Right to Education in East Jerusalem

Final Project Evaluation Report

7 March 2018

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A three years Project aiming to address the critical challenges hampering the education sector in East Jerusalem, funded by the Government of Norway, and implemented by UNDP/PAPP in the occupied Palestinian territory, partnership with the Ministry of Education and Higher Education (MoEHE) and the Jerusalem Directorate of Education (JDoE).

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Cover photo: Birzeit University Centre for Continuing Education, 2013.

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After climbing a great hill, one only finds that there are many more hills to climb
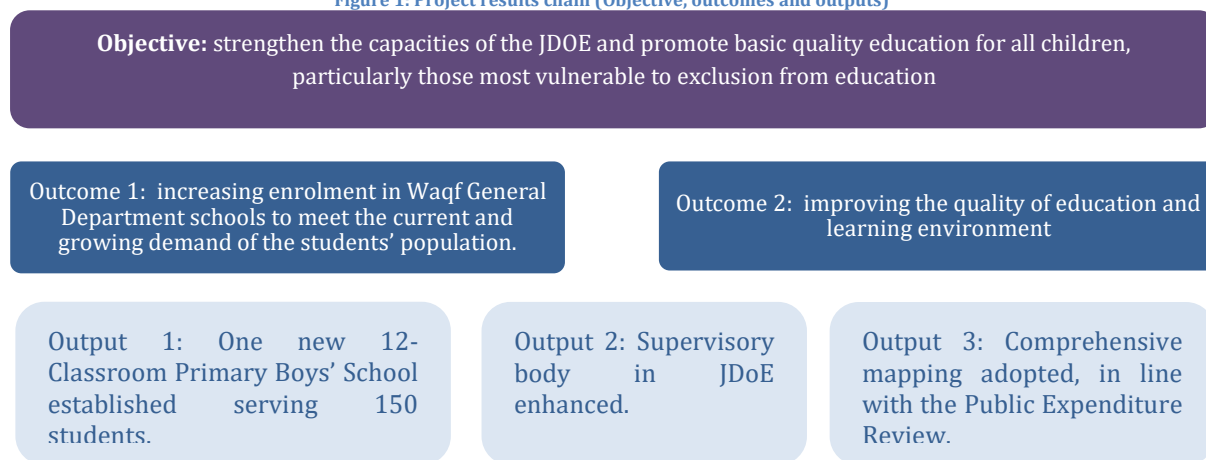
- Nelson Mandela

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1.   Introduction

1.1.   Brief description of the Project

On 20 November 2013, with generous contribution from the Government of Norway/Norwegian Representative Office (NRO), UNDP/PAPP in partnership with the Ministry of Education and Higher Education (MoEHE) and the Jerusalem Directorate of Education (JDoE) launched a three-years Project entitled *"the Right to Education in East Jerusalem"* aiming to address the critical challenges hampering the education sector in East Jerusalem. With a total budget of USD 3,808,728, the Project started in 2013, with an overall objective – as specified in the Project's concept document – to strengthen the capacities of the JDOE and promote basic quality education for all children, particularly those most vulnerable to exclusion from education. Two outcomes were planned focusing on increasing enrolment in Waqf General Department schools to meet the current and growing demand of the students' population, as well as improving the quality of education and learning environment (*see Figure 1*).

Figure 1: Project results chain (Objective, outcomes and outputs)

Objective: strengthen the capacities of the JDOE and promote basic quality education for all children, particularly those most vulnerable to exclusion from education

Outcome 1: increasing enrolment in Waqf General Department schools to meet the current and growing demand of the students' population.

Outcome 2: improving the quality of education and learning environment

Output 1: One new 12-Classroom Primary Boys' School established serving 150 students.

Output 2: Supervisory body in JDoE enhanced.

Output 3: Comprehensive mapping adopted, in line with the Public Expenditure Review.

The Right to Education Project intended to provide new framework of assistance and medium-term approach to support the Education Sector in East Jerusalem through the provision of classrooms and improving the quality of education utilizing alternative effective instruments for complex settings, providing a Geo-comprehensive analysis of the existing situation to better plan, implement and monitor future national interventions, reinforce the capacity of the Jerusalem Directorate of Education through enhancing the capacity of the supervision and councillors services to reach additional schools, primarily private schools with low quality education service; thus, focusing on increasing student achievement's, reducing drop-out rates and other related issues and finally establish an effective technical coordination mechanism to reduce sector fragmentation at all levels and strengthen JDoE capacity on outreach and advocacy.

The Project was hence designed to achieve its outcomes through three key outputs, namely:

- **Output 1: One new 12-Classroom Secondary Boys' School established serving 150 students.**

- **Output 2: Supervisory body in JDoE enhanced;** through the provision of counseling and supervision support.

- **Output 3: Comprehensive mapping adopted, in line with Public Expenditure Review.** This entailed the establishment of a geo-mapping of schools in East Jerusalem showing the distribution of school facilities, as well as information about the available facilities and students.
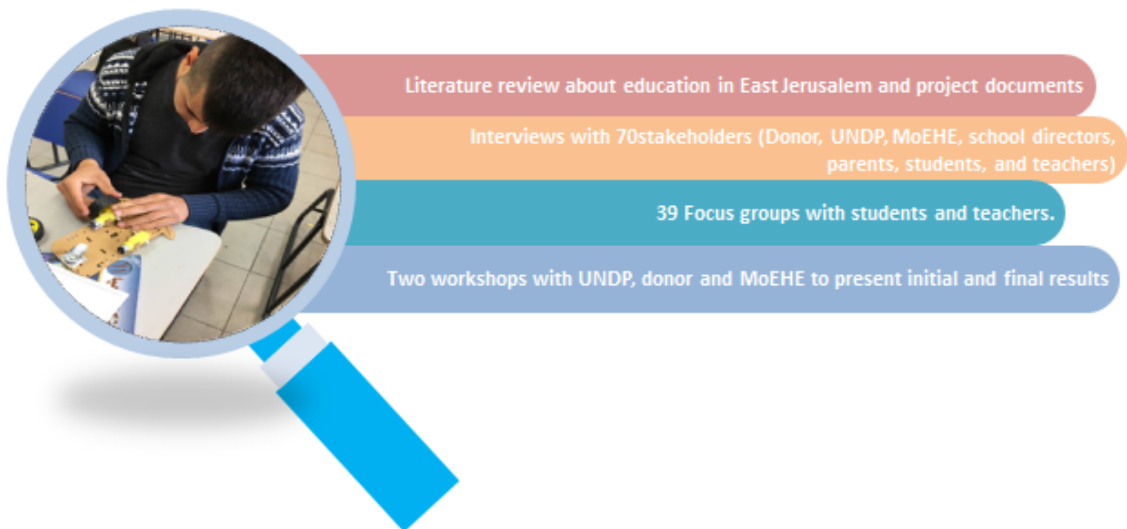
1.2.   Evaluation objectives

The evaluation aimed at assessing the Project's relevance, achievement of results, and sustainability as well as challenges encountered during implementation and lessons learnt.

1.3.   Methodology

The evaluation was undertaken by a team of external evaluators from the Centre of Continuing Education at Birzeit University. In realizing the aforementioned objectives of the evaluation, the evaluation team relied on a participatory evaluation framework that entailed four inter-related and complementary evaluation tools used to gather information from different sources regarding the performance of the Project. These tools essentially included literature review, semi-structured interviews with stakeholders, focus group meetings with teachers, parents and students, as well as a final validation workshop (*see Annex 1*):

- **Literature/documentation review:** This included a comprehensive review of all available literature related to the Project and the educational situation in East Jerusalem. The key documents reviewed included the Project proposal and budget, the annual progress reports, and the mapping questionnaire.

Literature review about education in East Jerusalem and project documents

Interviews with 70stakeholders (Donor, UNDP, MoEHE, school directors, parents, students, and teachers)

39 Focus groups with students and teachers.

Two workshops with UNDP, donor and MoEHE to present initial and final results

- **Semi-Structured Interviews:** With the main objective of deepening the understanding of the Project results and impact, a total of 70 in-depth semi-structured interviews were conducted with the following Project's stakeholders (*see Table 1*):

Table 1: Semi-structured interviews with the different stakeholders

Stakeholders	Number of participants
Norwegian Representative Office	1
UNDP Project management team	2
Counselors assigned by the project to provide support to counselors at schools	2
Supervisors assigned by the project to provide support in supervision at schools	4
School directors	7
Teachers	37[1]
Counselors at schools	6
Supervisors	4
JDoE Representative	5
Parents from the newly established Tala' Al-Quds School	2
Total	**70**

- *Norwegian Representative Office:* One interview was conducted with Ms. Rima Tadros, the Senior Program Advisor to investigate areas related to challenges encountered in implementation, monitoring and evaluation and processes.

