**United Nations Development Programme**



Programme of Assistance to the Palestinian People

**برنامج الأمم المتحدة الإنمائي/ برنامج مساعدة الشعب الفلسطيني**

**PROJECT DOCUMENT**

**Right to Education: Sustainable Recovery of the Education Sector in the Gaza Strip**

**الحق في التعليم: مشروع التعافي المستدام للتعليم في قطاع غزة**

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United Nations Development Programme

Programme of Assistance to the Palestinian People

(UNDP/PAPP)

**December 2018**

**الحق في التعليم: مشروع التعافي المستدام للتعليم في قطاع غزة**

**مقدمة:**

تأثر قطاع التعليم الفلسطيني في قطاع غزة كثيرا بظروف الحصار المشدد المفروض منذ 2006، إضافة إلى الانقسام الداخلي وتراجع الأوضاع الاقتصادية للسكان الفلسطينيين خاصة في غزة التي تتراجع فيها ظروف الحياة يوما بعد آخر. فقد تعرض قطاع التعليم إلى الاستهداف المباشر خلال الحروب المتكررة على قطاع غزة وخاصة في صيف 2014، حيث تعرضت خمس مدارس لتدمير كلي، وتضررت نحو 182 مدرسة بشكل جزئي وبليغ.

وفق تقرير صادر عن الأمم المتحدة عام 2012 “Gaza in 2020, a liveable place?”، فإن قطاع غزة بحاجة إلى انشاء 250 مدرسة بشكل عاجل إضافة إلى 190 مدرسة بحلول عام 2020 لتلبية الطلب المتزايد على التعليم نظراً للازدياد المضطرد للسكان. حيث تشير الاحصائيات إلى أنه حتى عام 2018 تم بناء 40 مدرسة حكومية و32 مدرسة تابعة لوكالة غوث وتشغيل اللاجئين (أنروا). ويوجد في القطاع 632 مدرسة (397 مدرسة حكومية، 275 مدرسة تابعة لوكالة الغوث، و57 مدرسة خاصة) تخدم جميعها 542369 طالبا وطالبة في المراحل التعليم الأساسي والثانوي.

وعلى الرغم من ارتفاع نسبة الالتحاق بالتعليم بين الطلبة الفلسطينيين، إلا أن التحدي يكمن في توفير التعليم الجيد المنصف والشامل للجميع في بيئة تعليمية آمنة وملائمة للأطفال. حيث يعاني قطاع التعليم من ازدياد الكثافة الصفية والتي تبلغ 38.8 طالب في الصف الدراسي إضافة إلى تشغيل ما يزيد عن 63% من المدارس في القطاع وفق نظام الفترتين الدراسيتين إحداهما صباحية والأخرى مسائية، وأحياناً ثلاث فترات نظراً للارتفاع الكبير في كثافة أعداد الطلاب والحاجة الماسة للمدارس، مما يؤثر ضعف التحصيل الدراسي والتسرب المدرسي بين الطلبة في قطاع غزة، فيما لا تبدو ظاهرة الفترات موجودة في مدارس الضفة الغربية.

**الهدف العام:**

**يهدف مشروع الحق في التعليم إلى تعزيز الصلادة والسلامة للأطفال والشباب الفلسطينيين في قطاع غزة من خلال توفير بيئة تعليمية آمنة وفق مبادئ المدرسة صديقة للطفل.**

**النتائج والتدخلات المقترحة:**

* توفير بيئة تعليمية ملائمة من خلال انشاء وتأثيث أربع مدارس حكومية وفق مبادئ المدرسة صديقة للطفل وتوسعة عشرة مدارس بإضافة 119 غرفة صفية جديدة في المناطق الأكثر ازدحاماً (USD 14,241,440)
* تنفيذ مبادئ البناء بشكل أفضل (BBB) والحد من مخاطر الكوارث (DRR) في عملية الإعمار من خلال دمج استغلال الطاقة الشمسية كمصدر بديل للطاقة، إضافة إلى توفير وحدات تحلية للمياه وتحسين مرافق المياه والصرف الصحي.
* تعزيز وصول الأطفال في مرحلة ما قبل المدرسة إلى تعليم ملائم من خلال دمج فئة طلاب ما قبل المدرسة في خمس مدارس حكومية عبر انشاء 25 غرفة صفية إضافة إلى برنامج تدريبي متخصص للمربيات العاملات في هذه الفصول.
* تحسين الوضع النفسي للطلاب عبر تنفيذ ومأسسة تدخلات صحة نفسية في 14 مدرسة مستهدفة وتأثيث وحدات ارشادية تستهدف الطلاب وأسرهم.
* توفير فرص عمل عن بعد تستهدف 300 شاب وشابة في تخصصات ذات علاقة بتكنولوجيا المعلومات وتخصصات تقنية أخرى من خلال برنامج تدريبي متخصص يضمن تأهل ومنافسة الشباب الغزي في سوق العمل الخارجي.
* أنشطة الاتصالات والتوعية الإعلامية المشروع والشراكة وكذلك التصميم.

**المستفيدين:**

يستهدف المشروع 253,263 طالب وطالبة ملتحقين ب 397 مدرسة حكومية في جميع مناطق قطاع غزة في العام الدراسي 2017-2018، بالإضافة إلى 66,150 في مرحلة ما قبل المدرسة سيستفيدون بشكل مباشر أو غير مباشر من الأنشطة التي تستهدف بناء وتوسعة المدارس وتقديم التدخلات النفسية. كما سيستفيد من المشروع حوالي 300 خريج وخريجة من أنشطة التمكين الاقتصادي من خلال العمل عن بعد.

