional support for implementation, or at least has not been hindered in the matter and this support is most likely to be continued.
	C	The sustainability of the intervention is limited due to the absence of policy support. Corrective measures are required.
	D	Policies have been and will most likely be in contradiction with the intervention. Fundamental changes seem required to guarantee sustainability of the intervention.

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