- *UNDP Project management team, counselors and supervisors:* Eight interviews were conducted with UNDP Project management team, the two counsellors and four supervisors that were assigned on the

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[1] This included 11 Arabic teachers, 11 English teachers, 8 Math teachers, and 7 Science teachers.

Project. These interviews mainly focused on discussing the Project's design, planning and implementation arrangements, as well as reported achievements.

- *JDOE representatives:* A total of five interviews were conducted with JDoE representatives to include the Director General, the director of the counseling department, the director of the supervision department, the director of planning and IT officer.

- *School directors, supervisors, teachers and counselors from six schools who were targeted by the supervision and counseling support component of the Project:* A total of 53 beneficiaries (school directors, teachers, supervisors and counselor) targeted in the counseling and supervision support component were interviewed. These stakeholders came from six schools that were selected randomly, as a sample for the evaluation (*see Table 2*).

- *Parents of students from the newly established Tala' Al-Quds school.* Interviews with the two parents assessed their perception on the benefits acquired from opening a new school in Beit Hanina and their satisfaction from the building.

Table 2: Sample of schools selected for the evaluation and that benefited from the counseling and supervision support

School name	Address	Sex of students	Level
Islamic Al-Fourqan	Shufat/Asmaee	Males	Lower basic grade levels (1-4) and upper basic grade levels (5-10)
Al-Had Anamouzajiya	Shufat/Shufat	Mixed	Lower basic grade levels (1-4) and upper basic grade levels (5-10)
Al-Iman Secondary School for boys	Beit Hanina	Males	Primary and secondary levels
Dar-Atifl Al-Arabic	Sheikh Jarrah	Females	Primary and secondary levels
Azahra School	Azahra Street	Mixed	Primary and secondary levels
Ibrahimieh College	Asouwana	Mixed	Primary and secondary levels

- **Focus groups:** Three types of focus groups were undertaken for the purpose of this evaluation, with the participation of 53 stakeholders as follows:

- *Focus groups with students whose teachers received supervision support:* A total of 37 focus group meetings were conducted with the participation of seven to ten students per group, whose teachers (Arabic, English, Math and Science) received supervision during the project's life cycle (*see Table 3*).

Table 3: Focus groups organized for the evaluation

Focus groups of students	Number of focus groups	Number of participants
Students whose Arabic teachers received supervision	11	10
Students whose English teachers received supervision	11	8
Students whose Math teachers received supervision	8	9
Students whose Science teachers received supervision	7	8
Teachers from the newly established Tala' Al-Quds School	1	11
Students from the newly established Tala' Al-Quds School	1	7
Total	**39**	**53**

- *Focus group with students from the newly established Tala' Al-Quds School:* A total of eleven students (*see Table 3*) from Tala' Al-Quds School in Beit-Hanina participated in a focus group to assess their satisfaction from the new school and the impact on their lives

- *Focus group with teachers from the newly established Tala' Al-Quds School:* A total of eleven teachers (*see Table 3*) from the newly established Tala' Al-Quds School participated in a focus group to assess their satisfaction from the building and the equipment of the new school.

- **Workshops with UNDP, Norwegian Representative Office and JDOE to present initial findings:** Two workshops were organized with UNDP Project Management Team, the donor and JDoE representatives to present the initial and final findings of the evaluation and discuss recommendations.

2. The Project's operating environment: A challenging educational context in East Jerusalem

The education sector in East Jerusalem is composed of multiple providers (Al-Waqf, private, UNRWA and municipality run schools), with little coordination and wide discrepancies in the quality of education offered. In 2016, a total of 218 schools were available in East Jerusalem (*see Figure 1*).[2] Palestinian students represent 40% of all students in Jerusalem, but due to the chronic shortage of classrooms in the municipal education system, only 41% of Palestinian students are enrolled in the official system, according to Israeli statistics. These numbers are lower in the secondary education system, as only 15,824 students out of the 22,550 Palestinian children that attend official elementary schools, continue to high schools, as a result of the decline in the number of classrooms from 832 classrooms in elementary schools to 723 in high schools.[3]

Figure 1: Distribution of schools in East Jerusalem by provider
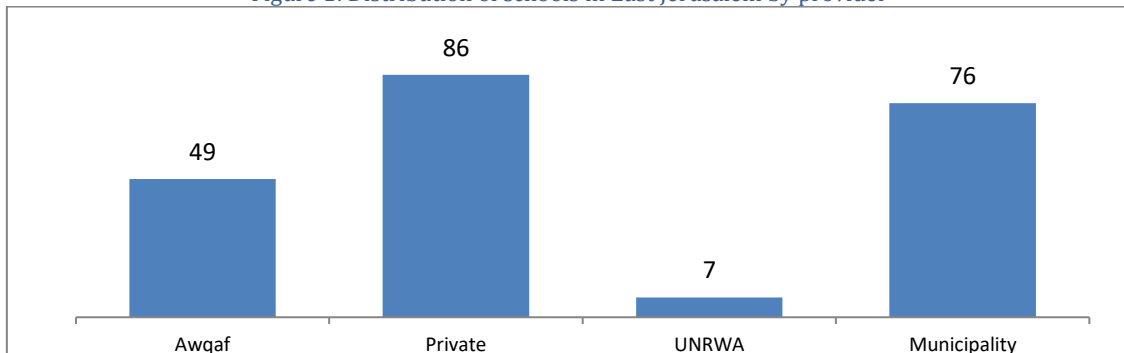
Existing schools and classrooms are unsuitable for education, as students are often accommodated in rented houses, suffering from severe overcrowding, as the area available for every student in most cases is 0.5 square meters, which is less than the international standards that recommend at least 1.25 square meters. In official elementary schools, there is an average 32 students per classroom in East Jerusalem, in comparison to 25 students per classroom in West parts of the city.[4] Crowded classrooms have a direct impact on the quality of education, as teachers are unable to meet the varying educational needs of the large number of students. It is also estimated that the condition of 43% of the classrooms in municipal schools is inadequate. Due to Israeli zoning and other planning restrictions in East Jerusalem, both new construction and the expansion of existing schools is severely restricted, causing some providers to add new facilities without the required permits, risking being served with demolition or sealing orders by the Israeli Government.[5]

Furthermore, the school dropout rate among Palestinian students in East Jerusalem is higher than the average rate in Israel, and when compared to the rate in the West Bank. The dropout rate in the ninth grade is estimated at 9%, 16% in the tenth grade, 26% in the eleventh grade, and 33% in the twelfth grade. Despite the allocation of three million NIS by the municipal budget for the prevention of school dropout in East Jerusalem, this budget falls short from the needed 15 million NIS in order to comprehensively address the issue of school dropout among Palestinian students.[6] A study conducted by the Centre for Continuing Education at Birzeit University in 2013 indicated that some families avoid enrolling their children at municipal schools that are perceived as having and promoting political agendas. However, as options are limited, many low-income families in the targeted neighborhoods do not have another choice but to enroll their children in municipal schools. [7]

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[2] ARIJ, Mapping of Schools in East Jerusalem, 2016.
[3] The Association of Civil Rights in Jerusalem, 5 Year "Grace-Period" for Education in East Jerusalem has Ended, February 2016.
[4] According to Israeli statistics.
[5] The Association of Civil Rights in Jerusalem, 5 Year "Grace-Period" for Education in East Jerusalem has Ended, February 2016.
[6] Ibid.
[7] Birzeit University Centre for Continuing Education, Reality of Palestinian Children's Well-being in East Jerusalem: A Participatory Community Case Study Analysis of Five Marginalized Neighborhoods, occupied Palestinian territory, 2013, p.44.

3.   Project relevance

3.1.   Coherence of project design

The Project design process was participatory in nature and involved the MoEHE and the JDoE in determining the project's key components. Interviews with JDoE representatives have indicated high satisfaction from their involvement in the project's design and consultation process launched by UNDP. This process culminated in a three years Project document that detailed the Project's objective, outcomes and three outputs (*see Figure 1*), with key performance indicators at the output goals only. Overall, this general framework formed the basis for the Project's progress monitoring and implementation. However, the Project's concept note didn't clearly articulate the Project's theory of change, and the following observations can be made about the coherence of the Project's results framework:

- *Formulation and linkage between Project outcomes and objective:* Despite the logical coherence between linkages of outcome 1 and the Project's objective, the formulation of Outcome 2 was similar to the general objective. The Project's results framework could have been strengthened and clarified further.