**الموازنة الكلية للمشروع: USD 22,467,160**

**Project Summary**

**Programme Title**: Right to Education: Development of Education Sector in the Gaza Strip

**Implementing Partner:** Ministry of Education and Higher Education (MoEHE), Palestinian Energy Authority (PEA),and Civil Society Organizations.

**Start Date:** (30 months) **End Date:** **PAC Meeting date:**

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| **Brief Description** |
| In 2012, the UN Report “Gaza in 2020, a liveable place?” stated that 250 additional schools were needed immediately and another 190 schools would be needed by 2020 to meet the demands of a rapidly expanding population. Between 2012 and 2017, only 35 governmental schools and 24 UNRWA schools were built, which are much below the actual need. Right to Education: Development of Education Sector responds to the extreme shortage of schools and classrooms to meet the natural growth of Gaza population and decrease double shifts and classrooms overcrowding at public schools in the Gaza Strip. This project corresponds to the National Priority 8 "Quality Education for All" of the National Policy Agenda 2017 – 2022. It contributes to "Improving Primary and Secondary Education" through ensure equitable access to education particularly in marginalized areas and for vulnerable groups and upgrading educational facilities to ensure a safe, healthy learning environment.  **Project Outcome/*Ultimate Outcome*:**  Increased resilience and improved wellbeing of Palestinian children and youth in Gaza through providing equitable access to quality education guided by the principles of child friendly school (CFS) to ensure safe, healthy learning environment.  **Planned outputs:**  By the end of the project, the following outputs are expected to be achieved:   * Adequate Learning Environment provided through Construction and furnishing 4 new public schools based on principles of Child Friendly School * Building Back Better and disaster risk reduction principles mainstreamed in construction process promoting preservation of environment and enhancement of accessibility to essential services. * Increased access to pre-school education for marginalized children through integration of grade-zero in five public schools * Children affected by armed conflict provided with skills and support that enhance their resilience and protect their psychosocial wellbeing through reducing verbal and physical violence in schools and reinforcing peaceful environment * Increased access of Palestinian Youth in Gaza Strip to employment opportunities through e-work and international freelancing platforms to decrease unemployment among youth   **Beneficiaries:** The project will benefit directly or indirectly 253,263 students (121,286 boys and 131,977 girls) attending 397 governmental school across the Gaza Strip in the 2017/2018 academic year, in addition to 66150 pre-school children (34015 boys and 32135 girls) at 638 KGs across the Gaza Strip. Also, 300 youth and adolescents will benefit from the e-work intervention. The project will target both girls and boys equally through direct gender-sensitive interventions. |

|  |  |  |
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| **Total resources required:** | USD 22,467,160 | |
| **Total resources allocated:** |  | |
| **UNDP TRAC:** |  |
| **Donor:** |  |
| **Government:** |  |
| **In-Kind:** |  |
| **Unfunded:** |  | |

Contributing Outcome (UNDAF/CPD, RPD or GPD):

**UNDAF Outcome: Strategic priority 4:** Leaving No One Behind: Social Development and Protection

**Outcome 4.1:** More Palestinians, especially the most vulnerable, benefit from safe, inclusive, equitable and quality services.

**UNDP/PAPP CP Outcome 2:** Inclusive, viable and equitable delivery of sustainable basic and social services, community-based infrastructure, contributing to spatial growth and productivity, economic development, people resilience, and anchored in a sustainable management of national resources

**Indicative Output(s):**

**Output 2.2:** Reduced gap in access to basic and social services, in particular for underserved and un-deserved communities, through enhancement of infrastructure within national urban development and land resource management

**Gender marker:** GEN2 (Gender equality as a significant objective)

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**Acronyms And Abbreviations**

|  |  |
| --- | --- |
| BoQ | Bill of Quantities |
| IDB | Islamic Development Bank |
| IDPs | Internally Displaced Person |
| INEE | Inter-Agency Network for Education in Emergencies |
| KfW | The German Development Bank |
| MoEHE | Ministry of Education and Higher Education |
| M&E | Monitoring and Evaluation |
| OPT | Occupied Palestinian Territory |
| PA | Palestinian Authority |
| PMF | Performance Measurement Framework |
| PV | Photovoltaics (PV) |
| UNDP/PAPP | United Nations Development Programme / Programme of Assistance to the Palestinian People |
| UNICEF | United Nations Children’s Emergency Fund |
| UNESCO | The United Nations Educational, Scientific and Cultural Organization |
| UNRWA | UN Relief and Works Agency for Palestine Refugees in the Near East |
| WFP | World Food Programme |

# Development Challenge:

The Palestinian conflict is characterized by prolonged years of occupation and siege, especially on the Gaza Strip. The 2014 hostilities on Gaza have worsened an already distressed situation; degraded the infrastructure; shattered the economy; and weakened social support systems. The education system in Palestine is faced with numerous challenges as a result of the Israeli occupation including insufficient school infrastructure, and lack of access to schooling in marginalized areas. According to the Detailed Needs Assessment (DNA) and Recovery Framework for Gaza Reconstruction, nearly 615 educational facilities, including KGs, schools, and tertiary education institutions, were damaged or destroyed, affecting 350,000 students. The whole student population was affected, including 226,913 students enrolled in 176 partially damaged governmental schools, in addition to four schools with totally damaged premises that used to provide education to around 6,000 students who could not relocate to other schools due to overcrowdings and distance, until their reconstruction by UNDP in 2017.

In 2012, the UN Report “Gaza in 2020, a liveable place?” stated that 250 additional schools were needed immediately and another 190 schools would be needed by 2020 to meet the demands of a rapidly expanding population. This situation has been aggravated by Israel’s closure policies, implemented since 2007, which have restricted the construction, rehabilitation, and upgrading of most educational infrastructures. Between 2012 and 2018, only 40 governmental schools and 32 UNRWA schools were built, which are much below the actual need.

In Gaza, access to quality education in a safe, child-friendly environment for children and youth is compromised by the protracted conflict and wars. The educational system lacks the needed resources to upgrade and develop its educational standards to meet the demands of skills and competencies required today. Despite the high literacy rate in Palestine which stands at 96% (93% for women and 98% for men), maintaining the quality of education remains a major challenge, partly due to shortage of schools, where 63% of 677 governmental and UNRWA schools in the Gaza Strip run on shifts. In consequence, school hours are often shorter than scheduled and quality of education is compromised by high overcrowding rate, an average of 38.8 students per classroom, and lack of adequate and child-friendly learning environments in existing schools. Students in Gaza suffer from poor performance on standardized tests, based on national examinations of the Trends in International Mathematics and Science Study (TIMSS), which is a clear indicator of the weak education quality in the Gaza Strip.

A major challenge affecting students’ educational performance is the Lack of a standardized pre-school curriculum and low rate of children attending KGs. Evidence suggests that children who attend pre-school perform higher throughout their educational years. Pre-school is an important part of the early childhood development and socialization whereby early interventions allow for early detection of educational problems and are of importance to strengthen the Palestinian education system. Currently, only 43.1 % of Palestinian children-aged between 4 and 6 years- are attending KGs, that is mainly due to the deteriorated economic conditions of the families who cannot afford to pay the fees and to grant pre-school education to their children.

The hostilities have affected the resilience of the Palestinian children, who represent 56% of the total population and have been severely traumatized. This situation has made them vulnerable to many social and psychological problems which are likely to remain over the generations to come. The recent war and escalation have severely affected the mental health wellbeing of children, and consequently increased disorders including trauma symptoms and anxiety among them. One of the most known indicators of this stress is aggressiveness among children. Unfortunately, many of the parents either deal with these symptoms in improper manner. Accordingly, it has become a phenomenon that Gaza children are growing more aggressive, or they may find themselves hopeless and even helpless. In a context of frequent armed conflicts and bad socio-economic situation, special attention shall be paid toward education to ensure that children and adolescents grow up in a healthy environment, receiving the proper education and psychosocial support to protect them from conflicts.

On the other hand, Youth in Gaza are among the most affected social groups who face difficult economic conditions due to political stagnation and siege imposed for more than 10 years. The unemployment rate among young graduates reached 53% in 2017 (36% for males and 69% for females). Another factor limiting youth’ employment prospects is the inability of the educational system to adapt to the rapidly changing needs of the labor market and the excess of graduates with the same specializations. The blockade has crushed the Strip’s dynamic and trade-oriented economy and its capacity to create jobs, and pushed the majority of the population into aid-dependency. Nearly 80 percent of Gaza’s population receive some kind of social assistance, and nearly 40 percent of them still fall below the poverty line.

# Strategy

This project seeks to meet the increased needs of the education system in the Gaza Strip focusing on the major priorities pertaining access to adequate learning environment and quality education services. The 2017 Humanitarian Response Plan indicates that 351,263 children (54% boys and 46% girls) in the education sector in the Gaza Strip are in need for humanitarian assistance to get to school and learn in a safe and protective environment. Education for these children continues to be significantly compromised by the lack of adequate school infrastructure and military conflicts. In particular, the armed conflict, military incursions and the resulting damage and destruction of facilities and property have severely disrupted services and impacted the psychosocial wellbeing of children and teachers. Against this backdrop, the Education Cluster highlighted the priority needs to support access to school and pre-school educational services and safe learning spaces as well as school-based psychosocial support for children who experience trauma of war in Gaza.

In response to the 2014 hostilities, UNDP/PAPP launched the Right to Education Programme to support the recovery of the educational sector in Gaza through reconstructing, rehabilitating and building back better what was destroyed during the hostilities. The recovery of the educational sector included reconstruction of 4 totally damaged schools and 19 partial damaged schools, 13 damaged primary schools, 10 universities and 5 training centers which together have benefited around 99,114 students and teachers (50,686 females & 48,427 males). UNDP interventions were guided by the principles of resilient recovery which mainstreamed principles of Building Back Better (BBB) and Child Friendly School (CFS) in the overall reconstruction process through inclusion of disaster risk reduction into longer-term sustainable development.

Acting on the Recovery strategy of the education sector provided by the DNA and Recovery Framework of the Gaza Reconstruction, the proposed project adopts a comprehensive approach that aims to increase resilience and improved wellbeing of Palestinian children and youth in Gaza. The project seeks to meet the urgent needs of the education system in the Gaza Strip focusing on the major priorities pertaining access to adequate learning environment and quality of education services in a holistic approach targeting children and youth. First, resources will be invested in increasing the capacity of the education sector's facilities through construction of additional schools, expanding existing schools with additional classrooms to decrease overcrowding and double-shift in schools. Second, the project will mainstream principles of child-friendly school, echo-sustainable infrastructure disaster risk reduction, through mainstreaming renewable energy, safe drinking water and gender sensitive and disability-adapted facilities in public schools. Third, it will also increase access to pre-school education for marginalized children through integration of zero-grade and standardized pre-school education in five public schools. Fourth, the project will focus on protection of children, targeting a widespread and problematic daily consequences of the war trauma they have experienced through systematic mental health and psychosocial interventions that enhance their resilience and protect their psychosocial wellbeing. Fifth, livelihood and wellbeing of youth and adolescents will be enhanced through opening new venues for accessing opportunities and trends for income generation, utilizing the available technology through e-work freelancing platforms based on comprehensive assessment of needs and developing their skills to match with the identified market needs.

# Results and Partnerships:

This proposed project comes in line with the fourth sustainable development goal (Quality Education) and contributes to the UNDAF strategic priorities. Also, the project lies at the core of National Policy Agenda and is aligned with the Education Cluster's Strategic Response Plan which states that “Education sector at all levels prepared and resilient to withstand external and internal shocks to ensure continuity of education services”.

All in all, the project will directly contribute to:

* *Goal 3:* Good Health and Well-Being for people "Ensure healthy lives and promote well-being for all at all ages”. The project will contribute to enhancing the mental health wellbeing of the Palestinian children at schools.
* *Goal 4:* Quality Education "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The project covers the gaps in education sector in holistic approach to cover all age groups.
* *Goal 5:* Gender Equality "Achieve gender equality and empower all women and girls” as the project design criteria will take into consideration the service to girls in education to be on equal basis as boys and will ensure the specific needs in infrastructure are arranged according to feedback during the consultation period. During the reconnaissance, the UNDP gender team will be consulted to assure the gender lens has covered all gender aspects that need to be addressed.
* *Goal 6:* Clean Water and Sanitation "Ensure availability and sustainable management of water and sanitation for all.
* *Goal 7:* Affordable and Clean Energy "Ensure access to affordable, reliable, [sustainable](https://en.wikipedia.org/wiki/Sustainable_energy) and modern energy for all.
* *Goal 8:* Decent Work and Economic Growth "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.". The project is designed also to promote the culture of e-work through freelancing among adolescents and youth.
* *Goal 9:* Industry, Innovation and Infrastructure "Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation". The project will utilize echo-sustainable and resilient infrastructure that will mainstream initiatives that are environment friendly.
* *Goal 12:* Responsible Consumption and Production "Ensure sustainable consumption and production patterns. During the project design, energy efficiency will be considered as well as infiltrating rain water and other activities.

The project aims to contribute the following outcomes:

**UNDAF Strategic priority 4:** leaving no one behind: social development and protection; Outcome 4.1: More Palestinians, especially the most vulnerable, benefit from safe, inclusive, equitable and quality services.

**UNDP/PAPP's Country Programme Document (2016-2020) Output 2.2:** reduced gap in access to basic and social services, in particular for underserved and un-deserved communities, through enhancement of infrastructure within national urban development and land resource management.

**Programme Goal:** To support inclusive education through increasing enrolment, improved quality of education and learning outcomes, enhanced access to persons with disabilities, promoting life-skills in the curriculum, teaching methods, remedial education in Gaza.

**By the end of the project, the following outputs are expected to be achieved:**

**Project Outcome/*Ultimate Outcome*:**

Increased resilience and improved wellbeing of Palestinian children and youth in Gaza through providing equitable access to quality education guided by the principles of child friendly school (CFS) to ensure safe, healthy learning environment.

**Output 1:** Adequate Learning Environment for the Palestinian children in the Gaza Strip provided through construction and furnishing of 4 new public schools and expanding 10 existing schools with additional 119 classrooms based on principles of Child Friendly School

The project includes construction of 4 new schools and 119 additional classrooms extensions in 10 existing schools based on the principles of Child Friendly School (CFS) which would provide adequate learning environment for around 253,263 students (121,286 boys and 131,977 girls) attending public schools across the Gaza Strip. The construction of the schools' extensions will be in crowded communities, particularly in Gaza and Khan Younis cities. The design of these schools will apply elements of echo-sustainable construction to ensure sustainability through application of environment friendly construction including increasing classrooms size, increasing green areas, thermal insulation as well as flexible spaces, renewable energy, desalinated drinking water, landscaping, accessibility, science and IT labs, school library and resource room, open spaces, etc.

**Main activities:**

* Needs assessment through consultation with stakeholders and beneficiaries, mainly students on their aspirations of the constructed schools.
* Design and construction of 4 new schools based on principles of child friendly and echo-sustainable structures in the most crowding areas in the Gaza Strip. See Figure 1 (Map of Targeted Schools) for the proposed schools.
* Construction of 119 classrooms in school extensions in 10 existing schools.
* Implementing landscaping for 14 schools and supplying furniture for constructed schools
* Supervision, oversight and quality assurance of the schools' construction

Figure : Map of Targeted Schools

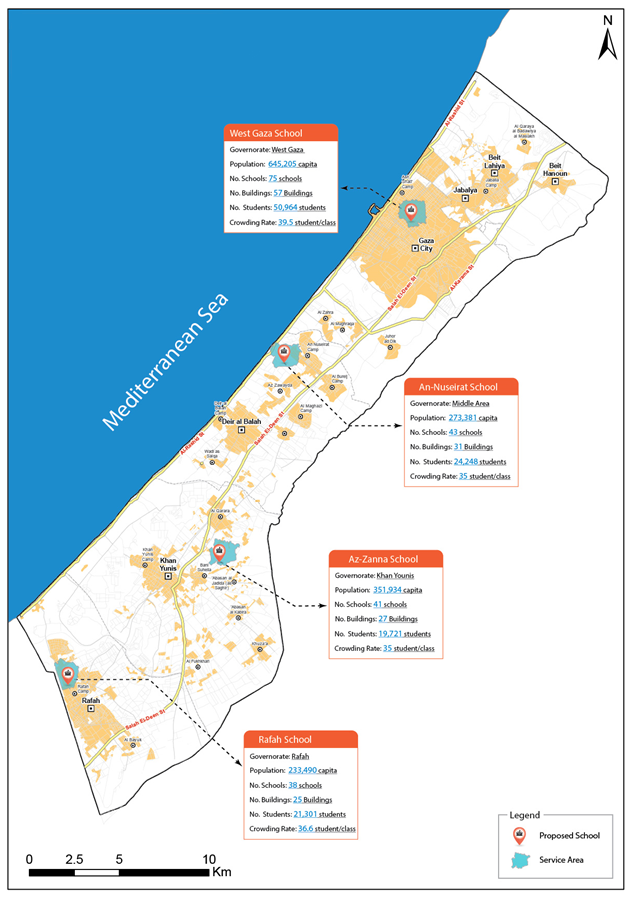


Figure 2: List of Schools to be Expanded with Additional Classrooms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Name of School** | **Gender** | **Locality** | **# of classrooms** |
|  | Sheikh Radwan school | Boys | Gaza | 9 |
|  | Palestine Secondary School | Boys | Gaza | 9 |
|  | Ameer Al Mansy school | Boys & Girls | Gaza | 12 |
|  | Hasan Salama School | Boys & Girls | Gaza | 16 |
|  | Kafr Qasem Secondary School | Girls | Gaza | 6 |
|  | Osama Al Najjar School | Girls | Khan Younis | 24 |
|  | Abdullah Abu Sitta School | Boys | Khan Younis | 12 |
|  | Bureij Secondary School | Girls | Middle | 8 |
|  | Deir Al Balah School | Boys& Girls | Middle | 8 |
|  | Taha Hussein | Boys | Rafah | 15 |
|  |  |  |  | 119 |

**Output 2:** Building Back Better and disaster risk reduction principles mainstreamed in construction process promoting preservation of environment and enhancement of accessibility to essential services

Construction and expansion of public schools in line with principles of “building back better” include provisions safety and security, and eco-sustainable infrastructure. Photovoltaic renewable energy and desalination plants as well as accessibility ramps and elevators will be supplied in the targeted educational facilities where needed to ensure adequate and child-friendly learning environment.

**Main activities:**

* Supplying and installing photovoltaic (PV) systems and applying energy efficiency in the 14 targeted schools.
* Providing desalination plants to the water supply network in the newly constructed schools to assure access to good quality of drinking water.
* Providing adequate Water & Sanitation and Hygiene (WASH) facilities in the 14 targeted schools through rehabilitation and construction of new ones if needed.
* Adaptation of targeted schools with accessibility elements including ramps and/or elevators to facilitate inclusion of persons with disabilities (PwDs) in the public schools.

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Figure : Main Principles of Child Friendly School (CFS)

As a core principle for resilient recovery, the construction of schools in the Gaza Strip will be inspired by principles of child friendly schools and echo-sustainable infrastructure. UNDP in cooperation with UNICEF has designed and constructed the first CFS school in Gaza through adapting international standards with local context. The design of CFS school integrates different elements of the CFS principles, where the school design has a special architectural appearance and attractive facilities designed especially to be environment friendly in addition to provision of a good environment for education in terms of spaces, colours, sustainable services, comfort temperature and light as well as wellbeing inside school premises.

The main CFS principles applied in the proposed schools are as follows:

* **Green Areas:** Due to limited size of schools premises, green space are created to provide recreational areas for students and teachers to ensure attractive learning environment and enhance the beauty and environmental quality of neighborhood. Gardens are created at the roof of the main building.
* **Thermal Insulation:** School design adopted Eco-sustainable construction where buildings are insulated utilizing double-wall structure with void filled partly by air and partly by polystyrene boards. Aluminium windows are double glazing where the windows are distributed in each classroom to achieve sufficient ventilation.
* **Classroom Size and breakout areas**: The schools are designed to provide adequate learning environment with increased spaces for students. Each school comprises 24 classrooms with clear area of 60 m2 per classroom compared with 50 m2 as per MoEHE standards. The increased area to allow for making divergent setups for desks and allow for proper movement. Also, 35% of classroom's area is left as breakout spaces.
* **Renewable Energy:** To overcome the chronic electricity crisis in Gaza, the schools are supplied with sustainable source of energy utilizing photovoltaic system. Gaza Strip exposure to sun is around 300 days a year. The schools are supplied with solar system of 30 kw for lighting and power purposes.
* **Sustainable source of Water:**CFS school is provided with continuous access to drinking water through providing a water well with a production capacity of 5 M3 of water per hour to meet the expected needs. A desalination plant is attached to the school design to provide a potable water.
* **Scientific Labs**: the school are equipped with two science labs, one technology lab, one computer lab, and one Arts and Crafts Lab. The space of these labs was increased to 90 m2 as opposed to MoEHE stand space of 70 m2. Labs are equipped with all needed equipment, computers and supplies. Each lab has an attached preparation room to store all materials and equipment.
* **Accessibility:** CFS school is designed to ease accessibly and movement for all students, especially the disabled, through:
* Bridges connecting buildings
* An elevator installed for multi-storey buildings.
* Ramps for disabled Special WCs for disabled.
* Special entrance to local community.
* **WASH Facilities:** Toilets units are integrated within the buildings so as to be easily accessible for children, especially during winter and sunny days. Toilet Unit area of 70 m2 in each floor comprised of 14 toilets with total number of 28 toilets for the use of students including the ones with disability. Teachers’ toilet units for men and women are separate.
* **Open Spaces**: The schools are designed with extra open spaces to be used as playgrounds for sports as follows:
* Roof gardens and beautification elements are accessible to children.
* Breakout areas distributed within floors for recreation.
* Big balcony in library to be used by children for reading.
* Amphitheatre for students' gatherings.
* **Modern look of school buildings**: The design of school has adopted divergent beautification aspects to enhance students’ attraction to the school and provide comfortable atmosphere for learning as follows:
* Vertical Sun breakers to windows
* Steel movable sun breakers along aisles
* Utilizing glass block wall
* Use of built in cabinets inside the class
* Use of phenolic partitions for bathrooms
* Use of decorations and colors for external facade
* Special entrances for school
* No boundary wall around the school
* Administration of school is in separate building.
* Change in the type of materials such as porcelain tiling, and crema marble

**Output 3:** Increased access to pre-school education for marginalized children through integration of grade-zero in five public schools

Based on the Education Development Strategic Plan 2014-2019 “Palestine 2020: A Learning Nation”, the MoEHE is planning to build and operate KGs in all schools. In 2014, a pilot initiative of introducing grade zero in 14 classrooms at 14 governmental schools was implemented with the support of UNDP, UNESCO, UNICEF, and WFP to integrate early childhood development (ECD) in the formal education system. The initiative was effective in increasing access and retention of school-aged children in the education system and improving the quality of teaching and learning. Based on the lessons learned of this pilot project, the proposed intervention contributes to further integration of pre-school education in public schools through construction of five KGs in the targeted schools serving marginalized communities.

**Main activities:**

* Reconnaissance for the needs of the preschoolers in the targeted marginalized communities through survey including field survey of target schools and identifying feasibility of different elements to be adopted in the design.
* Design of KGs and developing tender documents, mainstreaming child-friendly principles in the construction of the KGs including landscaping, outdoor games, gardens and sanitation units.
* Construction and furnishing 5 KGs comprising 25 classrooms within 5 targeted schools.
* Implementing a training programme to pre-school teachers on innovative teaching, psychosocial support and children’s learning difficulties and special needs.

**Output 4:** Children affected by armed conflict provided with skills and support that enhance their resilience and protect their psychosocial wellbeing through strengthened school-based counselling services, reduced violence at schools and reinforced peaceful environment

This project focuses on protection of children, targeting a widespread and problematic daily consequences of the war trauma they have experienced. The issue of children aggressiveness will not only impede them from correctly developing their personal capacities and sense of inner peace, but also prevent them from developing peaceful relationships with their peers and environment, impacting therefore the entire community. School-based trauma treatment and psycho-education programme is an effective mean to solve such psychological difficulties among children. School teachers have proven all the way, when they are given the appropriate training in psychosocial issues and in active learning, to be a good tool in promoting a healthy environment for child education, reaching families, and becoming better educators. The proposed intervention is twofold. First, implementation of Student-Mediation Programme at the targeted schools to decrease behavioural and emotional problems among the children affected by war and trauma in the Gaza Strip. Second, implementation of School-Based Counselling Programme to improve mental health wellbeing and resilience traumatized children and their parents through strengthening the school-based counselling services at the targeted schools.

**Main activities:**

* Equipping 14 Counselling Units at the targeted schools with the necessary mental health kits and play-therapy toys
* Providing training courses for school counsellors and teachers on common mental health problems among school students.
* Systematic school-based in-service coaching and supervision programme of the school counsellors will be implemented by mental health professionals from a specialized institution
* Training for selected student mediators, school counsellors and teachers on conflict resolution and leadership skills.
* Supervising and following program to secure a supportive school environment Detecting and treatment of students with psychological, social or behavioural difficulties
* Organizing psycho-educational sessions targeting the teachers and parents of school students, especially those are under counselling, will be organized at the targeted schools to increase public awareness on relevant mental health issues and help them to release stresses through group sessions.

**Output 5:** Increased access of Palestinian Youth in Gaza Strip to employment opportunities through e-work and international freelancing platforms to decrease unemployment among youth

The e-work intervention aims to increase the access of Palestinian youth in the Gaza Strip to employment opportunities abroad through international freelancing platforms within a culture supporting freelancing as an approach to create opportunities in light of difficult context of Gaza, which will ultimately contribute to decreasing unemployment rate among Gaza youth. Based on the lessons learned from UNDP previous projects, the proposed intervention adopts the freelancing model as an effective and sustainable approach to overcome the limited opportunities and economic challenges for the Palestinian youth in the Gaza market. 250 Youth and 100 adolescents will be targeted through intensive technical training in highly needed ICT specializations that could include mobile development, design, game development or web. After the technical training, at least 120 youth will be qualified for phase II based on rigorous evaluation criteria, where they will benefit from English language and soft-skills training relevant to freelancing platforms followed by three months of coaching and mentorship by experienced mentors in a fully-optimized co-working space.

**Main activities:**

* Advertising campaign and selection of 250 Palestinian Youth and adolescents
* Organizing training programme for 250 youth on advanced technical ICT fields including Mobile development (iOS and Android), Design (Motion Graphics, Graphic Design, Infographics), Game development (Unity), and Web (PHP frameworks, ASP.NET MVC, Web Design, and CMS & WordPress) in addition to soft skills and English language.
* Providing hosting co-working spaces for 100 trained freelancers and organize coaching and mentoring sessions.
* Provide cash incentives for the 250 youth throughout the training programme
* Implementing awareness workshops to promote e-work culture among university students, teachers and private sector.
* Documenting and Publishing Training videos of technical training to online platforms for future online trainees.
* ***Targeted Beneficiaries:***

This project serves mainly the students in the Gaza Strip, where the project will benefit directly or indirectly 253,263 students (121,286 boys and 131,977 girls) attending 397 governmental school across the Gaza Strip in the 2017/2018 academic year, in addition to 66150 pre-school children (34015 boys and 32135 girls) at 638 KGs across the Gaza Strip. In particular, the proposed schools were identified as most urgent by the MoEHE in the different governorates to meet increased demand of students' population in the targeted communities. The four governorates are inhabited by 75% of Gaza population and comprise around 116,234 students at the 197 governmental schools. Overcrowding rates is high in these communities, particularly in West Gaza and Rafah with crowding rates of 39.5 and 36.6 respectively, with an overall crowding rate of 37.2 students per classroom in the four areas. With the construction of the four new schools (comprising 96 classrooms), and addition of 119 classrooms in 10 school extensions, the overall crowding rate in the four governorates will fall into 37.7 students. The total number of current classrooms in the targeted governorates is 3,128, where upon the construction of 215 additional classrooms, more space will be provided in the schools' capacity to serve students. Such contribution of the proposed project will have positive impact on the entire student population in the Gaza Strip, particularly the targeted governorates.

* ***Resources Required to Achieve the Expected Results***

A total budget of USD 22,467,160 is required to fully implement the proposed Project activities and achieve the desired results. UNDP will utilize its expertise and resources for the optimal implementation of the project activities. The budget section shows detailed breakdown of the main budget items per the planned activities:

* ***Partnerships:***

UNDP/PAPP technical team will be working in close cooperation with a broad range of stakeholders of concerned national stakeholders. Partnerships will be established particularly with, Ministry of Education and Higher Education (MoEHE), Palestinian Energy Authority (PEA), and other relevant parties and private sector. The project is centered on community and governmental support; thus, the activities design will be based on consultations and inclusion of adequate range of stakeholders at the community level. Also, joint partnerships will be established with civil society organizations for the implementation of mental health and e-work components. Other stakeholders who have indirect interest include the private sector including suppliers and reconstruction companies, labourers, and all work force, which will earn an income through the project. Other stakeholders include the stakeholders within the targeted communities, schools’ students and their families.

* ***Stakeholders’ Engagement***

One of the UNDP’s approaches is to strengthen social networks, community ties, and build social organization to increase communities’ access to external resources and power, with the objective of increasing the community’s sense of ownership for public projects. UNDP’s team listen to community members’ concerns and address any relevant issues in the the implementation. A significant body of reference will be the “student’s guardians”. Usually, school management consults with student parents’ representatives on different issues related to student affairs. UNDP will consider having consultative communications and feedback on the ongoing projects, particularly, on issues related to enhancing natural resilience.

They will also consult on any concerns they might have on the commencement of the construction and if it is adequate to the general interest of community or requires changing period. Once the contractual process is completed, UNDP’s contractors will work with the communities, with schools’ students to increase their awareness about expected works, period, and the developments that will take place. This will be an excellent time of building trust and ownership with the most important beneficiaries of the project.

Communication and coordination with stakeholders will not stop there. It will be a continuous process that aims to ensure adequate interaction between UNDP and the stakeholders/community. As part of its standard way of operating, UNDP systematically holds consultations with governmental and non-governmental stakeholders at all phases of program design and implementation. It is expected that during the inception phase of the program, several such consultations will also be held, bringing together all relevant public and other stakeholders to ensure a continuous exchange and ownership.

* ***Gender Mainstreaming***

Gender has been taken into consideration, in terms of the project design. UNDP uses a Gender Marker to ensure that the constructed facilities are gender sensitive and adequate for disabled people. UNDP supports the development of gender-balanced schools so as to bring schools closer to communities for the purposes of ensuring access for girls. Based on the scope of work, two out of the four schools of the intervention will serve girls and for school extensions including 38 classrooms for girls, 45 for boys and 36 for co-education. On the other hand, equal opportunity will be availed for female engineers to be part of the project team with most of the fresh engineers recruited in the projects will be females and the senior management of the project are female (the team leader). Finally, in the E-work component, gender equality will be ensured through targeting female and male graduates.

* ***Sustainability and Scaling Up***

Right to Education: Development of Education Sector comprises complimentary interventions enhance the sustainability and optimal operation of the educational sector in the Gaza Strip. The provision of additional schools and classrooms would improve and sustain the provision of quality educational services to around 253,263 students (121,286 boys and 131,977 girls) attending public schools across the Gaza Strip. The construction of such schools is inspired by principle of child friendly school where the schools are prepared with elements of safety and security, and eco-sustainable infrastructure which includes the application of relevant techniques and features, including: utilization of solar panels for generating green energy; application of low energy lightbulbs; use of Non-toxic or lead-free paints and wood preservatives, sound insulation in the conference hall, utilizing drainage of rain water of roof serving the planted areas…etc. As such, the proposed intervention will provide practical solution to the electricity crisis in the Gaza Strip, particularly the public schools which are usually subject to disruption of operation due to frequent electricity problems in Gaza. The targeted school will be a public property of the MoEHE and will be managed by it, serving around 11,200 students annually. These schools will be equipped with the necessary resources and equipment to ensure adequate operation and sustainability.

The Programme can be a good model for replication and scaling up due to its comprehensive approach which combine between investment in educational infrastructure and human wellbeing. In particular, the mental health and e-work interventions have a long-term positive impact as they invest in the human capital through improving the health and economic wellbeing being of targeted youth and children. The impact of such interventions is expected to last for long time as they strengthen the resilience of the children and youth to cope with the difficult socio-economic conditions.

# Results Framework

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **National Development Priority:**  This project corresponds to the National Priority 8 "Quality Education for All" of the National Policy Agenda 2017 – 2022. In particular, the project contributes to "Improving Primary and Secondary Education" through ensure equitable access to education particularly in marginalized areas and for vulnerable groups and upgrading educational facilities to ensure a safe, healthy learning environment. | | | | | | | | |
| **Intended Outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:**  **UNDAF Strategic priority 4:** Leaving No One Behind: social development and protection  **Outcome 4.1:** More Palestinians, especially the most vulnerable, benefit from safe, inclusive, equitable and quality services. | | | | | | | | |
| **Intended Outcome as stated in the Country Programme Results and Resource Framework:**  **UNDP/PAPP's Country Programme Document (2016-2020) Output 2.2:** reduced gap in access to basic and social services, in particular for underserved and un-deserved communities, through enhancement of infrastructure within national urban development and land resource management. | | | | | | | | |
| **Project Outcome/*Ultimate Outcome*:**  Increased resilience and improved wellbeing of Palestinian children and youth in Gaza through providing equitable access to quality education guided by the principles of child friendly school (CFS) to ensure safe, healthy learning environment. | | | | | | | | |
| **Project title and Atlas Project Number: Right to Education: Development of Education Sector in the Gaza Strip** | | | | | | | | |
| **Expected Results[[1]](#footnote-1)** | **Output Indicators** | **Data Source** | **Baseline** | | **Targets (by frequency of data collection)** | | | **Data Collection Methods** |
| **Value** | **Year** | **Year 1** | **Year 2** | **Year 2** |
| **Project Outcome/Ultimate Outcome 1.**  Increased resilience and improved wellbeing of Palestinian children and youth in Gaza through providing equitable access to quality education guided by the principles of child friendly school (CFS) to ensure safe, healthy learning environment. | 1. Percentage of public schools operating on double shifts reduced | MoEHE | 58.1% | 2017-2018 | 58.1% of public schools operate on double shifts (assumption: natural growth of no. of students.) | 57.0% of public schools operate on double shifts (assumption: natural growth of no. of students.) | 56.6% of public schools operate on double shifts (assumption: natural growth of no. of students.) | MoEHE Annual Statistical Report |
| 2. Students/Classroom overcrowding ration in the targeted governments decreased despite natural growth of no. of students. | MoEHE | 38.7 students/ classrooms | 2018 | 38.7 students/ classrooms | 37.8 students/ classrooms | 37.5 students/ classrooms | MoEHE Annual Statistical Report |
| 3. Construction of public schools in accordance with child friendly school principles and eco-sustainable infrastructure | UNDP | Public schools constructed based on MoEHE standards | 2017 | Designs of schools in accordance with eco-sustainable infrastructure standards | 2 Schools (1 for boys and 1 for girls) constructed according to principles of CFS, involving elements of safety, access to renewable energy and clean water. | 4 Schools (2 for boys and 2 for girls) constructed according to principles of CFS, involving elements of safety, access to renewable energy and clean water. | Architectural design of targeted schools |
| **Output 1**  **Adequate Learning Environment provided through Construction and furnishing 4 new public schools based on principles of Child Friendly School** | **1.1.** No. of new governmental schools constructed in marginalized areas in the Gaza Strip | MoEHE | 0 | 2018 | 4 school under construction | 2 schools (1 for boys and 1 for girls) constructed and landscaped | 4 schools (2 for boys and 2 for girls) constructed and landscaped | MoEHE Annual Reports  Field visits Official letters |
| 1.2. No. of classrooms & other school premises constructed and furnished. | MoEHE | 0 | 2018 | 215 classrooms added (96 classrooms at new schools and 119 at schools’ annexes) under construction | 119 classrooms at schools’ extensions constructed.  48 rooms including, science and computer labs, library, counselling room etc. | 215 classrooms added including (96 classrooms at new schools and 119 at schools’ extensions) in addition to 48 rooms for science and computer labs, library, counselling room etc. | Architectural drawings and BoQs |
| 1.3. No. of schools landscaped | MoEHE | 0 | 2018 | