



Mid-term Evaluation:

“SUPPORT TO EDUCATION IN EAST JERUSALEM
PROJECT”

SUBMITTED TO:



RIYADA CONSULTING AND TRAINING

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Project and Evaluation Information Details

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¹ It is the entity that has overall responsibility for implementation of the project (award), effective use of resources and delivery of outputs in the signed project document and workplan.

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List of acronyms and abbreviations

IsDB	Islamic Development Bank
JDoE	Jerusalem Directorate of Education
SC	Steering Committee
MOE	Ministry of Education

Executive Summary

In recent years, the education system in East Jerusalem has been faced, on one hand, with an ever-increasing classroom shortage and on the other, with a host of government-imposed efforts to force the Israeli curriculum on Palestinian schools in the city. This combination has left the education system in East Jerusalem in an impossible state, forced to deal with crumbling infrastructure while defending against elaborate political efforts to influence educational content. In response to these challenges to the Palestinian education system in East Jerusalem, UNDP is currently implementing the Support to Education in East Jerusalem Project, funded by the Government of Norway and the Islamic Development Bank (IsDB). The project was launched on the 1st of January 2018 and will be implemented in (3) years and was expected before the COVID-19 pandemic to be completed by December 2020. At the time of this evaluation, UNDP and its partners agreed to extend the period of the project until August 2021, to avoid overwhelming the educational system with training and capacity building at the same time they are in the midst of a global crisis. The project's aims remain focused on not only the provision of capacity building to promote quality education, as well as infrastructural components that will help provide needed resources and access to equipped and resourced learning environments. Through the construction of two schools, capacity building for school leadership, and support to the Jerusalem Directorate of Education (JDoE) in strategic planning (Geo-mapping and Information Management), this project is designed to provide both the hard and soft forms of support to East Jerusalem students and educational institutions.

Purpose and Objectives of the evaluation:

The purpose of this mid-term evaluation is to support UNDP's commitment to accountability with their national stakeholders and partners to ensure that their interventions are relevant and continue to contribute towards the realization of the intended outcome of increased access for Palestinian students to quality education and improved educational environments in East Jerusalem. Furthermore, the analysis provided is designed to help guide UNDP in identifying which approaches work well and which require adjustments for the remaining implementation period of the Project. This task was made more complex as a result of the COVID-19 pandemic and has resulted in the mid-term evaluation to be delayed. This delay however did result in an extended period of evaluation that included information up until June 2020. This extended scope of examination proved to be particularly important given the current questions that exist around educational programming in the time of the pandemic.

Evaluation Method and Approach:

Through open communication and collaboration, the evaluation team worked closely with UNDP to define the main objectives and expected outcomes of the assessment. Additionally, UNDP provided needed documentation for the desk review, as well as helped the evaluation team with a list of key informants that would be most relevant to the assessment process. The evaluation questionnaires were developed in partnership with UNDP and a series of semi-structured key informant interviews were conducted with stakeholders. As a result of restrictions on movement

due to COVID-19, as well as a sense that through speaking to these key figures the relevance and impact of the project could be easily determined, it was decided that the evaluation would take place through a series of virtual key informant interviews.

Conclusions:

Relevance: The Support to East Jerusalem project is a highly relevant and timely project, and its multifaceted design has allowed it to address both the capacity building needs within educational institutions and the JDoE, as well as provides for the construction of needed classrooms and educational facilities. A particular strength of the project is its ability to utilize the Steering and Technical committees to address concerns as they arise and provide guidance in decision-making. The positive and productive working relationship further enhances the engagement of these committees among UNDP and the project's stakeholders and partners. With the closure of the JDoE and restrictions on movement placed on the Ministry of Education (MOE), the educational institutions within East Jerusalem are increasingly vulnerable. Therefore, the positioning of UNDP within this project is essential to the management and continued coordination with the Palestinian authorities unable to work within the city. The objective of protecting the Palestinian education system and providing access to marginalized groups also speaks to the relevance of this initiative.

Effectiveness: This project has been effective despite facing challenges not only related to the restrictive occupation policies of Israel but also in terms of remaining responsive during the COVID-19 pandemic. The early efforts to ensure buy-in and coordination among local, national and international stakeholders have allowed the project team to overcome challenges, identify alternatives when needed and continue to move the project activities forward even during the period of lockdown. UNDP's ability to work in a complementary role to the local and national actors has helped to increase the effectiveness of the project and shows the importance of flexibility when dealing with so many different stakeholders, within such a complex operational context. Additionally, efforts to be inclusive of private schools has been particularly important in helping to build consensus among the partners and increase the number of students reached within the city. Furthermore, working with the private educational institutions as well as the public helped to support educators in East Jerusalem to think strategically about the core values and principles that are most significant and relevant in terms of protecting the Palestinian identity for East Jerusalemite Palestinian students.

Efficiency: It is clear the UNDP's ability to work within the existing bureaucracy in the city, while at the same time remaining responsive to the needs and priorities of the many stakeholders is a strength and added value in this project. The strong communication and coordination within the project were a major contributing factor in its efficiency. The structure of management of the project and the active engagement of the Steering Committee made it possible for the project to continue its progress even when the JDoE was closed, as well as through the COVID-19 pandemic.

Recommendations:

- **Staffing resources:** Due to the sensitive context and the lack of access to East Jerusalem by the Palestinian MOE and now more recently the JDoE, the design of the project should be adjusted to take into account the central role of UNDP and additional resources should be provided to help with the management of this project. This is particularly important as the threats to education in East Jerusalem are increasing and it is likely with the continued COVID-19 pandemic and threats of annexation that the management and implementation of the project will likely continue to be extremely challenging. Specifically, it is recommended that additional resources are provided to support UNDP with project management, communications, and monitoring and evaluations.
- **Reconsideration and attention to Gender:** In most of the discussions about gender, the respondents referred to the fact that girls were taken care of and it was well handled within the project. However, they also expressed that boys and young men are at risk in terms of education in East Jerusalem. Therefore, it seems that it would be helpful in the second part of this project that particular attention be given to this issue and perhaps some information gathering is done to understand the exact factors causing this gap in education between boys and girls. This data would help inform future programming and begin proactively to contemplate ways to counter the factors driving boys away from pursuing formal education. It is also recommended that time be taken to consider the impact of COVID-19 on the educational potential of students in East Jerusalem and consider not only how it may affect male and female students differently, but also how the pandemic could potentially reshape the labour market that the educational institutions will be preparing students to enter in the future.
- **Continue to connect Private and Public schools:** Work with the private schools is something that must continue, in particular as both public and private schools are facing such a big challenge from the Israeli authorities in East Jerusalem. Through increased engagement with each other the public and private schools and can not only ensure improved quality of education, but they can also present a united front in their shared role of protecting Palestinian education and identity in East Jerusalem.
- **Strategizing around the threat of annexation:** The threat of annexation is something that remains a considerable threat not only to this project but to the Palestinian character of East Jerusalem. Through the Thematic Working Groups and Steering Committee, it is recommended to strategically discuss and plan in light of the announced Israeli annexation of East Jerusalem and the West Bank. Taking the time to consider the impact of the unofficial annexation efforts that have been taken in East Jerusalem since the 1980s, would not only help to consider what if any change can be anticipated if it is officially implemented but also help inform programming in the West Bank. It can be useful for the project stakeholders to use the East Jerusalem example as an unfortunate preview of how the systematic annexation process has affected the city in terms of its lack of resources, and its economic and political deterioration, and build a strategy to not only help East Jerusalem but also potentially safeguard the West Bank.

1. Introduction

1.1 Mid-term Evaluation Purpose, Scope and Objectives:

UNDP is intending to outsource technical capacity to carry out a mid-term evaluation as planned under the UNDP and Government of Norway agreement, covering the implementation period and related activities from 1st January 2018 to 31 December 2019. Riyadh Consulting was contracted by UNDP in March 2020 to conduct the mid-term evaluation.

The results of the mid-term evaluation will support UNDP accountability to national stakeholders and partners and contribute to learning at the corporate, regional and country levels. In doing so, the evaluation aims to identify which UNDP approaches work well and which face challenges and to use lessons learned to (if necessary) adjust the current intervention and ensure the effective implementation of the remaining one year of the project's intervention. The midterm evaluation will cover all key activities undertaken within the framework of the project with a focus on the relevance, effectiveness, and efficiency of the project activities as described in the project document.

To provide UNDP with an evidence-based mid-term evaluation of the relevance, effectiveness, and efficiency of the Support to Education in East Jerusalem Project thus far, this section is organized around the preparatory steps implemented to date and the tasks outlined in the TOR.

1.2 Project Background:

Considering the vulnerability of the educational system in East Jerusalem, the support provided by this project intends to provide access to quality education to over 1200 students who will be accommodated in a newly constructed school in Shu'fat and a remodeled building in Sur Baher, therefore increasing the capacity of the classrooms in East Jerusalem by 30 new classrooms. The schools will be directly managed by the Jerusalem Directorate of Education (JDoE) as the authorized entity from the Palestinian Ministry of Education (MoE), and operationally run under the legal umbrella of the Jordanian Ministry of Awqaf.

The project also seeks to support the JDoE in implementing its strategy. In particular, this project will contribute to enhancing the capacity of the JDoE in strategic planning by scaling up the geo-mapping system and linking it up to the existing Management Information System. Technical assistance and institutional development support will be provided to develop the JDoE's capacity to strengthen its roles and responsibilities. Further, the project will contribute to providing quality education for 15,000 students at 49 private schools in East Jerusalem. In specific, the project will provide training to teachers and will support around 15,000 students with psychological, social, and educational problems. These interventions will be implemented jointly with the relevant MoE departments.

UNDP is currently implementing the Support to Education in East Jerusalem Project, funded by the Government of Norway and the Islamic Development Bank (IsDB). The project was launched on the 1st of January 2018 and will be implemented in (3) years and is expected to be completed by December 2020.

The overall outcome of the project is:

Outcome: Increased access for Palestinian students to improved learning and quality education environments.

The project outputs are as follow:

Output 1: Enrolment rate for students in the national education system increased

Output 2: Technical capacities of Jerusalem Directorate of Education (JDoE) in supporting the education process enhanced

Output 3: Quality education targeting private schools in East Jerusalem improved

The project consists of two components: 1) the establishment of two schools: the construction of a school in Shu'fat neighborhood and the rehabilitation of a building in Sur Baher to be converted into a school facility, 2) provision of quality of education activities as well as support to the Jerusalem Directorate of Education in strategic planning (Geo-mapping and Information Management).

As part of the first component, the two schools will provide 30 additional classrooms for a total area of 8,200 sq.m and will provide quality education to over 1200 students in East Jerusalem.

The school facility in Shu'fat will provide 18 new classrooms and will be built on 2,980 sq.m property land owned by Islamic Awqaf. The design of the school area of 6,000 sq.m will include education facilities, public and common services including external landscape infrastructure. In the original proposal/design, the school was going to serve co-education (boys and girls), 1-12 grades. However, it is important to note that the project design in Shu'fat had to be changed from a co-education facility to one that provides TVET to girls. This was a compromise that was reached following consultations with the Shu'fat community, due to their preference for separation of boys and girls within the school.

The remodeling of the purchased building in Sur Baher will provide 12 new classrooms and will accommodate around 380 students. The schools will be directly managed by the Jerusalem Directorate of Education (JDoE) as the authorized entity from the Palestinian Ministry of Education (MoE), and operationally run under the legal umbrella of the Jordanian Ministry of Awqaf.

Within the second component, the project is designed to contribute to enhancing the capacity of JDoE in strategic planning by scaling up the geo-mapping system and linking it up to its existing information management system. Technical assistance and institutional development interventions will be provided, to develop JDoE's capacity to assume its roles and responsibilities. Further, the project will contribute to providing quality education for 15,000 students in (49) private

schools in East Jerusalem. In specific, the project will provide training to teachers and will support around 15,000 students with psychological, social, and educational problems. These interventions will be implemented jointly with the relevant MoE departments.

In both components, attention was given to cross-cutting issues such as gender and accessibility for students with disabilities. In terms of gender, in the first component, there is an initial effort made to create a co-education school. This led to a serious discussion between the Shu'fat community and the project team, partners, and steering committee members. Through these discussions, it was clear that the community felt strongly that a co-educational environment was not appropriate for their community, which led to a change in the design. While this deviation from the original design caused some delays, it did provide valuable information for this and other projects within East Jerusalem, as well as highlighted the attention given to gender issues related to the implementation and design of the project.

Furthermore, the training sessions in the second component were provided to both male and female heads of schools, which helped not only to create fruitful discussions that were inclusive of various issues facing both male and female students but also ensured equal and inclusive access to leadership training. Additionally, while there were not explicit outcomes dedicated to students with disabilities, a great deal of attention was given to accessibility issues in the construction projects, as well as discussions around inclusion within the training sessions. Finally, perhaps the most essential cross-cutting issue addressed by this project is the human rights to education, development, and self-determination. The oppressive environment of East Jerusalem presents severe challenges to all Palestinians within the city. Through this project, work is being done to counter efforts to erase the culture and history of Palestinians in East Jerusalem through protecting the Palestinian curriculum and supporting educators and educational institutions.

Within the funding streams, the Government of Norway is financing the issuance of designs and building permits for the construction of the Shu'fat School facility, as well as the remodeling design, rehabilitation work, and provision of furniture and equipment for Sur Baher School. In addition to the second component related to the implementation of quality education interventions, which includes the teachers' training and JDoE capacity building. On the other hand, IsDB is covering the cost of the physical implementation of the civil works, finishing of Shu'fat school, and provision of furniture and equipment. The Ministry of Education (MOE), JDoE, and Islamic Awqaf work in coordination with one another to ensure that the issues around the curriculum are addressed and training strengthens the capacity of educators and educational institutions. UNDP holds the important role of managing the implementation of the project and provides needed support to the JDoE and the MOE as they are not able to work in East Jerusalem due to Israeli restrictions. Furthermore, another key contributor to this project is the community committees and their leadership. Their support and open communication help ensure that the actions taken by the project are aligned with the community's needs. Finally, the Steering Committee works to ensure that the actions taken are considerate of the aims of the initiative, as well as remain aligned to the Palestinian National Education strategy and remain mindful of the needs of the community.

It should be noted that significant delays occurred during the first year of implementation, due to external factors. The Jerusalem Municipality zoning and planning decisions led to modifications of the original design of the project that included the construction of two schools: one in Shu'fat and one in the Mount of Olives. At the time of issuing the construction permits, the municipality allocated part of the Mount Olives School land to the construction of a public road, making the initially planned construction of the school not feasible. As a result, the project had to be re-scoped by replacing the construction of the school in the Mount of Olives with the purchasing of a building and converting it into a school, covered fully by the Government of Norway. Meanwhile, discussions are still on-going for exploring the best solutions for re-programming the funds under IsDB share, that were initially designed to cover the costs of the physical construction. In terms of weaknesses in the design, it is clear that this project has been highly informed by previous educational initiatives within East Jerusalem, and therefore when issues arise there are built-in processes that allow for adjustments to take place.

This initiative takes into consideration the difficult and complex environment that exists within East Jerusalem. Despite the active effort by the Israelis to diminish the Palestinian narrative within the education programming available, the UNDP and its partners are approaching its implementation in a systematic and flexible manner. This approach has created an opportunity for Palestinian youth and the educational institutions that serve them to remain resilient.

1.3 Evaluation approach and methodology:

Consultative process and approach:

The consultants and the UNDP team held a kickoff meeting on April 2nd, 2020 to discuss the main objectives and expected outcomes of the assessment. The UNDP's team provided the consultants with a quick overview of the Project, its governance and management structure, and its main objectives. During the desk review and the inception phase, the consulting team started mapping both UNDP's and the project's stakeholders approaches, as well as adaptations over time, in addition to relevant research and data on similar interventions, needs assessments, and strategic plans in the education sector, and government documents and policies that relate to construction, zoning, and planning in East Jerusalem. The Project documents listed in the ToR assisted in generating a greater understanding of the conceptualization of this Project and the intended outcomes and impacts that were expected. Different sources were consulted to generate a comprehensive understanding of the current situation of the education sector in East Jerusalem as identified above.

Data collection procedures and instruments:

In consultation with the UNDP team, it was decided that the best approach for data collection for this evaluation would be a series of interviews with key informants. The rationale behind this decision was partly because during the time of the evaluation there was a lockdown implemented in East Jerusalem due to the COVID-19 pandemic, as well as a sense that through speaking to these key figures the relevance and impact of the project could be easily determined. Midterm

evaluation questionnaires (in partnership with the UNDP project team) were developed and Riyadh's team conducted a rigorous evaluation to determine, to the extent possible, the effects of the project's interventions on outcomes achieved to date. This was achieved through the implementation of semi-structured Key Informants Interviews (KII) with stakeholders and group interviews with MOE staff. During these interviews, the consulting team assessed the activities from the project initiation up to the start of the midterm evaluation, the linkages between inputs, outputs, and outcomes were assessed through the creation and application of the most appropriate and efficient tools. Data collected provided descriptions of the implemented activities.

This evaluation specifically looked at relevance, effectiveness, and efficiency, among the five OECD DAC principles of evaluation for development assistance. The mid-term review focused on three out of five OECD DAC criteria, additional ones will be assessed during the final evaluation. Furthermore, to ensure confidence in the quality and reliability of data collected by the project team for indicators of actual data against targets, data collected was subject to data quality assessment (DQA). To assess quality, the Riyadh team used well-established data quality standards for assessment: validity, reliability, precision, integrity, and timeliness. For more detailed information about the Methodology see Annex 1.

Major limitations of the methodology:

Riyadh's team made considerable efforts to engage the wide participation of stakeholders and beneficiaries in the evaluation process in the various activities of the evaluation as made possible at the time of implementing the assessment due to the lockdown period for COVID-19, within which the evaluation was implemented. The team was able to talk to several key stakeholders, but was unable to conduct any site visits, nor speak to participants of the training sessions. In the end, the list of interviews was confirmed in coordination with UNDP, eight interviews took place, 4 of which were with women, and 4 of which were with men.

2. Desk review:

The Desk Review presents an analysis of the 2018 and 2019 annual project reports, as well as other relevant project documents. Secondary supplementary research was conducted to add updated contextual information about Education in East Jerusalem whenever possible.

2.1 Contextual Information about Education in East Jerusalem:

The Palestinians' life is marked by resilience to survive in the face of major political, social, and economic challenges. Palestinian living standards continue to decline, with aid flows no longer providing the impetus for growth, within increasing uncertainty. The Palestinian economy is fragile and conflict-affected and has long suffered from restrictions and political instability that continue to constrain economic and development activity. The on-going restrictions in the West Bank along with the decade long blockade in Gaza have continued to hollow out the productive sector and prevented the economy from achieving its potential. According to OCHA data from the end of 2018, there was a higher recorded number of deaths and injuries by the Israeli forces. This, as

stated in their reporting, was the highest number of fatalities since 2014 and the highest number of injuries (over 29,000) since they began recording in 2005². Additionally, 2018 saw record lows of humanitarian aid funding – meeting not even half of their proposed need in the Humanitarian Response Plan. Further, according to UNICEF reports, the conflict has also contributed to some of the barriers preventing children from realizing their right to quality education, such as the lack of schools and classrooms, psychosocial impacts of the conflict on children, attacks, and threats of attacks on schools, students and teachers, and other interferences with education.

Education in East Jerusalem:

Education in Jerusalem is a reflection of what the city endures of oppression and persecution, discrimination in service provision, obstruction of any developmental efforts, deprivation of governmental and Waqf (Islamic Trust) schools from their right to renovate its deteriorating buildings and facilities, or to build new ones. These practices and others committed by the Israeli authorities have contributed to the overcrowding of classrooms, poor physical environment, and deterioration of school buildings and facilities. In addition, Israeli practices deprive students of having specialized facilities such as libraries and labs, they also hinder and prevent, at times, students, teachers, and principals living outside of the separation apartheid wall from reaching their schools, hence obstructing development efforts at all levels.