- *Key performance indicators:* The effective formulation of performance indicators to measure results and outputs is crucial for the monitoring and evaluation process. As designed, the Project developed indicators for its outputs only (*see Annex 2*), missing to develop a comprehensive monitoring and evaluation framework, detailing Specific, Measurable, Achievable, Relevant and Time-bound (SMART) indicators, at all levels (objective, outcomes and outputs) and an M&E matrix detailing the data source, baseline and final target planned, as well as the responsibility and the frequency of data collection for each indicator.

    In terms of the formulation of available indicators at output levels, some of these are more relevant to the outcome rather than the outputs. This applies to all the indicators for Output 2 and Output 3, which are more relevant to measure Outcome 2 or the Project's objective.

3.2.   Alignment with beneficiary needs

Relevance of the establishment of the new school

Given the shortage in classrooms, Israeli zoning and construction restriction on new buildings, as well as the high dropout rate of Palestinian students, particularly from higher grades, stakeholders interviewed for the purpose of this evaluation indicated the high relevance of the Project to the needs of Palestinian children and youth in East Jerusalem. Tala' Al-Quds Schools was established in Beit-Hanina Neighborhood that had private schools but lacked schools affiliated to Al-Waqf. Students from this area had to travel half an hour by public transportation to nearby schools in Shufat. Parents interviewed indicated that the establishment of the new school provided a safe environment for their children, particularly as they had to travel to other areas in Jerusalem where the security situation was difficult. Furthermore, the number of students per classroom has decreased from 38 students in their old schools to around 13 students per classroom in Tala' Al-Quds School. Both parents and students believe that this decreased number of students per classroom provided an enabling learning opportunity as students were able to better interact with teachers and cases of violence decreased. Students indicated that their old school building was very old and had inappropriate bathrooms. They have expressed high satisfaction from the new premises in Tala' Al-Quds School.

Relevance of supervision support

The majority of *school directors expressed their satisfaction* from the supervision support provided, despite its inability to fully meet their entire expectations of benefits acquired, as will be elaborated further. Directors have highlighted that schools in Jerusalem are in significant need for supervision support that is currently not officially provided by Israeli educational authorities responsible for schools in East Jerusalem. Representatives from the Palestinian Directorate of Education in Jerusalem have expressed the high relevance of such interventions for schools in Jerusalem, given the multiple referral authorities, the increasing number of private schools that reach 85 schools, and that are not covered

officially through supervision by the Palestinian MoEHE. They believe that this intervention has responded to the needs of teachers, providing an opportunity to reflect their priorities.

School supervisors have also expressed their satisfaction from the supervision support. They have indicated that as a result of a lack of supervision support to teachers at schools in Jerusalem, teachers don't know the role of a supervisor, and the importance of this function for their work. Teachers often face various challenges in dealing with students and are often left alone with no or very little support to enhance their knowledge or skills. According to supervisors interviewed, this is particularly important for newly appointed teachers, who often lack the teaching experience and the know-hows of dealing with students, managing the class, or preparing exams. In addition, some interviewees have highlighted that teachers in private schools in Jerusalem have fewer opportunities to enhance their skills and knowledge through training, in comparison to teachers in governmental schools that have better professional development opportunities.

When asked if the supervision support met teachers' expectations, *almost half of teachers participating in the evaluation process only reported that supervision met (fully, or partially, or exceeded) their expectations* (*see Table 4*). It seems that supervision support met mostly the expectations of science teachers, as only 29% reported otherwise (*see Table 4*).

Table 4: Teachers' expectations from the supervision support

	Arabic	English	Math	Science
Meeting expectations	45.4%	18.2%	50%	57.14%
Partially meeting expectations	0%	9.1%	0%	14.29%
Exceeded expectations	0%	27.3%	0%	0%
Not meeting expectations	54.6%	45.4%	50%	28.57%

Relevance of counseling supervision support

Stakeholders attest the importance of counseling for students, particularly in Jerusalem, where children and youth face various forms of political and social violence, as well as academic challenges placing them under significant psychosocial stress. However, the relevance of the counseling support services varied from one school to another depending on the school's current capacities in this area. Some schools have highly qualified counselors and, consequently, consider counseling as slightly relevant to their needs. Other schools, on the other hand, lack counselors, and perceive interventions that focus on counseling supervision as irrelevant to their needs, given the lack of human resources to carry on this function at schools.

4.   Efficiency

This section examines the aspects of the Project that are, directly or indirectly, related to its efficiency focusing namely, on measuring the output indicators, project management and stakeholders' engagement process, as well as the Project's monitoring and evaluation. The main obstacle faced in the evaluation of the Project's efficiency was the lack of accurate and fully updated information for some of the planned key performance indicators. Hence, the evaluation relied on evidence from the semi-structured interviews and focus groups.

4.1.   Overall progress and key achievements per output/component

Throughout its life cycle extending from 2013-2017, the Project achieved the following under each component:

4.1.1.   Component 1: Establishment of a new school

A residential building in Beit Hanina area was purchased, upgraded and remodeled to accommodate the new school facility for 150 secondary boys' students. The school started operating in the beginning of the scholastic year 2016/2017. At the time of the evaluation (December 2017), the school infrastructure was completed, but due to the specific requirements of the installation of the school elevator in accordance with the local regulations, the respective works were still in process. All school furniture was delivered to the Project site and IT equipment were supplied and installed. The final approval of TOFES 4 and the

building use from the local authorities (Israeli municipality of Jerusalem) was still ongoing due to the long procedures for obtaining such a permit, the various requirements needed to approve the building as an educational facility, as well as the delay in requesting the permit, which was officially requested in 2017. UNDP has hired a specialized engineer in schools permits to assist in changing the school use from public building to a school use. Because the building was initially used for residential purposes, the time allocated to get the required permit for a school was lengthy, as many requirements were needed to transform and accommodate the building for educational purposes. Throughout the process of securing the approval for the building use, several tests have been requested to perform Civil Works and installations for meeting some additional requirements by the Israeli Municipality of Jerusalem.

Table 5: Achievement of indicators for Output 1

Output indicators	Baseline	Target	Current status
Number of new students enrolled	8,706 students enrolled in Waqf General Department schools	8,856 students enrolled in Waqf General Department Schools	*Achieved.* At the opening of the school, 150 students were enrolled but this number decreased by the end of 2017, as some students dropped out.
Rate of drop outs reduced	15%[8]	Unavailable.	Unavailable.
Number of new schools established	46 schools managed by JDoE	47 schools managed by JDoE	*Achieved.* During 2016/2017 scholastic year, one new school facility was added under the JDoE education system in East Jerusalem.
Number of new classrooms provided	512 classrooms available in Waqf General Department Schools	524 classrooms available in Waqf General Department Schools	*Achieved.* During 2016/2017 scholastic year, 12 new classrooms have been provided under the existing JDoE classrooms capacity.

At the opening of the school, 150 students were enrolled, but this number decreased after one year of the school's opening. According to the school director, this decrease was due to the closure of two six grade classes, as well as the drop out of some students. Because there was no selection process or entry examination, many students with special needs, low academic performance and violence problems were enrolled at the school. This open registration strategy was meant to provide an opportunity for the most marginalized and excluded students that are subject to dropout. The JDoE is currently planning to increase enrollment at the school by referring students completing their six grades from other schools in East Jerusalem to Tala' Al-Quds school with the aim of increasing students' enrollment there.

4.1.2. Component 2: Supervision and counseling support services

The counseling and supervision support interventions were both initiated in the second semester of the academic year of 2015-2016 and lasted for approximately four months, covering 42 private schools in Jerusalem (*see Figure 2 and Table 6*). The areas of Beit Hanina, Shu'fat Camp, Shu'fat and the city of Jerusalem had the largest share of coverage in terms of supervisory intervention. Furthermore, 42 schools were provided with counseling support, with schools in Beit Hanina, Shufat, the city of Jerusalem, A-Tour and Bab Al-Khalil receiving the largest share of counseling support interventions (*see Figure 2 and Figure 3*).

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[8] (2014/2015) socio-economic Jerusalem Survey and Study implemented by Palestinian Engineers Association and Near East Consulting/ Ramallah and funded by UNDP.

Table 6: Achievement of indicators for Output 1

Output Indicators	Baseline	Target	Current Status
Students' learning achievements increased	10,000 students benefited from supervisory and counseling services.	18,000 students benefited from the supervision activities, in addition to 15,000 students benefited from the counseling interventions.	*Achieved.* Counseling and supervision support interventions were both initiated in the second semester of the academic year of 2015-2016 and lasted for four months, covering 42 private schools in Jerusalem. Interviews with
Rate of drop outs reduced	13%	Non Available.	Non Available.
Number of social and behavior problems reduced[9]	Non Available.	Non Available.	The evaluation revealed some social and behavior problems solved as a result of the counseling support services.

Figure 2: Geographical distribution of schools receiving supervision support through the project
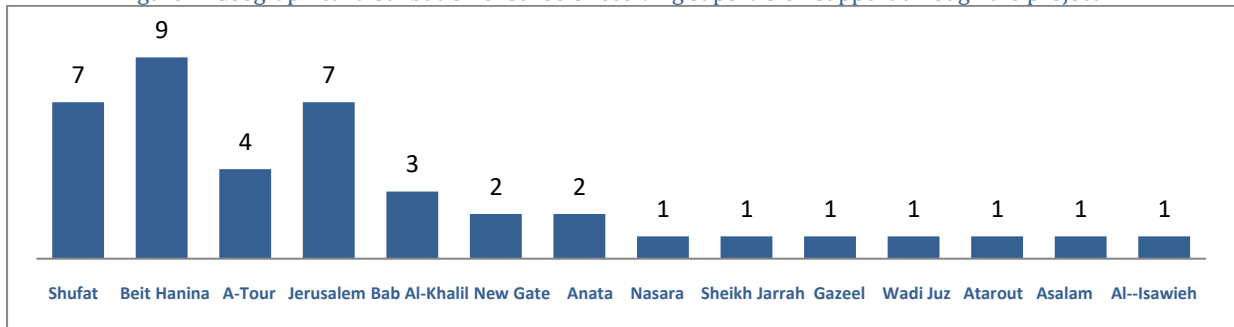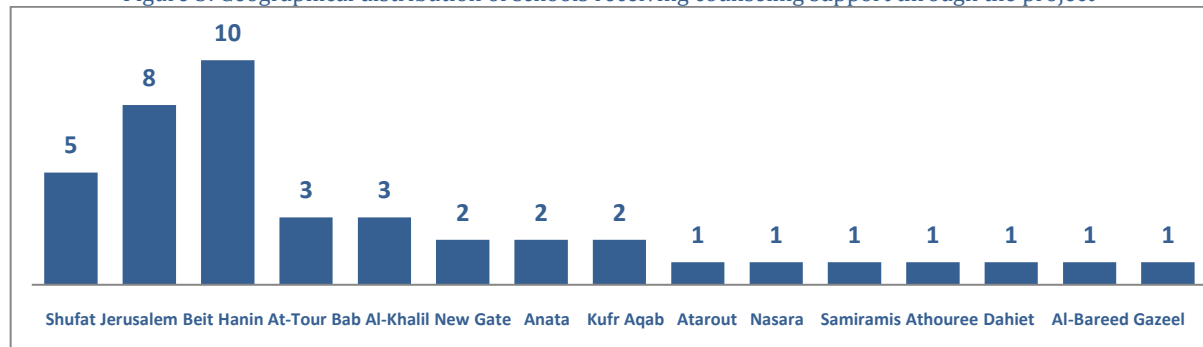

Figure 3: Geographical distribution of schools receiving counseling support through the project

The *supervision services* targeted Arabic language, English Language, Mathematics and Science teachers. Forty four percent of schools targeted included primary (1-10) and secondary levels (10-12), while 34% of schools targeted had Lower basic grade levels (1-4) and upper basic grade levels (5-10), and 12% had lower basic grade levels (1-4) (*see Figure 4*). On the other hand, 48% of schools receiving counseling support included all grade levels (*see Figure 4*).

Figure 4: Distribution of schools, supported in supervision and counseling, by grade level
Supervision support   *counseling support*
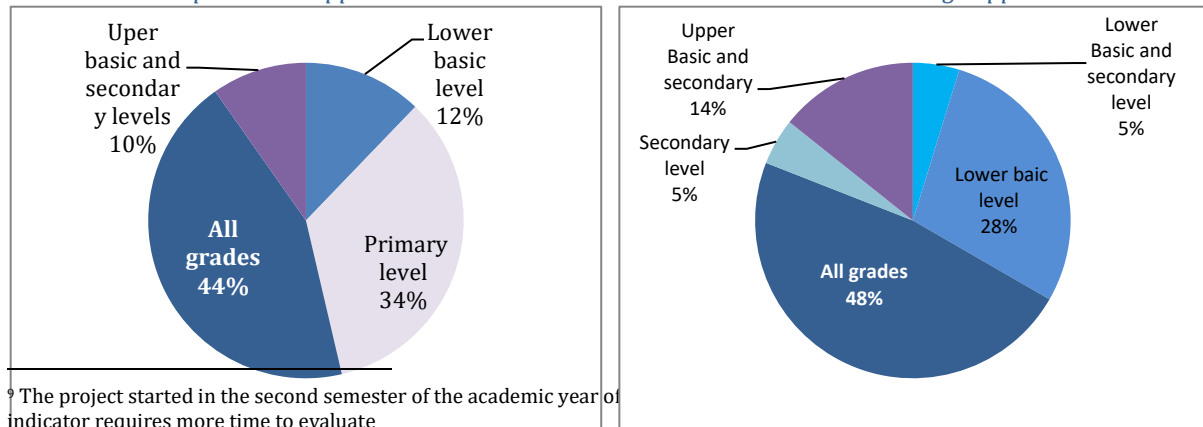
[9] The project started in the second semester of the academic year of
indicator requires more time to evaluate

4.1.3. Component 3: Geo-Mapping

In close cooperation with the Applied Research Institute- Jerusalem (ARIJ), the Geo- mapping for JDoE, Private, Municipal, Contractors and UNRWA schools in East Jerusalem was conducted. The mapping was supposed to be a foundation of a decision support system that would help the MoEHE, donors and other stakeholders to better plan, coordinate, implement and monitor educational activities throughout Jerusalem. The mapping phases were fully completed and included the following milestones:

- Design a questionnaire to collect data from school
- Design education baselines and indicators in line with EMIS
- On site assessment and collection of information
- Data entry and data analysis for collected information
- Linking the collected data/education indicator under the established GIS in the first phase
- Link the information to Al Murshed database
- Training and capacity development for JDoE staff in system deployment and update

More than 130 out of 219 schools were surveyed and a first map of its kind had been produced showing the distribution of school facilities. The collection of data for Municipality schools was a very challenging process, as field researchers were denied entrance to these schools. Interviews with the JDoE representatives have indicated that while this mapping was highly relevant to the needs of the Ministry, particularly to JDoE, they haven't benefited from it greatly, at the exception of knowing the location of schools. Due to the inability of the Project to gather information from schools affiliated to the Jerusalem Municipality, as well as to UNRWA schools, the information gathered from the mapping was only slightly beneficial to the MoEHE. Location of schools in East Jerusalem on maps is the only used. The JDoE has not used it in its planning efforts, and has not linked it to its other information systems. The interview with the Director of Planning revealed that the data is currently outdated and updated information is still needed, so that the Ministry can benefit more from this geo-mapping.

4.2. Quality of outputs

The quality of project outputs was mixed, though generally adequate.

- *Tala' Al-Quds new school infrastructure, equipment and space:* In general, the infrastructure works and finishing materials were of good quality. The school equipment (chairs, tables, boards, etc.) conformed to the specifications set out in the tender documents, and followed the required national specifications of the Palestinian MoEHE. Tender documents and specification requirements were prepared by UNDP in consultation with JoDE and the engineers at the MoEHE.

  The school director, parents, students and teachers interviewed have expressed their high satisfaction from the general condition of the school. Students indicated that with the average number of 13 students per classroom, the space is generally adequate. This gives them an opportunity to better interact with the teacher at class, and answer more questions. They have also expressed the general good condition of the toilets, despite their closeness to classrooms, as the building was initially built for residential purposes. And although the playground is small, students have expressed that they have now the opportunity to play games during the break and even after school, while some of their old schools didn't have playgrounds.

  Some disadvantages as expressed by teachers and some students included the need for heating, the lack of equipment and material for the laboratories, learning materials, LCD and sport equipment. Teachers specifically expressed the low quality of chairs, the need for curtains in classrooms, computers for teachers' use, and the lack of books at the library. Some students have also expressed that they have less extra-curricular activities and trips in their new school. Parents had also to contribute in installing a water drinking fountain and purchasing some curtains.

- *Supervision support:* When asked about their satisfaction level, some teachers were unsatisfied by the quality of supervision support due to the focus of project supervisors on "simple issues", rather than responding to the priorities and needs of teachers. This was mainly noticed for the supervision support provided to Arabic and Mathematic teachers. For example, 64% of Arabic teachers

participating in the evaluation reported that the supervisors focused on less priority topics, such as punctuation and grammar (*see Table 7*).

Table 7: Acquired benefits that are less important as perceived by Arabic, mathematics, science and English teachers

Acquired benefits	Teachers			
	Arabic	**English**	**Math**	**Science**
Everything provided was valuable	9.1%	54.5%	37.5%	71.4%
Focus on punctuation and grammar	63.6%			
Repetition to what the teacher explains	9.1%	9.1%	25%	
Focus on how to react to students response without permission	9.1%			
Informing students that are academically weak of the type of questions prior to the exam				14.3%
Focus on preparing lessons in a traditional way	9.1%		25%	
Focus on new technologies, despite the inability of the school to apply that, or focusing on visual tools despite the presence of practical application and solving problems (for math)		9.1%	12.5%	
Focus on techniques with students that do not meet their age, or focusing too much on students		18.2%		14.3%
Focus on how to divide the grade report despite the availability of an electronic system for grades		9.1%		

And 25% of mathematics teachers highlighted that the focus of supervisors on how to prepare the lesson plan using the same traditional ways and methods was not the most priority issue for them. Similarly, 25% of mathematic teachers believe that supervisors repeated only what the teacher has explained without adding anything new.

- *Geo-mapping:* In general, the JoDE representatives expressed their dissatisfaction from the geo-mapping due to the lack of data for Municipal school, as aforementioned. They have expressed that the system is weakly linked to their existing databases and is, hence, currently not used by the Planning department.

4.3.   Cost effectiveness analysis

At the time of the evaluation, UNDP had received USD 3,528,140.32 (NOK 22,912,150) out of the total contract amount of USD 3,808,728. The project lost around USD 150,000 due to the fluctuation of NOK exchange against the USD. This issue was officially reported to NRO. The project team made the necessary adjustments and re-programming of some activities, especially the external improvement civil works, seeking not to affect the overall project strategic objectives especially increasing the capacity of Palestinian education system with new classrooms.

In terms of the project costs, the budget reflected a relatively lean structure and an efficient operation. The breakdown between project costs, on the one hand, and project operations, monitoring and evaluation, on the other, was in a ratio of 88%: 12%. A major part of the budget was appropriately focused on project outputs and a much smaller percentage on management operations and administration. Personnel costs were budgeted for the quality assurance positions and these included the Program Analyst, the Engineer Analyst and the Project Assistant. These accounted for only 2% of the total project budget.

It should be mentioned here that UNDP has also allocated additional financial resources from other funding resources and amounting to around USD 70,000 throughout the Project's life cycle. This additional budget allocation was due to unexpected remodelling costs that were not budgeted, and confirms the extremely high priority given by UNDP to the Project.

It is also worth noting that the Project encountered overspending in three items (*see Table 8*). The first was related to the upgrading work (item 2), but was within the approved criteria (10%). However, overspending in design and supervising (item 5) and Quality education (item 10) reached 25% and 29% respectively. Overspending on the design and supervision was due to the delays of the upgrading and infrastructure works, that were planned to end July 2016, but were only concluded on Dec 2016. Additional costs were hence required to finalize the pending works, inspect and receive completed works, and handing over to JDoE. Furthermore, the school permit requirement entailed further remodeling and

restructuring of the facility that were not known or planned during the first phase of the Project. On the other hand, the project accumulated extra cost under the Quality Education Item was due to costs for the supply of a server for hosting a GIS system at JDoE, procuring genuine GIS software, as well as the provision of training and capacity development on the system. Moreover, additional costs resulted due to increasing the number of targeted schools from 40 to 48 schoold as requested by JDoE. UNDP had also to contract new engineers and a lawyer to complete the permit requirements and reduce the Arnona requested by the Israeli authorities (280,000 Shekels to be paid by JDoE).

Table 8: Project planned budget versus actual expenditure and remaining amounts up until March 2018

Activity includes the Implementation Support Services	Financial Status according to the original project budget in USD value			Proposed new activities		
	Allocated amount	Total Expenses	Remaining	Re-programming of the remaining between Jan until June 2017	Proposed Cost	Status
Purchasing the building structure and land	$ 2,190,196.59	$ 2,027,608.24	$ 162,588.35			Completed
Upgrading works including civil, arch, electro-mechanical and external works	$ 550,000.00	$ 557,807.71	$ (7,807.71)	2.1 Consultancy services and fees for securing the building use from the Municipality.	$ 13,000.00	Ongoing
				2.2 Expected Civil works required for securing the clearance from the Municipality	$ 7,000.00	Not started yet, it is planned for completion by end June 2017 upon receiving the requirements from the Municipality
Safety and security	$ 80,000.00	$ 80,000.00	$ -			
Provision of labs, library, resource room, furniture and equipment	$ 150,000.00	$ 150,000.00	$ -	4.1 Supply and installation of Elevator	$ 40,000.00	Ongoing, contract is already signed with the company. The lift is currently under supply.
				4.2 Gardening	$ 5,000.00	It is scheduled to commence the works beginning of April 2017
Design and supervision	$ 60,000.00	$ 75,000.00	$ (15,000.00)			Completed
UNDP Quality Assurance		$ -		6. Quality Assurance for supporting the implementation of the proposed activities	$ 11,182.00	Ongoing
Programme Analyst (20%)	$ 24,000.00	$ 81,600.00	$ -			
Engineer Analyst (40%)	$ 48,000.00					
Project Assistant (20%)	$ 9,600.00					
Miscellaneous	$ 35,000.00	$ 27,264.70	$ 7,735.30			Ongoing
Audit, M&E	$ 30,000.00		$ 30,000.00	8.1 Audit	$ 10,000.00	Official request made for UNDP HQ for including the project under the 2017 audit plan. It is expected to

Activity includes the Implementation Support Services	Financial Status according to the original project budget in USD value			Proposed new activities		
	Allocated amount	Total Expenses	Remaining	Re-programming of the remaining between Jan until June 2017	Proposed Cost	Status
						carry out the audit services during August 2017.
				8.2 Evaluation	$ 10,000.00	Under Preparation
				8.3 Detailed evaluation for the supervision and counselling support interventions	$ 9,900.00	Ongoing. 50% is completed and the report will be submitted mid June 2017
Communication and Visibility	$ 20,000.00	$ 15,000.00	$5,000.00	9. Communication and Visibility	$ 10,000.00	Under Preparation.
Quality Education	$ 70,000.00	$ 90,284.15	$ (20,284.15)	10.1 Teachers training	$ 18,700.00	Ongoing 50% completed, planned to be finalized end of May 2017
				10.2 Extra-curriculum	$ 7,150.00	Ongoing. 40% is completed, planned to be finalized mid June 2017
				10.3 Counselling-driven activities		
				10.4 Community engagement		
				10.5 Detailed assessment for 230 schools as part of the Geo-mapping	$ 20,300.00	Ongoing 80% is completed, planned to be finalized end of April 2017
Total Cost of Project Activities	**$ 3,266,796.59**	**$ 3,104,564.80**	**$ 162,231.79**		**$ 162,232.00**	
UNDP General Management Cost	$ 261,343.73	$ 248,246.26	$ 12,978.54		$ 12,978.56	
Total Project Cost	**$ 3,528,140.32**	**$ 3,352,811.06**	**$175,210.33**		**$ 175,210.56**	

The Project received a no-cost extension until June 2017, and the remaining amount of USD 175,210.56 resulting from some incomplete activities (audit and evaluation), as well as the remaining amounts from other items, were allocated to complete these works and implement new activities[10] as follows:

- Consultancy services and fees for securing the building use and permit from the Municipality: An engineer was contracted to ensure the building use for educational purposes, based on requirements from the Israeli Municipality.
- Additional civil works required for securing the clearance from the Municipality.
- Teachers training: A training for teachers focused on learning objectives, communication, leadership and classroom discipline.
- Organization of extra-curriculum activities during the weekends and afterschool hours, aiming to address some of those pressing issues through tailored activities and participation with the parents, teachers and social worker. All the activities are implemented under the full leadership with JDoE.
- Counseling-driven activities: Birzeit University in close coordination of JDoE and Palestinian Counseling Center was designing and implementing a focused Counselling-driven and Psycho-social activities that are taking place in the school, aiming to tackle same challenges faced by students. In addition, the support included provision of on-the-job training and coaching to the school counselor as well as teachers.

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[10] New activities were not assessed by this evaluation.

- Community engagement: Within the scope of increasing the community engagement and enhancing their ownership, this pilot activity aiming to establish a model for the utilization of the school after the official operation hours and holidays for hosting community events for tackling development constrains in Jerusalem.

4.4.   Monitoring and evaluation

Monitoring of Project activities was undertaken by the Program Manager, who was only assigned to 40% of her time on the Project, and supported by UNDP's quality assurance team (the Program Analyst and the Engineer Analyst). In terms of the school works, regular visits to monitor remodelling were conducted and other UNDP staff were involved to ensure quality of work and IT installations.

The main tool developed and used to guide work planning was the annual action plan. The project, as a result, never developed a proper results framework that could support the monitoring and evaluation of higher level outcomes and objective. Values for some output indicators were not gathered. The quality of the annual reporting as demonstrated in the reports shared with the evaluation team (First, Second and Final progress report to the NRO) were very much output focused, and did not capture much of the progress made at the level of the project outcomes. Nevertheless, the annual reports included lessons learnt, challenges encountered and recommendations to improve future implementation of activities, as well as future project's design.

NRO representative raised concerns on what was perceived as delays experienced in receiving timely annual reports. When asked about what UNDP can improve in this regard, suggestion included improving operational efficiencies related to reporting, as well as monitoring of indicators.

4.5.   Coordination mechanism: How effective were coordination mechanisms?

Interviews with JDoE representatives have indicated the good coordination mechanisms established within the framework of this project. The General Director of the JDoE directorate has expressed his satisfaction from communication mechanisms established with UNDP project management staff, and their professionalism. JDoE representatives have been involved in the Project design and implementation. They were actively involved in all decision making processes and they were part of the steering committee established to allocate the building to establish the new school in East Jerusalem. Despite the good relations between UNRWA and JDoE, coordination mechanisms to enter UNRWA schools and collect data were ineffective.

Furthermore, as a result of this Project, coordination meetings were established with donors, leading to more donor coordination and support to the education sector in East Jerusalem. The Ministry has allocated 30 million USD budget (10 million USD from UNDP) to support schools in East Jerusalem. Also, through the support of the Islamic Bank and the Government of Norway, two schools will be built in Tur and Shufat. This coordination with donors as a result of this Project opened windows of cooperation to support education in East Jerusalem, although this coordination remains ad-hoc, and required additional financial and human resources to make it more effective, particularly as it needs systematic research and analysis, as well as regular meetings and forums to plan for enhancing education in East Jerusalem. This aspect was not incorporated in the Project design, and was mainly ad-hoc.

4.6.   Effectiveness and impact

The following part of the report presents the findings of the evaluation related to the effectiveness of the project at the level of three expected outcomes and respective outputs and results achieved, both qualitative and quantitative, and in the context of the lack of key performance indicators at the outcome and objective level.

1)   *Enhanced teachers' skills and knowledge in particular areas only*

Some school directors have highlighted that the supervision support has enhanced teachers' knowledge and skills needed to prepare for classes, articulate lesson objectives, and use new methods for explaining topics, particularly in mathematics and science. A school director explains, *"We used to refer to a lot of external working papers in mathematics, believing that this is the best method for enhancing students'*

knowledge. However, after the supervision support, we came to realize that providing students with external working papers and homework is not necessarily enough and the best practice. Now, we are thinking of using other methods and ways to transform information and enhance knowledge."

Supervisors in Arabic and mathematics indicate that the supervision support has increased the quality of questions posed by teachers. They are now able to formulate questions with specific purposes stimulating students' non-traditional thinking. Many teachers now are able to articulate precise questions in a more systematic way and focusing on specific objectives. Science supervisors also highlighted that in the past teachers lacked the needed skills and knowledge on how to formulate coherent behavioral objectives, which are student-oriented, placing the emphasis on the various learning needs of students in questions and exams. The supervision support enabled teachers to start thinking about the individual special needs of students, and how exams could reflect that.

These results are strongly coherent with what teachers attest acquiring as a result of the supervision support. For example, 45% of English teachers interviewed have highlighted that the major benefit acquired was how to focus on students, follow their performance better and motivate them (*see Table 5*). Twenty-seven percent of teachers indicated that the supervision support has enhanced their performance and increased their self-confidence.

Table 9: Benefits acquired as per the opinion of teachers

Benefits acquired	Teachers			
	Arabic	**English**	**Math**	**Science**
No benefits	36.3%	27.3%		14.3%
Focus on grammar	18.2%			
Preparing lessons plans and objectives			50%	28.5%
Preparing exams and students assessments				14.3%
Class management skills			12.5%	
Focus on students (how to interact with students, motivate them, follow up, etc.)	9.1%	45.4%	12.5%	
Techniques to enhance thinking skills of students and linking that to real life situations			25%	
Focus on teachers' presentation skills, as well as his/her performance and confidence.	9.1%	27.3%		
Enriching educational materials	27.3%			
Support and appreciation of teachers by directors				42.9%

Furthermore, 27% of Arabic teachers interviewed have indicated that the supervision support has provided them with rich educational tools, and 18% believe that they have acquired skills on how to focus on grammar (*see Table 5*). On the other hand, 50% of mathematic teachers attest that formulating lesson objectives was the greatest benefit, 25% refer to skills on how to initiate thinking and linking that to real

life situation, while 13% refer to class management skills, and 13% to how to use the board and activate students' interaction. In addition, 29% of science teachers report improved skills in lesson plan preparation and analysis of learning objectives, while 14% of them believe they have acquired skills in how to prepare exams and assess students (*see Table 5*).

Overall, school director, supervisors and teachers report that teachers' skills in how to interact better with students have enhanced. Teachers have indicated that they have modified and changed the way they interact with students, which consequently resulted in enhanced students-teachers relation and more students' acceptance of the topic and learning process. However, despite these positive benefits acquired, some Arabic, English and Science teachers interviewed still indicate no skills and benefits acquired as a result of the interventions.

Furthermore, the evaluation revealed that students' perceptions on teachers' improved skills and way of interaction haven't changed much. Students participating in focus groups believe that traditional learning models and 'frontal teaching' approaches with the teacher addressing the whole group from the front of the classroom dominate in most schools. Students also highlight that classroom activities remain focused on copying from the blackboard, writing and listening to teachers, with only rare opportunities for group work, creative thinking and proactive learning methods. Students are still instructed to learn and retain answers to pre-determined questions on topics which are rarely contextualized. Teachers still depend on the official textbooks, and innovation on how to present knowledge is rarely employed.

And despite the use of personal projects as a method to put theoretical knowledge into practice, half of students participating in the focus group about Arabic, English and Math teachers have indicated that they have never participated in personal projects, while 71% of students participating in the focus group about science teachers have indicated undertaking personal projects in Science. This indicates that the inclusion of "innovative" teaching techniques is still traditionally limited to science, and less to other topics.

Moreover, students participating in all the four focus groups highlighted that teachers are still using the same traditional tools for assessment, such as short test and final exams, as well as participation in class and personal projects in certain topics. Teachers' assessment practices remain weak, particularly because the focus in the classroom lies on assessing knowledge acquired by students in topics that are needed for national examination, with limited focus on the divergent learning and special needs of students. Finally, students' reported their resentment from most teachers' behavior in class, which is still characterized by the bad temper of many teachers, as well as scolding students and punishing them. They believe that teacher' skills in class management haven't changed and remain weak. The limited benefits on teachers' teaching techniques and behavior could be attributed to the challenges encountered in the implementation of the supervision support, as will be further elaborated.

2) *Shift in schools' directors' vision of the importance of supervision*

The interventions have instigated an interaction between supervisors, teachers and directors, which has consequently resulted in better acceptance of school directors to the importance of supervision as a function in enhancing students' performance. Some teachers believe that the supervision support has resulted in better appreciation of teacher, and enhanced communication with directors to support teachers' work. For example, 43% of science teachers interviewed believe that the greatest achievement from the supervision support was the enhanced teachers' support and appreciation from schools' directors (*see Table 5*).

3) *Better management of social and behavioral cases*

The evaluation reveals that the level of achievements accomplished in counseling support varies considerably from one school to another. In schools that didn't have any counselors, the counseling support interventions acted as an "alternative counseling mechanism" attempting to solve individual cases of students facing problems, via the close support of teachers and school directors. Some schools even reported never receiving counseling support. However, in schools where there were counselors, the key achievements acquired were the enhanced management of cases needing counseling, and the preparation of intervention plan for these cases.

Overall, this varied from one school to another, depending on the capacity of counselors. It seems that in the presence of highly qualified counselors in schools, the counseling support intervention had little impact, whereas in schools with no counselors or with counselors lacking appropriate skills, the benefits of counseling support were mainly perceived in the more effective management of some individual cases, the better skills and knowledge of counselors on how to intervene in some cases, and the enhanced acceptance of teachers, parents and directors of the importance of counseling, as well as the enhanced behavior of students receiving counseling.

2.5. Challenges: What hindered the effective achievement of results?

2.5.1. Challenges related to the establishment of the new school

The main challenge related to the establishment of the new school could be summarized as follows:

- The time needed to search for a space and upgrade and remodel the building was more than planned. This entailed that the process of opening the school for the scholastic year of 2016/2017 was too early and more preparation time was needed, particularly to train teachers, select students, and finish all remodeling requirements before the official opening of the school.
- The selection of students to enroll in the school was very flexible. Students didn't have to do any entrance exams, which led to the enrollment of many students with learning difficulties, while the school was still not prepared to accommodate their needs. The Project should have incorporated another component to provide educational support classes and experts for such students, particularly because the targeted children are those who are prone to drop out from school, and hence face many learning difficulties and need extra support.
- The allocated financial resources to transform a residential building to a school were under budgeted. More financial resources are still needed to fully equip the school, as the current facility still needs learning materials, laboratory equipment, curtains, LCD, books for the library, sports equipment, etc.
- Seven out of ten teachers working at the Tala' Al-Quds school have very modest teaching experience (from two to four years) and lack skills and experience to deal with students with learning difficulties and who exhibit violence. They are currently hired on a project basis, with very low salaries (2000 NIS). These low salaries do not provide any sufficient incentives for teachers to focus on the quality of education. The Ministry of Finance has approved their appointment, but it's taking a very long time.
- The school's budget does not exceed 3000 NIS, which does not meet the needs of the school's development and operational costs. Parents have participated in mobilizing some resources, particularly in building the drinking water area for students, purchasing curtains and installing flooring at the school entrance.
- UNDP's staff experience in and knowledge of Israeli Municipality permit requirements and procedures for the approval of educational facilities in East Jerusalem was modest.
- Lack of engineers at JoDE with the experience and knowledge of Israeli Municipality permit requirements and procedures.

2.5.2. Challenges related to supervision support

During the project's life cycle, some key challenges and factors were identified by the different stakeholders interviewed for the purpose of this evaluation. These challenges impeded the effective realization of results in relation to supervision support, and could be summarized as follows:

- Limited time and visits provided to teachers, particularly the newly appointed ones.
- Weak coordination, planning, communication and follow up mechanisms between project supervisors and directors.
- The large number of schools and teachers targeted by the project limits the time dedicated for supervision support.
- Weak motivation and acceptance of teachers to follow the instructions of project supervisors. Supervision for many teachers is considered as a new concept and it was, hence, not easily accepted by them.
- The varying academic and knowledge of teachers.
- The expertise and knowledge of some project supervisors assigned to provide supervision support was limited and didn't meet the expectations of stakeholders involved.

- Difficult accessibility of supervisors to schools, due to their distance from the center of the city, lack of appropriate transportations, the presence of Israeli checkpoints, the location of some schools behind the Israeli Separation Wall, and the need for Israeli permits to access schools.

2.5.3. Challenges related to counseling support

During the project's life cycle, some key challenges and factors were identified by the different stakeholders interviewed for the purpose of this evaluation that impeded the effective realization of results in relation to counseling support. These challenges and factors could be summarized as follows:

- Limited number of counselors at schools.
- Limited time and visits provided to counselors, given the large number of problems faced by students and the large number of cases to deal with.
- Lack of group counseling for students in the project design.
- Unclear objective of the counseling support to the school directors and counselors.
- Inability of some project counselors to access files of students, and intervene in some cases, due to the privacy of cases and refusal of school counselors to reveal information.
- Refusal of some schools directors to accept guidance from project counselors, who are young.
- Lack of appropriate tools in some schools that are needed for an effective counseling process.

2.5.4. Challenges related to the geo-mapping

The main challenges related to the effectiveness of this component were mainly due to the inability of the field workers to enter schools affiliated to the Municipality and UNRWA. Despite the high level coordination with UNRWA, data about their schools in Jerusalem was missing. And field workers were denied access to municipality schools. ARIJ was able to obtain some information through its personal connections in some schools, but this problem will persist in any future similar Project, unless other data collection mechanisms are identified, particularly the involvement of Israeli human rights organizations to collect information about schools in Jerusalem.

5. Looking back towards moving ahead

In summary, what then have been the results of "Right to Education in East Jerusalem Project" and how can they be explained?

5.1. Conclusions

The concept and intervention rational of the project is highly relevant to the context of schools in Jerusalem, particularly as students face challenging political and academic situation, and teachers are in need of continuous good quality supervision support with the lack of that function for schools in Jerusalem. The projects' strategies of building new schools, enhancing teachers' skills on how to teach better, and enhancing counselors' skills in providing counseling to students and managing cases, are important components for enhancing academic performance of students and their psychological conditions. Nevertheless, some weaknesses in the project's design have undermined the projects' ability during implementation to achieve systematic results in all schools targeted, particularly in terms of meeting the full expectations of all stakeholders targeted, and improving the performance of teachers and students.

This was mainly due to the fact that the project design didn't comprehensively analyze the current situation of counseling and supervision at schools targeted. The project's theory of change could have merited from better analysis of the available capacities at each of the schools targeted, in terms of 1) willingness of school management to be involved in and committed to the project, as well as undertake the counseling and supervision function systematically; 2) availability of school counselors; 3) needs of teachers and counselors from this process; and 4) available infrastructure and equipment to ensure an effective counseling process, and the introduction of technology and innovative tools in teaching of subjects so that teachers can apply new teaching methods they acquire. Furthermore, the project's life cycle was very limited, given the large number of schools targeted (42 private schools), the large number of teachers, the scattered geographical locations of these schools, and the limited number of human resources dedicated for the counseling and supervision support.

During the project's life cycle, some achievements were made. As a result of the supervision support provided to teachers, stakeholders interviewed attest an enhanced teachers' skills and knowledge in particular areas only, as well as a shift in school directors' vision of the importance of supervision. Through counseling supervision, students' cases were managed more effectively and skills and knowledge of counselors on how to intervene in some cases were enhanced. There was a better acceptance of teachers, parents and directors of the importance of counseling, and enhanced behavior of students receiving counseling. Despite these benefits, students still feel that teachers' skills in class management in weak, their ability to use innovative methods in teaching is also limited, and their attitudes and behaviors haven't changed. Furthermore, there is a good percentage of teachers that believe not acquiring any benefits from the supervision support (37% of Arabic teachers, 27% of English teachers and 14% of Science teachers).

Furthermore, in the counseling support, it seems that in the presence of highly qualified counselors in schools, the intervention had little impact, whereas in schools with no counselors or with counselors lacking appropriate skills, the benefits were more.

Some gaps have been noticed during implementation, including the weak coordination, planning, communication and follow up mechanisms between project supervisors and directors. There was also weak motivation and acceptance of teachers to follow the instructions of project supervisors. Supervision for many teachers is considered as a new concept and it was, hence, not easily accepted by them. Accessibility to schools was also an issue, due to the location of some schools far away from the center of the city, the lack of appropriate transportation, the presence of Israeli checkpoints, the location of some schools behind the Israeli Separation Wall, and the need for Israeli permits to access schools. Many of the challenges encountered could have been solved with better project design and implementation (more coordination, better transportation, extended time frame for project implementation, more human resources, etc.).

In terms of the establishment of the new school, this was deemed as highly relevant to the needs of children and youth in Jerusalem, particularly with the lack of adequate classrooms. The establishment of the new school (Tala' Al-Quds) in Beit-Hanina has reduced the transportation cost, time and effort of students and their parents to far away schools, and in less safe areas. Some students have expressed their enhanced academic performance as a result to moving to the new school, particularly because of the reduced number of students per class, the increased attention devoted to teachers, and the greater focus during the class. Some students have expressed that they were able to spend the time saved on traveling on studying and resting, which enhanced their psychological situation. However, other students, who were facing learning difficulties, have expressed that their educational performance is weak, particularly as they have not been provided with any additional educational support as they moved to the new school.

Students, parents, teachers and the school director at Tala' Al-Quds have expressed their high satisfaction from the new premises. They have expressed however the need for additional equipment and learning materials. Teachers also expressed their need to enhance their skills and experience, particularly as they are new teachers.

The Geo-mapping on the other hand was not highly appreciated by the JDoE representatives, particularly as ARIJ was unable to gather information from municipality and UNRWA schools. JDoE representatives have indicated that the current system is not effectively adopted by the Ministry, and that information is now outdated and needs continuous update.

5.2.   Lessons learned

Based on the evaluation findings presented in the previous sections and discussions with project stakeholders, the evaluation team would like to highlight the following lessons:

• Building new schools or renovating existing building for educational purposes in East Jerusalem necessitates good knowledge and experience in obtaining permits from the Israeli authorities. Effective project implementation should hence incorporate skilled resources with adequate knowledge to assess needs for permit requirement and financial costs allocated to either building new schools or renovating existing buildings. In addition, this process requires substantial time.

- Projects focusing on the establishment of new schools should be regarded as a "learning transformational process" whereby both hard (infrastructure and equipment) and soft aspects (training, counseling, orientations, etc.) are given equal attention. In addition to ensuring quality buildings, adequate and qualified human resources, good planning processes and community engagement in the establishment and opening of the school are all important aspects.

- Effective engagement of school directors, counselors and teachers, the comprehensive assessment of needs per school, the engagement of parents in their children's guidance process, and extra-curricular activities for students are all critical components for enhancing children's learning outcomes.

- Counseling and supervision support services, in the way it has been delivered in the project to date, improves skills and knowledge of counselors and teachers, but does not systematically change practices for all or raise their capacity in the same manner. Promising ways to improve the impact of these services suggested include incorporating specialized trainings for counselors and supervisors, provision of coaching, and increasing the quality of technical support and visits at schools.

- Successful planning mechanisms for the education sector in East Jerusalem should engage all stakeholders (MoEHE, donors, NGOs, private schools, etc.) involved in this area, via regular forums and guided by a strategic plan, while basing that on evidence (studies, research, policy papers, and knowledge production).

5.3.   Recommendations

This section presents the principal recommendations of the evaluation. These are based on the findings and conclusions of the evaluation and are set forth for UNDP, MoEHE and NRO to address in its second phase of the project, which the evaluation strongly recommends NRO to support, due to the high relevance of the Project's concept with the needs of the education sector in East Jerusalem.

The recommendations are in two sections. The `basic recommendations' draw attention to a basic decision that UNDP, MoEHE and NRO have to make about the Project's second phase and its objectives. The 'specific recommendations' are then provided to draw attention to what needs to be done to ensure that the different Project's components are effectively implemented.

5.3.1. Basic recommendations

Recommendation 1: Going forward in the second phase of the Project's design, UNDP is strongly encouraged to provide a strategic framework for the Project's results, identifying clear aims and SMART objectives that are Specific, Measurable, Achievable, Realistic, and Time bound. Such a strategic framework can be presented in a clearly articulated logical framework matrix that will ensure coherent linkages between the proposed objective, outcomes and outputs.

Recommendation 2: UNDP should design an M&E plan to monitor and assess progress against Project key performance indicators. Baseline and end-line information should be collected for all indicators. Collaboration with the MoEHE on data collection for some indicators (particularly at objective level) should be established. In designing the M&E plan, UNDP is strongly encouraged to consider the resources, both financial and human, that would be needed to put this system in place.

Recommendation 3: UNDP is strongly encouraged to redesign the new Project taking into consideration the following strategies and adjustments to its various components:

- When providing counseling and supervision support, any future project design should take into consideration a comprehensive assessment of the capacity of schools, in terms of the availability of counselors and an evaluation of their skills and needed development areas. This could help UNDP in the selection of targeted schools based on needs. Also, the time frame for the implementation of interventions should be well estimated to ensure effective coordination and visiting of all targeted schools.

- Prior to starting implementation of any intervention, it is imperative to conduct orientation stage to school directors, teachers and counselors on the objective of the intervention and key activities designed. This stage is crucial to enhance ownership and ensure relevance of interventions to the needs and expectations of the different stakeholders involved.

- In building new schools in East Jerusalem, it is recommended to identify the available possibility of purchasing land instead of remodeling residential areas, particularly because this latter needs more time, extensive remodeling and infrastructure adjustments, as well as financial resources to get the needed approval from the Israeli Ministry of Education. As part of the Project, a simple mapping/database is recommended to be undertaken in collaboration with the MoEHE/JDoE and Al-Waqf.

- The project's life cycle should also take into consideration the lengthy time needed for this process, as well as the financial resources for a comprehensive and full opening of a school, including the provision of all needed equipment and learning materials, the training of teachers, the appointment of educational experts to deal with children with learning difficulties, the design of extra-curricular activities, and educational support programs, as well as the after school community outreach programs.

Recommendation 3: In planning for the next phase, UNDP should strive to further strengthen it project management and coordination functions with all stakeholders through availing the required set of expertise to manage and monitor the project, and working out mechanisms to improve the timeliness of reporting and monitoring of results.

The preceding recommendations is intended to stress the need for UNDP to plan for success through ensuring adequate resourcing of the project while also taking to measure what is needed to make sure that project implementation does not confront any unnecessary delays.

While the structure and staffing levels of the project in the next phase cannot be foreseen by the evaluation, it is advisable that UNDP plan on allocating resources to hire a full-time project manager for this project, contract a lawyer to follow up the school's permit requirements, develop mechanisms and systems to ensure follow up of procedures and infrastructure/remodelling requirements for educational facilities in East Jerusalem. UNDP is also advised to plan allocating a substantial level of effort for an M&E associate to support project monitoring, as well as evaluation and reporting activities. It is also recommended that M&E activities are based on MoEHE M&E systems to reduce costs.

5.3.2. Specific recommendations

Specific recommendations to enhance supervision support

Recommendation 4: To enhance the effectiveness of the supervision support intervention, it is recommended to:

- Orient school directors, staff and counselors on the purpose of the intervention, planned activities, time frame and expectations for the school's management and counselors.
- Organize specialized trainings for teachers, based on their needs.
- Increase the number of supervisors providing support, particularly for lower grade classes, if the large number of targeted schools is maintained. Also, ensure covering all grade levels, when targeting schools.
- Increase the number of visits per school.
- Organize psychosocial support for teachers.
- Provide good teaching models and materials for teachers. This could also entail the preparation with teachers of high quality support material including learning activities and resources for teachers on how to actively improve teaching and learning through life skills.
- Include a complimentary intervention that aims at enhancing the appropriate environment to help teachers undertake an effective teaching process. This could entail the provision of needed equipment and materials, rehabilitation of space, infrastructure development, etc.
- Organize exchange visits between school supervisors and initiate platforms for the exchange of experiences.

Specific recommendations to enhance counseling support

Recommendation 5: To enhance the effectiveness of the counseling support intervention, it is recommended to:

- Focus on schools that need counseling support, particularly those with counselors that lack the needed skills and knowledge to undertake counseling effectively. It is also important to design different type of interventions for schools that have no counselors. This could entail the provision of counseling activities for students and parents.
- Include interventions to involve more closely parents in helping their children.
- Organize group counseling and awareness workshop for students and parents.
- Orient school directors, staff and counselors on the purpose of the intervention, planned activities, time frame and expectations for the school's management and counselors.
- Organize specialized trainings for counselors, based on their needs.
- Increase the number of counselors providing support, if the large number of targeted schools is maintained.
- Increase the number of visits per school.
- Include a complimentary intervention that aims at enhancing the appropriate environment for undertaking an effective counseling process. This could entail the provision of needed equipment and materials, dedication of safe and appropriate space for counseling, infrastructure development, etc.

4.3.   *Specific recommendations to enhance the planning and coordination mechanisms*

Recommendation 6: Any future geo-mapping system should first assess the existing information systems at the Ministry of Education and Higher Education, as well as at the JDoE. This includes assessing how the current Murshed System can be integrated and updated to incorporate any future geo-mapping system. Furthermore, the challenges in data collection from municipality schools will remain, and potential cooperation with Israeli Human Rights organizations should be investigated to identify their ability to get any data from municipality schools. Finally, stronger cooperation with UNRWA is needed during any future design phase, in order to ensure effective data collection from their schools.

Recommendation 7: Any future project should also integrate a component with adequate financial and human resources to enhance coordination between stakeholders around education in East Jerusalem, via regular forums, think thanks, research, conferences and policy analysis.