Education in Jerusalem suffers from severe problems and continuous challenges over the years with regards to free and safe access to quality education for all; these problems are exacerbated day by day. Problems include but are not limited to: students and teachers detained by the Israeli military or settlers; the Israeli-constructed apartheid separation barrier with military checkpoints that besiege and suffocate Jerusalem and obstruct access to it.³ Additionally, In recent years, the education system in East Jerusalem has been faced, on one hand, with an ever-increasing classroom shortage and on the other, with a host of government-imposed efforts to force the Israeli curriculum on Palestinian schools in the city. This combination has left the education system in East Jerusalem in an impossible state, forced to deal with crumbling infrastructure while defending against elaborate political efforts to influence educational content.⁴ Furthermore, as of 2019, huge gaps in education in East Jerusalem have continued to widen. Some of the most critical indicators of an educational system in need can be seen in the fact that 32% of the Palestinian students in Jerusalem do not complete 12 years of schooling, compared with 1.5% of the Jewish students in Jerusalem. Additionally, of the 3,800 missing classrooms in the city, 1,983 (52%) are in East Jerusalem. Furthermore, of the 370 salaried positions for Educational Psychologists in the city, only 30 are for East Jerusalem.⁵ This systemic lack of resources has had a detrimental impact on the current and future aspirations of Palestinian Youth living in East Jerusalem.

² OCHA,2018. More Casualties and food insecurity, less funding for humanitarian aid. Bulletin available [here](#)

³ Updated Annual Progress Report for the Support for Education in East Jerusalem project 07 November 2019

⁴Ir Amim, August 2018, The State of Education: IN EAST JERUSALEM: BUDGETARY DISCRIMINATION AND NATIONAL IDENTITY http://www.ir-amim.org.il/sites/default/files/The%20State%20of%20Education_2018_1.pdf

⁵ The Association of Civil Rights in Israel, May 2019 ‘East Jerusalem - Facts & Figures’ <https://www.english.acri.org.il/east-jerusalem-2019>

Burdened with a variety of infrastructural challenges, East Jerusalem education suffers from an acute shortage in the number of classrooms and schools and an absence of investment in the expansion of existing ones, as well as a lack of minimum standard elements within the school buildings, such as ventilation, natural lighting, and yards. Additionally, the National Curriculum continues to be subjected to distortion as a result of efforts being made within the city to promote the Israelization of the curriculum. Oppressive occupation policies continue to target the Palestinian culture and values in Jerusalem and actively work to reshape the Palestinian consciousness within the city. This effort to erase the Palestinian identity of Jerusalem is difficult for East Jerusalem educational institutions to prevent, as they do not have access to the necessary funding resources required to strengthen the Palestinian national education system within the city. Moreover, as a result of the deteriorating economic situation of most Jerusalemite families, which leads their children to seek employment in Israeli markets, there are increasing school dropout rates, now exceeding 13% among students in the city.

The Israeli Ministry of Education celebrated the announcement of a new educational plan to deepen the Zionist values within the elementary and secondary schools, including Arab schools in Jerusalem, known as the "hundred terms" plan. According to Yaakov Katz, a settler leader, the plan aims to crystallize the means to deepen generations of Zionist values, "by incorporating Zionist values into the curricula of Jewish and Arab students, such as the national anthem, the law of return, the declaration of statehood, [...] types of settlement, Herzl, IDF, Chaim Weizmann, David Ben-Gurion, Ze'ev Jabotinsky, Menachem Begin, Balfour Declaration, Yitzhak Rabin, and other terms."⁶

Supervisory authorities over schools in Jerusalem⁷:

Due to the special status of Jerusalem, several authorities oversee the educational process in its schools, hence there are different policies, educational styles, and ways of dealing with students. Schools and authorities in charge include:

1. Waqf (Islamic Trust) Schools: schools that are under the jurisdiction of Jerusalem Directorate of Education, which works under the umbrella of the Islamic Waqf (Trust) and are committed to the Palestinian curriculum, and include the Palestinian Educational Program in private schools. These schools include 13.32% of Jerusalem students and used to be an extension of the Jordanian Education Ministry and Islamic Waqf until 1988 when Jordan decided on the delinking measures. However, they are still under the auspices of the Joint Jordanian-Palestinian Committee until today. Thus, since then, the schools remained under the umbrella of the Jordanian Waqf. Since the establishment of the Palestinian Authority in 1994-95, when the schools were 16, the number increased to reach 51 in 2018-19 servicing 12,420 students.

⁶ MOE Monitoring Report 2018-2019

⁷ MOE Monitoring and Evaluation Report 2018-2019

2. Private Schools: schools that are affiliated with churches, charitable societies, or are privately owned by individuals. These schools, hosting 32.87% of Jerusalem students, are committed to the Palestinian Educational Programs as well as the Palestinian curriculum.
3. Jerusalem Education Administration (JEA) and Israeli Municipality Schools: Schools that are managed entirely and directly by the Israeli Education Administration and Israeli Municipality. These schools, host 46.25% of Jerusalem students, teach the Israeli-altered Palestinian curricula.
4. Semi-JEA Schools (Contractors Schools): schools that are certified by the Israeli Education Administration, also known as contractor schools due to contracts between the administration organizations/individuals with the Israeli Education Administration. This cooperation, as claimed, is to open additional classrooms in residential buildings to compensate for the shortage of classrooms, with the understanding that the Jerusalem Education Administration will pay for the expenses arising therefrom. However, often, the Israelis do not fulfill most of the commitments such as opening classrooms that meet approved standards and criteria or in hiring full-time teachers with full rights. These schools host 6.35% of Jerusalem students.
5. UNRWA schools: schools that work under the umbrella of UNRWA and are committed to abiding by the Palestinian Educational Programs and the Palestinian Curriculum. They host 1.21% of Jerusalem students

2.2 Mid-term progress and achievements of the Project:

At the beginning of 2018, the project entered into its mobilization stage, key project staff was assigned and efforts were made to both launch the project, while at the same time focus on national ownership through ensuring that the MoE was leading the mobilization of the project activities and providing oversight during implementation. A technical committee was established, composed of the main departments of the MoE and the JDoE, Norway, Awqaf General Department, IsDB, and UNDP. Extensive meetings were conducted, and the majority of the preparation work for the entire project interventions was fully completed and shared with the Steering Committee members for official endorsement. One of the remarkable and most successful aspects of the start of the project was the commitment of the Palestinian Partners and the Awqaf General Department in pledging all required support to facilitate the mobilization of the project. In 2019, there was increased involvement of the Steering Committee (SC), and UNDP advanced the implementation of the project interventions in several ways. However, due to the complexity of the environment in East Jerusalem, there were also several delays in particular as it relates to service delivery and some of the bureaucratic aspects of the project. Additionally, the pressure being placed on East Jerusalem Palestinians continued to increase as threats of annexation grew and the economic situation further deteriorated.

Amidst these tensions, in November 2019, additional restrictions were enforced by the Israeli Authorities, including the closure of the JDoE premises. This decision severely impacted the ability of JDoE to advance its mandate over education including the facilitation of activities for the education sector. As a result of the closing of the JDoE, there was/is a rising concern among schools and students about how this will hinder the ability of Palestinian students to complete

their national secondary education certificate, namely, Tawjihi. Further concerns were raised in terms of how the educational system in East Jerusalem could function well without clear supervision, counseling, and other fundamental education elements. From the perspective of the project, it was clear that national development and resilience efforts will be seriously impacted, including the Support to the Education Sector Project. UNDP and all relevant stakeholders took on this challenge and continue to push forward despite this challenge. The result is that the UNDP has taken on a larger role in the implementation and management of the activities taken place within East Jerusalem.

When analyzing the main achievements and overall progress of the project, it is clear that one of the issues that were from the start and remains an issue within this project is the complexity of the city itself. This is particularly apparent when examining the issuance of the permits process. Throughout the first half of the project, the project team has had to work diligently through many delays and setbacks in terms of attaining permits and approval of infrastructural plans. While this has to be taken into consideration in any project that deals with major construction activities, it is clear that the Support of Education to East Jerusalem project is challenged with a lengthy process for issuance of construction licenses and extra complicated procedures and changes of the zoning and urban planning rules within the city. It is important to note that these are all part of the process obstruct the Palestinian people's right to development within East Jerusalem and part of the Israeli effort to restrict the natural growth of the Palestinian population within the city. Despite the delays that have occurred, the Israeli Authorities did issue construction permits and capable engineers were hired to ensure that the planned infrastructure activities were done per the Israeli planning rules and regulations. That said there were particular challenges and modifications that were made to both the Shu'fat Education Complex and the facility planned for the Mount of Olives.

Output 1: Enrolment rate for students in the national education system increased

Shu'fat Education Complex: While originally planned to be a co-education facility, the community did not agree with the idea of girls and boys being in school together. This led to many meetings with the community and within the Steering Committee to find a way to stay within the scope of the project and meet the community's needs. Eventually, a compromise was found where the school complex would provide TVET education for girls, as well as provide a community space that could be used for recreational and community events. An agreement was signed in November 2018, making it possible to begin the process of obtaining a permit and producing the required designs. An engineering firm was hired by the Shu'fat community to prepare the design for the school and liaise with the local authorities to attain needed construction permits. In March 2019, the approval of the construction line was granted by the Municipality. In May 2019, the full package of project designs and technical documentation was prepared and submitted to the designated departments for securing the construction permit. In September 2019, the approval of the Beit Hanina Committee on land ownership was secured and approved by the Legal Counsel and Director of the Licensing Department. Consequently, the consultancy firm, which was hired by the Shu'fat community council, submitted the file to the Municipality to grant the final approvals on the licensing file. The package was submitted to the local municipality by the end of January 2020, which made it possible to proceed with the next step of securing the preliminary permit by mid-

February 2020, at this time a major milestone of having the file accepted in the Ministry of the Interior on June 15, 2020, and it is anticipated that all of the requirements will be finalized and approved by October or November 2020.

Mount of Olives land issue and replacement with Sur Baher: At the midpoint of the project, due to continued issues regarding the land allocation and permitting process due to the development of a public road, the Mount of Olives school project has faced tremendous challenges. This has led to the decision by the Steering Committee to replace the school at the Mount of Olives with another building. Therefore, the project team started the process of purchasing an adequate building, to be converted into a school. Profiles for potential buildings were prepared, and technical assessments were made and verified and a building in Sur Baher was recommended. Financial estimates for the purchasing were prepared by two assessors, as the foundation to kick start negotiations with the landlord. In line with the technical committee recommendations, and due to the difference in the estimation between the two assessors, a third assessor was deployed to provide additional price analysis for the cost of the structure and the land. UNDP officially started the negotiation process with the owners of the property in the presence of representatives of the Director-General of JDoE. A technical committee was formed represented by the MOE Head of the Procurement Unit and the UNDP project management team to drive the negotiation process forward. As a result, the owners reduced the price to **ILS 8,640,000** in line with the estimated cost provided by the third assessor. The purchasing process was finalized in September 2019 and the cost of the structure and its land was processed by the landlords in Dec 2019.

Output 2: Technical capacities of Jerusalem Directorate of Education (JDoE) in supporting the education process enhanced

Regarding Output 2, 28 schools were selected to take part in training sessions designed for principals and teachers training, as well as counseling activities. A kick start meeting took place on the 10th of October to move these interventions forward. The capacity assistance component with JDoE started in December 2018 through the awarding of a contract to the Arab European Foundation for Consulting and Training.

Output 3: Quality education targeting private schools in East Jerusalem improved

By the midpoint of the project, with regards to the quality education component, 24 school principals and deputies achieved Professional Diploma by the National Institute for Education Training (NIET) as part of this project. Furthermore, two agreements were signed with (1) Al Farah Center and (2) Arabic Counselling Center for Education (ACCE), for the provision of quality education training and capacity building sessions, and all activities were concluded in December 2019. The Arab European Foundation for Consulting and Training launched the capacity development initiative, in cooperation with the NIET, to build the capacity of JDoE managers. 25 supervisors were trained during March and April 2019, and the teachers' training started in private schools in July 2019. It is worth highlighting, as a result of the closure of JDoE, the training was postponed in November 2019, having completed only 30% of the planned training. During the SC

meeting held in December 2019, the Head of the Supervision Unit at JDoE shared concerns about the legal measures that might be taken against JDoE staff, if they continue to work especially under the current circumstances.

While generally, the soft components progressed well in the project, specific interventions were affected, in particular, the geo-mapping, technical assistance for training, and conducting education TWG meetings as intended under the year 2020 workplan. The geo-mapping initiative was tendered out, three offers were received and were in the process of being evaluated at the time this evaluation was conducted. The initiative is under the review process of the Thematic Working Group, to ensure synergy and avoid duplication among partners active in the Education Sector in East Jerusalem, in the provision of information systems. The Thematic Working Groups have successfully met a few times and the communication was coordinated through a core group that is composed of representatives from the MoE, JDoE, Norway, Awqaf General Department, IsBD, and UNDP. The thematic working groups were then formed in official coordination meetings as needed. At the midpoint of the project, three thematic working group meetings have taken place. The focus of these meetings thus far have included a discussion about the integration of TVET education and the best way to meet the needs of students under home arrest.

2.5 Lessons Learned:

In 2018, as the project was still in its initiation stage it faced several delays, in particular regarding the infrastructural components of the project. These delays were a result of the difficulty the accompanies infrastructure projects in East Jerusalem due to restrictions imposed by the Israeli government in the city for any building projects related to the Palestinian community in the city. Furthermore, as this represents one of the first projects that combines Arab donors with European Donors, it took time to coordinate efforts, build open communication and enhance the engagement of all donors in the project. Moreover, as the project emphasizes the need for national leadership, it was also essential to increase collaboration among the technical team at the JDoE level with their peers at the Ministry of Education to ensure the proper flow of information, increased synergy, and cooperation. A key factor in the development of a generative partnership was reliant on a high level of engagement by the key partners and proper guidance and political support by the Steering Committee. Finally, it was observed that despite the official communication regarding sharing information about the status of zoning and planning by an accredited party, it appears that it is also essential to deploy qualified engineers to reassess the situation and provide quality reports. Such a measure was crucial to avoid issues, like those experienced with the Mount of Olives school.

Moving forward the project focused on not only continuing to build on key partnerships but also to develop further the monitoring and evaluation processes to help track the success of the project. This is a complex project that is sensitive due to the context of East Jerusalem, as well as the result of the effort required to strategically develop both individuals and institutions, but also in terms of the strategic development of individuals and institutions. Tracking this project requires generative reporting, transparent communication, and engagement by all parties.

In 2019, given the complexity of the operational context of East Jerusalem and the nature of the project plan, it was highly important that the Steering Committee meets regularly to provide the proper guidance and political support for tackling issues as they arise. This led to further hiring and consultation with specialized staff such as engineers to help not only with the planning of the infrastructure projects but also to ensure that everything was done the correct way in terms of Israeli procedures and regulations related to projects in East Jerusalem. Furthermore, there was a need to enhance community engagement throughout the lifecycle of the project to emphasize ownership and avoid challenges. The design of the Shu'fat Educational Complex was a real example of the coordination gap at the community level.

At the end of 2019, the way forward was shaped by the realization that although delays and obstacles were faced during this year, the new vision set by the Steering Committee helped to ensure that the project was progressing and results at the infrastructure level started to flourish. During this time, the project made significant progress, and UNDP acted swiftly on the purchase of the building in Sur Baher as a replacement for the building in the Mount of Olives. This made it possible to render a new 12-classroom school facility, and reach the milestones related to the Shu'fat Educational Complex. At the end of 2019, a plan to further analyze the situation in East Jerusalem during April 2020, was put in place to better clarify the impact of the continued closure of JDoE offices, as well as to ensure the facilitation and guidance for the implementation of the soft components of the project. It was also planned that in the year 2020, extensive efforts would be made to ensure that the intended results materialize, and the project is equipped with additional human resources at the management and engineering levels. Finally, a workplan for year 2020, was presented and approved in the 4th Steering Committee meeting, held on 11 December 2019.

Since the start of 2020, the project faced considerable challenges as a result of the COVID-19 outbreak, including increased limitations and restrictions placed on movement. At the start of the lockdown, it was impossible to imagine the impact and duration of the pandemic, as such the project team and stakeholders dealt with emerging issues by taking a week by week and month to month approach. However, as the weeks and months passed and the global impact became clearer, longer-term decisions were made to ensure timely delivery on the objectives. One of the most important decisions that were made during this time was to extend the project until August 2021. This extension was made to make sure that the project did not overwhelm the struggling education system during a time they would be in midst of strategizing and preparing for the start of another school year. There has also been consideration given to extending the support to the JDoE, which will take place once the situation becomes clearer in terms of the coming school year. These changes have been discussed extensively with Norway and the MOE and articulated in proposals written by UNDP. This is not to say that the project did not move forward during this period UNDP has been able to move forward on the needed approvals for the Shu'fat education complex and are in the process of placing the licenses in the name of the Shu'fat community. The file was submitted on June 15, 2020 and represents the achievement of a major milestone in the long process towards approval of plans and licenses within the Ministry of the Interior. The final registration will likely be attained by October or November of 2020. Additionally, the Israeli MOE turned a blind eye to the final exam for Palestinian graduates and allowed for the tawjihi to take place. This provided a bit of relief for the students during a very stressful time.

Finally, although the COVID-19 presented the team with a big change in terms of increased restrictions and the ability to fully predict how the virus would continue to impact the population, the Project team learned a great deal during this time. Specifically, as a result of the delays, UNDP and the project stakeholders were given an opportunity to consider the conditions and factors that are contributing to the vulnerability of education in East Jerusalem more holistically. As a result, time was spent considering how to reshape the MOE's distance learning, and explore the strengths and weaknesses of not only the education system but also the effectiveness of different forms of support. COVID-19 provided a shock to the system from which all of the stakeholders are learning. Through this experience, new approaches and ways of engagement are being developed and will be prioritized and integrated throughout the rest of the life of the Project.

3. Findings:

3.1 Relevance:

Perhaps one of the strongest aspects of the Support to East Jerusalem Education project is the fact that it is highly relevant to the needs of Palestinians living in East Jerusalem. Due to the combination of soft components, teacher's training and JDoE institutional capacity building, and hard components that focused on infrastructure activities, this project is designed as a comprehensive response to the educational needs of Palestinians in East Jerusalem. Through this project, the missing classrooms and enhanced educational facilities are established to ensure a safe and generative learning environment for East Jerusalem students. Moreover, it also works to address the needs of Palestinian teachers and administration by providing training that would help elevate the quality of education received in the classroom. Furthermore, as the Ministry of Education (MOE) and the Jerusalem Directorate (JDoE) are unable at this time to work in East Jerusalem due to Israeli restrictions on movement and access, UNDP provides the support and oversight needed to implement and manage this project on their behalf. Additionally, UNDP's positive relationship with the partners and the community, as well as their ability to communicate with Israeli administrative departments makes them best positioned to help with the coordination and implementation of this project.

3.1.1 Alignment of the Project to the National Policy Agenda and MOE Strategic Plan:

There is an inherent alignment with the activities of the project and the aims of the National Policy Agenda and MOE Strategic Plan, as it was designed in direct coordination with the Ministry and built informed by the Palestinian national priority to strategically support Palestinians living within East Jerusalem. Specifically, it's design is directly connected to the MOE's Education Sector Strategic Plan 2017-2022, in which, the MOE prioritizes efforts to promote steadfastness in East Jerusalem educational institutions and aims to protect a unified Palestinian curriculum, among both public and private schools in the city. Through the creation of needed educational infrastructure and the capacity building sessions, this initiative places a priority on finding ways to support education in East Jerusalem and provide resources to support resilience against the promotion of the Israeli curriculum in the city. Furthermore, due to the limitations on access and movement of MOE due to occupation policies, as well as the JDoE, since it was closed by the

Israeli government, the Steering Committee and Thematic Working Groups help ensure that UNDP can work guided by the decisions of all relevant stakeholders. This has created a situation where UNDP is technically managing the project; however, the framework and goals were designed in coordination and with the final approval of the MOE and with the acknowledgment that it was originally intended to be managed by JDoE. It is important to note that each scope of work carried out by UNDP is designed and implemented from previous phases of intervention in East Jerusalem and approved through several meetings with the technical advisory and steering committees ensuring that it remains relevant to the MOE.

3.1.2 Alignment of the Project to the UNDAF and UNDP PAPP Programmatic Framework:

The alignment of the project to the UNDAF and the UNDP/PAPP Programmatic Framework is clear. In terms of the UNDAF, this project aligns with Strategic Priority 4, the UN will work to ensure that by 2022, all Palestinians, especially the most vulnerable who are often left behind, have access to quality services, including health and education and social protection systems, such as social insurance.⁸ As East Jerusalem is under threat of Israelization as well as annexation, this project is essential in terms of providing educational infrastructure and enhanced services to vulnerable Palestinian East Jerusalemites. Moreover, the structure of the project and the UNDP's role in supporting both the MOE and JDoE aligns with the UNDAF and UNDP/PAPP's aim to support the relevant line ministries and institutions to improve access to quality and inclusive education. This project also works to support the Palestinian National Narrative within East Jerusalem, which is an essential part of not only the UNDAF but also of the UNDP/PAPP's Programmatic framework. Therefore, it is highly relevant and aligned with the UNDP/PAPP *Programmatic Framework in that there is a particular emphasis on institutional capacity building and construction*, both are goals that speak to the UNDP's particular positioning in East Jerusalem and support of the national strategy as it relates to education in the city.

3.1.3 Engagement of Stakeholders (National and Local Counterparts) during the Design Phase:

This project has been designed in a manner that requires high levels of coordination and communication. Therefore the success of the project needs to be measured taking into consideration not just the ability to move quickly and efficiently, but also in its ability to engage all relevant parties in decision-making and problem-solving processes. While the process of incorporating all points of view is more difficult and time-consuming, the system of engagement with all relevant parties is truly a strength of this project. Since the beginning, extensive meetings were held with all relevant stakeholders. The technical working groups and the Steering Committee, inclusive of MOE, JDoE, Norway, IsBD, and UNDP representatives, are truly working in coordination with one another within this project. The views of the various relevant parties were taken into consideration during the planning stage of the project, including Awqaf as a main party

⁸ UNDAF. (n.d.). United Nations Development Assistance Framework State of Palestine 2018-2022. Retrieved July 01, 2020, from file:///Users/elainemoller/Downloads/UNDP-papp-research-undaf_2018-2022%20(1).pdf

within the education system in Jerusalem, JDoE, MoE, the targeted schools, and the community as well. For example, an agreement and memorandum of understanding have been signed between Al Awqaf Board of Directors with the Shu'fat Association / the Shu'fat Village Council regarding the establishment of a school on the endowment; on the specified land area there.

Additionally, the partnership between Al Awqaf Board and UNDP is a unique and strong partnership that has been able to develop over a long period of time and is made stronger through this project. In particular, it was recently reinforced by signing a memorandum of understanding (MOU) with UNDP in Al Diwan Al Malaki in Jordan regarding the implementation of social and educational projects in Jerusalem. This indicates high confidence in Al Awqaf Foundation in terms of integrity and transparency which is subject to financial oversight.

3.1.4 Inclusiveness of the Project

In terms of inclusiveness, the design benefitted from past experiences and deep knowledge of UNDP, the MOE, and the JDoE regarding gender, as well as the needs of marginalized groups within East Jerusalem. When specifically looking at how gender was a consideration in the project, there were efforts made to not only ensure inclusive training sessions where both male and female educators and administrators were provided the opportunity to learn and build their capacity, but gender was also a factor in the original design of the infrastructural activities. Perhaps the best illustration of how gender played a role in the assignment can be seen in the Shu'fat Educational Complex. Originally designed as a co-education facility, the project team remained responsive to the feedback from the community and worked to reach a compromise that would be within the scope of the project and meet their concerns. This experience led to a deeper understanding of the importance of separate education within East Jerusalem and helped to shape the discussion and thinking of the Steering Committee regarding this issue.

In the key informant interviews, it was commonly stated that there was no issue with gender within the project, which was often supported by the fact that education was provided to girls. However, it was also discussed that despite these provisions for girls, there was at the same time a significant issue in terms of young men dropping out of school in East Jerusalem. This gap in the performance and level of engagement of boys and girls was attributed to the fact that for decades there has been a push to ensure access to education to girls and as a result, many of the schools girls attend are better equipped and more inviting learning environments. Additionally, it was pointed out that the main motivations for these young men to leave the school are largely due to the economic situation in East Jerusalem. As more and more Palestinian families are facing economic pressure in the city, the pressure on young men or boys in some cases has also increased to help provide for their families. Furthermore, as there has been a particular emphasis on gendered initiatives to primarily focus on girls and young women by international donors, the schools and learning facilities overlook the needs of the boys. Therefore, it is unsurprising to see that also in this project there is not a specific component aimed at supporting boys and addressing high drop-out rates. This is something that can be further addressed in the second half of the project through the various counseling and soft components.

In terms of inclusiveness in terms of marginalized groups, there are two sites designated for the establishment of the two schools that will meet the identified needs and will serve students in the marginalized areas on the outskirts of Jerusalem, such as the Shu'fat Camp and the Anata Camp, the areas surrounding the town of Sur Baher.

3.2 Effectiveness:

The objectives of the project are clear and largely practical within the entire framework, whether in establishing new schools or in building the capacities of the staff working in the field of education in East Jerusalem. All plans have been put in place to successfully implement the planned interventions within all difficult circumstances on the ground. Overall the effectiveness of the project is high.

3.2.1 Achievement of the Support to Education Project Objectives:

The greatest gains have been seen in the soft components of the project, as these do not face the same difficulties dealing with the Israeli bureaucracy. The success of the infrastructural components, however, are often delays or slowed down due to the challenge of attaining needed permits, as well as the incredible amount of time it takes to gain the approval of plan and community buy-in. Additionally, due to the closing down of the JDoE offices and the limitations placed on their work within East Jerusalem things moved slightly slower than originally planned. These delays were also impacted by the lockdown that was put in place in response to the COVID-19 pandemic. This being said, the project has been able to handle the challenges that arose due to the strength of the coordination mechanisms and the effectiveness of communication between stakeholders in the project.

- **Output 1: Enrolment opportunities for students at national education system in East Jerusalem increased** This particular output is yet to be truly achieved as it is dependent on the opening of schools. However, it is important to note that the feedback shared in the key informant interviews indicates that there will be an increased enrollment, in particular in Shuafat, as the project is providing a secondary girls school. This output will help also to address the lack of classrooms in the city, which in turn will improve the learning environment. Improved facilities are also essential to proving educators and students with the needed resources and will help make communication within the classroom easier as everyone will have a place to sit comfortably and teachers will more easily control the classroom and spark their interest in a healthier environment.
- **Output 2: Technical capacities of JDoE in supporting the education process enhanced** In terms of the provision of technical assistance for scaling up the geo-mapping, this is still seen as a work in progress, during the mid-term evaluation, many interviewees believe will be a successful part of the project. However, the depth of analysis here is limited because this component is not completed at this time. As for the provision of technical assistance for enhancing the management capacity of JDoE, UNDP, MOE, and JDoE staff all have seen tremendous growth in terms of the JDoE, all stating that there has been increased attention to detail and a better ability to coordinate complex

issues even after having their Jerusalem offices closed. This said the challenges facing the JDoE are significant and continued proactive support is needed by UNDP and the MOE to continue to invest in their capacity development to promote Palestinian education within East Jerusalem. This represents a real challenge as there is such pressure being placed on the JDoE by the Israeli authority. Finally, in terms of coordination, community mobilization, and awareness, this project has been highly effective. There were challenges in Shu'fat but due to the strength of the coordination and communication within the technical and steering committees, the decisions on how to continue to support the JDoE have been proactive and strategic for the most part.

- **Output 3: Quality education targeting private schools in East Jerusalem improved**
 The objectives of the Support to Education project are likely to be achieved so far, however, there is a need for increased trust and flexibility from the principals of the private schools. There exists a bit of resistance to accepting outside input and expertise, which has had an impact on the progress of the project. That said there is an overall positive feeling about the project moving forward. It is widely assumed that this initiative will be achieved in terms of training and raising the competencies of educational supervisors and teachers. Perhaps one of the most effective components of the project was the educational leadership training. Through this capacity building, the school principals are now able to run their schools in a more innovative manner which will help to create an improved learning environment. The positive engagement in the first round participants in these training sessions is likely to help motivate the rest of private schools to join the second cycle of training.

3.2.2 Factors Influencing the Achievement of the Project Objectives:

When considering the factors influencing the achievement of the project objectives, the context is critically important to consider in this evaluation. The reality of the limited and unstable operational environment that characterizes the conditions in East Jerusalem remains the main factor in terms of potential success or failure of this project. This intense pressure that is currently being placed on the Palestinian residents, economically and politically, has impacted the capacity of the communities themselves to think strategically about their children's future, as well as their own. As a result, the relationship between the schools and the communities are already strained, which is only made worse by the fact that there is pressure by the Israeli authorities being placed on schools and communities to adopt the Israeli curriculum. This process is seen by many as just another step toward annexation and Judaization of the narrative of Jerusalem. At the same time, the MOE and JDoE are facing serious limitations in terms of reaching and serving the Palestinian population of East Jerusalem.

Despite the complexity of the context, the achievement has been positive for the most part due to the realization by all parties involved in the relevance of the project and the belief that it is designed with the best interest of the Palestinian students and institutions at its center. An additional factor has been the strong sense of confidence the stakeholders, both local and national, have in UNDP's ability to coordinate and support their work. The high level of

transparency and the coordination of the steering and technical committees has also added to the effectiveness of the decision-making throughout the project.

Finally, it will continue to be important for the project team and relevant stakeholders to consider the evolving conditions on the ground as a result of the COVID-19 pandemic. While it is clear that the project has been able to move forward on several fronts in terms of acquiring approvals within the Israeli bureaucracy despite the slower than usual response due to the lockdown until a vaccine is found the virus remains a risk to the success of the project. That said several positive steps were taken with the virus in mind including extending the project period until August 2021 to account for potential challenges that may arise during the remaining project period.

3.2.3 Clarity and Feasibility of Project Objectives:

Overall, the project's objectives and outputs are clear, practical, and feasible within the timeframe of the project. There was one element that had to be re-scoped by replacing the construction of the school in the Mount of Olives with the purchasing of a building and converting it into a school, covered fully by the Government of Norway. Meanwhile, discussions are still on-going for exploring the best solutions in re-programming the funds under IsDB share, that entailed covering the costs of the physical construction. That said the soft components of the project addressed in both outputs 2 and 3, were seen as particularly clear and feasible, with the exception of some interviewees felt that the time and budget were a bit limited. However, it was agreed that despite the limitations the quality of the training was not impacted and remained high.

3.2.4 Effectiveness of UNDP/PAPP Partnership Strategy:

UNDP's inclusive approach to the management of this project continues to be one of its strengths. The preparation work and project activities are shared with the Steering Committee members for official endorsement. Furthermore, one of the remarkable and most successful aspects of the project remains the commitment of the Palestinian Partners and the Awqaf General Department as well as the MOE and JDoE all pledging all required support to facilitate the mobilization of the project to the best of their ability and in coordination with each other. Additionally, the partnership between Al Awqaf Board and UNDP is a unique and strong partnership that has been able to develop over a long period of time and is made stronger through this project. In particular, it was recently reinforced by signing a memorandum of understanding (MOU) with UNDP in Al Diwan Al Malaki in Jordan regarding the implementation of social and educational projects in Jerusalem. This indicates high confidence in Al Awqaf Foundation in terms of integrity and transparency which is subject to financial oversight.

3.3 Efficiency:

3.3.1 Efficiency of Implementation Modalities Compared to Alternatives:

When considering the efficiency with regards to the Support to Education project, there is a clear agreement that the capacity building activities were highly efficient. It is important to note that the

strength of these activities was the innovative approach taken within the training. The attendance and engagement of participants were consistent and the trainers themselves saw improvement in their participants. There was a great deal of appreciation for the interactive approach taken and many saw in a short time the benefits of improved communication and relationships within their educational institution and classrooms. In terms of the JDoE and their capacity to manage and lead, this was positive within the scope of the project but faced serious limitations once their offices were closed by the Israeli authorities. In terms of infrastructural projects, much of this part of the project was difficult due to the external factors related to the political situation and the red tape involved in infrastructural development in East Jerusalem. One important point that was brought up was that the need for infrastructure is significant and important, but there was concern expressed in terms of financing operating expenses with less oversight. Which for some was seen as leaving the schools with the freedom to choose to dispose/burn of/through the funds received. This is not to say that the schools were not managing the money well or misusing the funds, but rather as the needs are so great, it may help to earmark the funds more clearly to ensure that the funds provided are going toward initiatives within the scope of this specific project. The use of funds within the schools could benefit from a review in terms of the process of procurement and decision making because at the same time some schools felt that they were not able to meet their urgent needs with the funds and instead had to put those funds toward items that in their eyes were less important to their institution.

3.3.2 Factors Influencing Implementation of Project Interventions, Changes on the Project's Risks and Assumptions and Mitigation Measures:

The entire project has been implemented within the plans drawn up from the beginning, and there were no significant changes except in the matter of changing one school location and transferring it to Sur Bahir to avoid any risks of the small size of the land available for construction. However, even with this adjustment, the project remained on track as there is a clear need for a school in this location, as the existing school was being threatened with closure.

For the most part, the risks and assumptions were informed by the previous experience of all actors involved, therefore the design of the project did take into account many of the challenges they could face accurately. Specifically, as all of the stakeholders are experienced with working with the Israeli administrative bureaucracy the delays that occurred are challenging but the project team is prepared to deal with whatever comes. Furthermore, even the closure of JDoE is something given that this is not the first time this has happened, presented a large obstacle, but the Steering Committee was able to make strategic decisions despite this issue and the project continued to move forward. However, the closing of the JDoE office in Jerusalem did impact their ability to take on a leading role in the implementation of this project. This placed an increased burden on the UNDP and its staff. The initial response by the project team was largely a week to week and month to month approach, however as it became more clear that this global crisis is likely to continue for the foreseeable future, UNDP and its partners reconsidered the planning and implementation of the project. Accordingly, the timeline was extended until August 2021. At the same time, UNDP and the project stakeholder have reexamined the risks and challenges to the project, as well as have taken time to reconsider new ways distant learning may be used in the

project. The infrastructure projects are slowly moving forward, and the soft components will be delayed to not overload the education institutions at the same time as they are dealing with so many unknowns and challenges at the start of the 2020-2021 school year.

3.3.3 Efficiency of the Project's Management Structure (UNDP/PAPP and MOE):

The feedback regarding the project's management structure has been overwhelmingly positive. There was a real sense that UNDP and MOE were well-coordinated and that there was a clear planning and decision-making process in place that was effective and inclusive. Areas that were mentioned in terms of areas for possible improvement included the staffing of the project with regards to the UNDP. In general, there was a concern, particularly in light of the closure of JDoE's offices that UNDP staff availability was stretched too thin between all of the elements of the project. There was also a question about the working relationship between the MOE and the JDoE, which pointed to a sense that there is a lack of coordination and communication between the two. This is also placing UNDP in a complicated situation that makes the implementation of the elements of the project more difficult than it needs to be.

4. Conclusions and Recommendations:

4.1 Conclusions:

Relevance: The Support to East Jerusalem project is a highly relevant and timely project and its multifaceted design has allowed it to address both the capacity building needs and providing additional classrooms and educational facilities. A particular strength of the project is its ability to utilize the steering and technical committees to address concerns as they arise and provide guidance in decision-making. The engagement of these committees is also paired with a positive working arrangement among UNDP, and the project's stakeholders and partners. As a result of UNDP's project team, as well as the Steering Committee and relevant stakeholders actively engaging in the application of lessons learned both from previous similar projects, as well as within this project cycle, progress was made and challenges overcome. Additionally, the relevance of the project was also illustrated through the project's ability to remain reactive to the needs of the community, in particular in Shu'fat where the plan for coeducation was reconsidered after the community voiced their preference for girls and boys to remain separated. Moreover, the project was also highly relevant due to its alignment with the national priorities and the strategic goal of providing Palestinian education to East Jerusalem. This was particularly clear in the efforts made to be inclusive of private schools has been particularly important in helping to build consensus among the partners and increase the number of students reached within the city. By working with both private and public education institutions, this project has helped to build Palestinian educators in East Jerusalem to think strategically about the core values and principles of quality education, as well as reinforce Palestinian identity within their classrooms. This effort to unify and develop resilience within the city's education system has a clear role in protecting the Palestinian character and narrative within Jerusalem. Furthermore, the infrastructural portion of the project provided needed resources and meets a critical need within East Jerusalem.

Effectiveness: One of the main hallmarks that speak to the effectiveness of this project is the ability of UNDP to work in a complementary role with both the local and national actors, as well as the international partners throughout the planning and implementation process. The deep understanding of the complexity of the East Jerusalem operational context helped inform the design as well as making it possible for effective decision-making as challenges arose. The effectiveness and flexibility of the stakeholders were tested a number of times throughout the project and each time there was a concerted effort by all involved to come up with creative solutions that allowed for the activities of the project to continue. Perhaps one of the best illustrations of this can be seen in how UNDP and the MOE and the JDoE coordinated with one another, especially after the JDoE was forced to close by the Israeli authorities. Additionally, this flexibility and effectiveness also was a key component to the continued success of the project despite the COVID-19 pandemic. UNDP and the project stakeholders remained focused during the lockdown period and were able to move forward with securing the needed approvals for the infrastructure project. Which was made more difficult as the government offices were shut down periodically and working at an even slower rate due to the COVID-19 pandemic.

Efficiency: It is clear the UNDP's ability to work within the existing bureaucracy in the city, while at the same time remaining responsive to the needs and priorities of the many stakeholders is a strength and added value in this project. The strong communication and coordination within the project were a major contributing factor in its efficiency. The structure of management of the project and the active engagement of the Steering Committee made it possible for the project to continue its progress even when the JDoE was closed, as well as through the COVID-19 pandemic.

4.2 Recommendations:

- **Staffing resources:** Due to the sensitive context and the lack of access to East Jerusalem provided by the Israeli government to the Palestinian MOE and the JDoE, the design of the project needs to take into consideration the increasing pressure being placed on UNDP to hold increased responsibility for the project's implementation within the city. It is therefore recommended that additional resources be allocated to UNDP for staffing the project team. With increased staff, it will be easier to manage, communicate, and monitor the project's progress. Specifically, it is recommended that additional resources be provided to help UNDP with project management, communications, and monitoring and evaluations. This is particularly important as the clear need for this intervention is essential to the protection of Palestinian education within East Jerusalem. Additionally, it can be assumed that the challenges and threats to the Palestinian identity of the city will continue to grow due to not only the unknown pressures that now exist due to the pandemic and the pressure it is placing on the already vulnerable education system.
- **Staffing resources:** Due to the sensitive context and the lack of access to East Jerusalem by the Palestinian MOE and now more recently the JDoE, the design of the project should be adjusted to take into account the central role of UNDP and additional resources should be provided to help with the management of this project. This is particularly important as

the threats to education in East Jerusalem are increasing and it is likely with the continued COVID-19 pandemic and threats of annexation that the management and implementation of the project will likely continue to be extremely challenging. Specifically, it is recommended that additional resources are provided to support UNDP with project management, communications, and monitoring and evaluations.

- **Reconsideration and attention to Gender:** In most of the discussions about gender, the respondents referred to the fact that girls were taken care of and it was well handled within the project. However, they also expressed that boys and young men are at risk in terms of education in East Jerusalem. Therefore, it would be helpful in the second part of this project that attention be given to this issue and perhaps some information gathering is done to understand the exact factors causing this gap in education between boys and girls. This data would help inform future programming and begin proactively to contemplate ways to counter the factors driving boys away from pursuing formal education. This would be particularly relevant to examine at this time because of the economic impact of the COVID-19 pandemic and the likelihood that families within the city may look to the young boys and men in their family to help economically with the family expenses. Additionally, it would also be useful to see where and if female students are contributing to their family expenses. Such an investigation would not only help develop development indicators in terms of the current economic factors impact students, both male and female as a result of COVID-19 but also help UNDP and their partners to consider how educational institutions can provide needed resources and ensure the resilience of young people within East Jerusalem education systems.
- **Continue to connect Private and Public schools:** Work with the private schools is something that must continue, in particular as both public and private schools are facing such a big challenge from the Israeli authorities in East Jerusalem. Through increased engagement with each other the public and private schools and can not only ensure improved quality of provided education but also, they can also present a united front in their shared role of protecting Palestinian education and identity in East Jerusalem.
- **Strategizing around the threat of annexation:** The recent political threat of annexation of East Jerusalem by the Israeli leadership presents this project with an additional unknown in terms of how the operational context could potentially shift during its implementation. While this ploy by the Israeli government can be seen as simply putting a name to a process that has been well underway since the 1980s in terms of East Jerusalem, it is recommended that there is a Thematic Working Group allocated to the issue of annexation, as well as strategic plans developed by the steering committee. This effort would not only help create a plan in case the worst will happen but also through these discussions, attention can be given to the sustainability of the project's activities and help increase resilience among the Palestinian educational institutions. While this is not directly an activity of the project, it is easy to see that the threat of annexation, when considered against the realities witnessed on the ground in East Jerusalem provides an unfortunate live example of the systemic impact of the annexation process not only for

East Jerusalem but also in terms of what can be anticipated if such a threat is carried out in the West Bank.

- **Strategizing around the threat of annexation:** The threat of annexation is something that remains a considerable threat not only to this project but to the Palestinian character of East Jerusalem. Through the Thematic Working Groups and Steering Committee, it is recommended to strategically discuss and plan in light of the announced Israeli annexation of East Jerusalem and the West Bank. Taking the time to consider the impact of the unofficial annexation efforts that have been taken in East Jerusalem since the 1980s, would not only help to consider what if any change can be anticipated if it is officially implemented but also help inform programming in the West Bank. It can be useful for the project stakeholders to use the East Jerusalem example as an unfortunate preview of how the systematic annexation process has affected the city in terms of its lack of resources, and its economic and political deterioration, and build a strategy to not only help East Jerusalem but also potentially safeguard the West Bank.

5. Annexes:

Annex 1: Methodology:

To provide the United Nations Development Program (UNDP) with an evidence-based mid-term evaluation of the *relevance, effectiveness, and efficiency* of the Support to Education in East Jerusalem Project thus far, this section is organized around the preparatory steps implemented to date and the tasks requested in the TOR:

3.1 Inception Report including Preliminary Desk Review and Stakeholder Engagement:

The consultants started to comprehensively review the project documents and developed the desk review section above as well as the following detailed assessment activities. In addition, the preparatory meetings, discussions, and the preliminary desk review conducted informed the development of the draft assessment tools included in Annex 2. The result of these activities is the development and submission of the inception report.

3.1.1 Preparatory Steps and Meetings:

The consultants and the UNDP team held a **kickoff meeting** on April 2nd, 2020 to discuss the main objectives and expected outcomes of the assessment. The UNDP's team provided the consultants with a quick overview of the Education for East Jerusalem project, its governance, and management structure, and main objectives.

3.1.2 Desk Review and Development of the Inception Report:

During the desk review and the inception phase, the consulting team started mapping both UNDP and Stakeholder approaches, as well as adaptations over time, in addition to relevant research and data on similar interventions, needs assessments, and strategic plans in the education sector, and government documents and policies that relate to construction, zoning, and planning in East Jerusalem. The Project documents listed in the ToR assisted in generating a greater understanding of the conceptualization of this Project and the intended outcomes and impacts that were expected in the first phase (1st January 2018 - December 31st, 2019). Different sources were consulted to generate a comprehensive understanding of the current situation in the education sector in East Jerusalem as identified above. These sources were elaborated further in the evaluation report.

A second component of the Inception Phase was a deeper analysis of the strength, weaknesses, threats, and opportunities presented through existing literature. This internal exercise also informed the planning for the fieldwork phase.

Following the above preparatory meetings, the consultants received documentation that can be categorized as follows:

- Support to Education in East Jerusalem Project Document (Norway and IsDB)
- Other relevant documents on the engagement of UNDP PAPP in the education sector
- Annual Progress Report 2018 – Final
- Ministry of Education M&E Report for 2018-2019.
- Updated Results Framework Nov 2019

3.2 Data collection methodology will include the following components:

Midterm evaluation questionnaires (in partnership with the UNDP project team) were finalized to target the key stakeholders in the Education sector based on OECD DAC criteria focused on relevance, efficiency, and effectiveness (interview guide included in Annex 2). Riyadh's team sought to conduct a rigorous evaluation to determine, to the extent possible, the effects of the project's interventions on outcomes achieved to date. Riyadh's team also aimed at answering the question, "To what change did the project directly or indirectly contribute and that made a difference? Framed by the program's theory of change and the intended outcomes across the project's Intermediate Results, the Riyadh team used a mixed-method evaluation approach in order to test whether changes in specific outcomes can be attributed to the project. Following are the key data collections methods and the key stakeholders who were included in the assessment:

3.2.1 Semi-Structured Interviews:

The Key Informant Interviews with the stakeholders were conducted virtually due to the COVID-19 pandemic. The consulting team assessed the project activities throughout the start until the time of conducting the midterm evaluation, the linkages between inputs, outputs, and outcomes were assessed through the creation and application of the most appropriate and efficient tools. Data collected provided descriptions of the implemented activities. Riyadh's team made considerable efforts to engage wide participation of stakeholders and beneficiaries in the

evaluation process in the various activities of evaluation as made possible at the time of implementing the assessment.

This evaluation specifically looked at relevance, effectiveness, and efficiency, among the five OECD DAC principles of evaluation for development assistance. The mid-term review focused on three out of five OECD DAC criteria; additional ones will be assessed during the final evaluation. Following is the overall assessment framework that informed the development of the assessment tools included in Annex 2:

Relevance:

- To what extent the project was implemented in line with the Ministry of Education National Strategic Plan
- To what extent is the project aligned with the UNDAF, National Policy Agenda, and the UNDP PAPP Programmatic Framework?
- To what extent were perspectives of the relevant stakeholders (national and local counterparts) taken into account during the design process?
- To what extent were gender aspects, and marginalized groups needs to be addressed in the design of the project?

Effectiveness:

- To what extent were the objectives of the Support to Education project achieved so far and are likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?
- Are the project's objectives and outputs clear, practical, and feasible within its frame?
- To what extent has the UNDP PAPP partnership strategy been appropriate and effective?

Efficiency:

- Was the project implemented in the most efficient way?
- Are there any changes in the project's risks and assumptions that occurred during the implementation period?
- To what extent was the project management structure as outlined in the project document efficient in generating the expected results

The stakeholder engagement at this stage is expected to include the following activities:

Key Informant Interview/s with UNDP Team:

The interviews with the project team helped in reviewing the performance of the Education for East Jerusalem project, the rationale, and effectiveness of the applied approaches and implementing models and the key lessons learnt up until this point in its implementation. The strengths and weaknesses of the approach and the needed parameters to strengthen the approach and its impact and sustainability were from the perspective of the project team and donors

The consultants interviewed the following team members:

Key Informant Interviews with UNDP and Key Partners:	
Name	Title / Role in the Project
Sufian Mushasha	Assistant Special Representative / Head of Programme-UNDP
Motaz Dawabsheh	Portfolio Programme Manager
Muna Hidmi-Araj	Project Manager

Key Informant Interview Donors and Key Partners:

The interviews with the Key Partners focused on a discussion of the strengths, weaknesses, opportunities, and threats that have faced the EDEJ project and the applied approaches and will capture all recommendations and suggestions in that regard.

The consultants interviewed the following people:

Group Interview / Key Informant Interviews with Donors and Key Partners:	
Title / Role in the Project	
Donors	
Second Secretary, Norwegian Representative Office to the PA-Norweigina Representatie Office (NRO) - Donor	
Programme Advisor - NRO-Norwegian Representative Office (NRO) - Donor	
Key Partners	
D.G. Jerusalem Unit - Ministry of Education	
D.G. Jerusalem Directorate of Education	
D.G. Islamic Waqf	

3.2.2 Interviews / Focus Group discussion with Key Implementing Partners relevant to each output⁹:

Outcome: Increased access for Palestinian students to improved learning and quality education environments in East Jerusalem.
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⁹ Focus groups might be replaced with individual interviews depending on the movement restrictions during the period of the data collection.

Output 1: Enrolment opportunities for students at national education system in East Jerusalem increased	
Construction of school facility in Shu'fat with 18 classrooms capacity	Shu'fat Community Representative
	Shu'fat Community Representative
	Astro Engineering Consultant
Establishment of Sur Baher School with 12 classrooms capacity	Sur Baher Community Representative
Output 2: Technical capacities of JDoE in supporting the education process enhanced.	
Provision of technical assistance for scaling up the geo-mapping	Jerusalem Directorate of Education (JDoE)
Provision of technical assistance for enhancing the management capacity of JDoE	National Institute for Education Training (NIET)
	Jerusalem Directorate of Education (JDoE)
Coordination, community mobilization, and awareness	Representative of the Ministry of Education as chair in the Education Thematic working Group TWG
	D.G. Jerusalem Unit - Ministry of Education
	Programme Advisor NRO-Norwegian Representative Office (NRO) - Donor and Deputy Chair in the Education Thematic Working Group TWG
Output 3: Quality education targeting private schools in East Jerusalem improved	
Provision of teachers training, training to training and deployment of quality education strategies and techniques, with focus on teachers in the Private Schools	Jerusalem Directorate of Education (JDoE)
	Supervision Unit - Ministry of Education
Provision of support for students with psychological, social, and educational problems in East Jerusalem: School Principal Professional Diploma Training	National Institute for Education Training (NIET)
	Head of Al Farah Center
	Head of Programme - Arab Counseling Center for Education (ACCE)

Teacher training on Learning Difficulties and Special Education Teacher and Counselor training for non-violence Ministry of Education policy & tackling psychological, social problems	Head of Psychological Unit - Arab Counseling Center for Education (ACCE)
Private School Representative Committee- established during the programme implementation period to represent the private schools in the Education Thematic Working Group	De La Sal School
	Head of Dar Al Fata'h Al Lajea'h - Al Hassad School
	Al Najah Academic School
	Arab Institute
	Al Iman School

3.3 Analysis and Reporting:

In order to ensure confidence in the quality and reliability of data collected by the project team for indicators of actual data against targets, data collected will be subject to a data quality assessment (DQA). To assess quality, Riyadh team will use well-established data quality standards for assessment: validity, reliability, precision, integrity, and timeliness. First, data will be cross-checked against targets for validation purposes, to ensure accuracy and timeliness of data collection and entry, and to expedite the addressing and correcting of issues as they emerge. Second, to ensure the reliability of data collected for each indicator, triangulation will be accomplished through the use of multiple sources of data and a variety of data collection methods (e.g., structured and unstructured interviews and focus groups/ round tables) to explore the same key variables. Riyadh team will develop instruments to collect data for evaluation that is both descriptive and analytically prescriptive to identify areas of need and lays the groundwork for further project-based solutions). Third, at the programmatic level, Riyadh team will seek feedback from the direct beneficiaries to ensure their participation and feedback is taken into consideration for the remaining phases of the project.

Annex 2: Implementation Plan

Activity	Week						
	1	2	3	4	5	6	7
Inception / Desk Phase							
Kick-off meeting							

Desk review							
Submit Draft Inception Report							
Revise Draft Based on Feedback							
Submit Finalized Inception Report after Review and Feedback							
Outputs: Schedule, Inception Report, Finalized Data Collection Tools							
Data Collection Phase							
Data collection							
Data Analysis and Drafting Report							
Outputs: Draft Evaluation Report							
Analysis / Reporting Phase							
Revise Draft Based on Feedback							
Draft Summary Report							
Outputs: Final Evaluation Report							
Dissemination/ Follow up Phase							
Presentation							
Outputs: Final Evaluation Report and Raw Data							

Note: The activities indicated in the above plan will be coordinated closely with the UNDP team depending on the situation on the ground due to the COVID-19 outbreak. This will include assessment of the possibilities of conducting interviews in person or through phone surveys, assessment of the possibility of gathering people for the focus groups and the access and mobility between governorates. Alternative strategies will be set, and revisions of methodologies and approaches will be conducted based on these assessments. The above plan does not include working over the weekends of public holidays.

Annex 3 – Riyadh’s Assessment Team Roles and Responsibilities:

Name	Role	Responsibility
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Shuaa Marrar	Team Leader	<ul style="list-style-type: none"> - Responsible for all contractual and formal representation of Riyada's team with the UNDP team. - Provide overall management and supervision of team and implementation according to agreed work plan, and deliverables timetable. - Lead the process of designing the implementation approach and provide input to the research tools with contributions from the team members. - Give technical support and backstopping for the project team. - Conduct Key Informant Interviews in collaboration with field researchers. - Will review and approve all deliverables, including final data collection tools, and final investment case report prior to any submission.
Elaine Moller	Researcher/ Project Officer	<ul style="list-style-type: none"> - Contribute to the updates and development of qualitative data collection tools. - Assist with field work as necessary in East Jerusalem - Work closely with the Team Leader and the research team on compiling the key reporting documents: comprehensive literature review, data collection tools, draft and finalized report, and PowerPoint Presentation. - Contribute to the design of the overall approach. - Conduct qualitative analysis of data collected and prepare drafts for input and further analysis by Team Leader. - Draft and finalize the final report in coordination with Team Leader.
Eyad Anabtawi	East Jerusalem Based Expert	<ul style="list-style-type: none"> - Conduct all interviews/focus groups in East Jerusalem - Lead/Conduct site visits to the three project sites - Contribute to the development of qualitative data collection tools to ensure reliability in the field - Finalize all focus group reports and contribute to final reporting to ensure that qualitative data is thoroughly incorporated into the final report.

Annex 4: Assessment Tools:

Questionnaire 1: UNDP Team

Relevance:

- To what extent the project was implemented in line with the Ministry of Education National Strategic Plan
 - Please provide specific information in terms of how this project is relevant within this plan and how it may divert from this National strategic plan.
- To what extent is the project aligned with the UNDAF, National Policy Agenda and the UNDP PAPP Programmatic Framework?
- To what extent were perspectives of the relevant stakeholders (national and local counterparts) taken into account during the design process?
 - In what ways is this project relevant for the stakeholders?
- To what extent were gender aspects, and marginalized groups needs addressed in the design of the project?
 - What elements of the project do you believe are the most relevant to the needs of marginalized groups? Can this be improved?

Effectiveness

- To what extent were the objectives of the Support to Education project achieved so far and are likely to be achieved?
 - What are some barriers that have existed, overcome or potentially going to arise in future that decreased or could decrease the effectiveness?
 - How were/could these be addressed?
- What were the major factors influencing the achievement or non-achievement of the objectives?
- Are the project's objectives and outputs clear, practical and feasible within its frame?
 - If not, how could they be made clearer?
- To what extent has the UNDP PAPP partnership strategy been appropriate and effective?
 - Please provide specific examples.
 - How can the partnership strategy be improved?

Efficiency

- Was the project implemented in the most efficient way compared to alternatives?
 - What alternatives were considered?
- Are there any changes in the project's risks and assumptions that occurred during the implementation period?
- To what extent was the project management structure as outlined in the project document efficient in generating the expected results

Questionnaire 2: Donors and Key Partners:

Relevance:

- To what extent the project was implemented in line with the Ministry of Education National Strategic Plan
- To what extent is the project aligned with the UNDAF, National Policy Agenda and the UNDP PAPP Programmatic Framework?
- To what extent were perspectives of the relevant stakeholders (national and local counterparts) taken into account during the design process?
- To what extent were gender aspects, and marginalized groups needs addressed in the design of the project?

Effectiveness

- Are the project's objectives and outputs clear, practical and feasible within its frame?
- To what extent has the UNDP PAPP partnership strategy been appropriate and effective?
 - How could this be enhanced?

Efficiency

- Was the project implemented in the most efficient way compared to alternatives?
- Are there any changes in the project's risks and assumptions that occurred during the implementation period?
- To what extent was the project management structure as outlined in the project document efficient in generating the expected results

Questionnaire 3: Key Implementing Partners relevant to each output:

Outcome: Increased access for Palestinian students to improved learning and quality education environments in East Jerusalem.	
Output 1: Enrolment opportunities for students at national education system in East Jerusalem increased	
Construction of school facility in Shu'fat with 18 classrooms capacity	Relevance: <ul style="list-style-type: none"> ● To what extent were your perspectives taken into account during the design process? ● To what extent were gender aspects, and marginalized groups needs addressed in the design of the project? <ul style="list-style-type: none"> ○ In particular, regarding accessibility for students and staff with mobility issues or other sensory limitations? ○ Was child safeguarding included in the planning for this project?
Establishment of Sur Baher School with 12 classrooms capacity:	
Effectiveness	

	<ul style="list-style-type: none"> ● To what extent were the objectives of the Support to Education project achieved so far and are likely to be achieved? ● What were the major factors influencing the achievement or non-achievement of the objectives? ● Are the project's objectives and outputs clear, practical and feasible within its frame? ● Describe your partnership with the UNDP, how appropriate and effective has it been? <ul style="list-style-type: none"> ○ How can it be improved? <p>Efficiency</p> <ul style="list-style-type: none"> ● Was the project implemented in the most efficient way compared to alternatives? <ul style="list-style-type: none"> ○ What were the alternatives? ● Are there any changes in the project's risks and assumptions that occurred during the implementation period? <ul style="list-style-type: none"> ○ Do you see any changes in the future? ● To what extent was the project management structure as outlined in the project document efficient in generating the expected results <ul style="list-style-type: none"> ○ Where can it be improved?
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Output 2: Technical capacities of JDoE in supporting the education process enhanced.

Provision of technical assistance for scaling up the geo-mapping	<p>Relevance:</p> <ul style="list-style-type: none"> ● To what extent the project was implemented in line with the Ministry of Education National Strategic Plan ● To what extent were perspectives of the relevant stakeholders (national and local counterparts) taken into account during the design process? ● To what extent were gender aspects, and marginalized groups needs addressed in the design of the project?
Provision of technical assistance for enhancing the management capacity of JDoE:	
Coordination, community mobilization and awareness:	

	<p>Effectiveness</p> <ul style="list-style-type: none"> To what extent were the objectives of the Support to Education project achieved so far and are likely to be achieved? <p>Effective in terms of objectives. UNDP is working hard on this...</p> <ul style="list-style-type: none"> What were the major factors influencing the achievement or non-achievement of the objectives? Are the project's objectives and outputs clear, practical and feasible within its frame? To what extent has the UNDP PAPP partnership strategy been appropriate and effective? <p>Efficiency</p> <ul style="list-style-type: none"> Was the project implemented in the most efficient way compared to alternatives? Are there any changes in the project's risks and assumptions that occurred during the implementation period? To what extent was the project management structure as outlined in the project document efficient in generating the expected results
<p>Output 3: Quality education targeting private schools in East Jerusalem improved.</p>	
<p><i>Provision of teachers training, training to training and deployment of quality education strategies and techniques, with focus on teachers in the Private Schools:</i></p>	<p>Relevance:</p> <ul style="list-style-type: none"> To what extent the project was implemented in line with the Ministry of Education National Strategic Plan To what extent were your perspectives taken into account during the design process? To what extent were gender aspects, and marginalized groups needs addressed in the design of the project? <ul style="list-style-type: none"> In particular, regarding accessibility for students and staff with mobility issues or other sensory limitations?
<p><i>Provision of support for students with psychological, social and educational problems in East Jerusalem:</i></p>	
<p>School Principal Professional</p>	

Diploma Training	<ul style="list-style-type: none"> ○ Was child safeguarding included in the planning for this project?
Teacher training on Learning Difficulties and Special Education	Effectiveness
Teacher and Counselor training for non-violence Ministry of Education policy & tackling psychological, social problems	<ul style="list-style-type: none"> ● To what extent were the objectives of the Support to Education project achieved so far and are likely to be achieved? ● What were the major factors influencing the achievement or non-achievement of the objectives?
Private School Representative Committee- established during the programme implementation period to represent the private schools in the Education Thematic Working Group.	<ul style="list-style-type: none"> ● Are the project's objectives and outputs clear, practical and feasible within its frame? ● Describe your partnership with the UNDP, how appropriate and effective has it been? <ul style="list-style-type: none"> ○ How can it be improved?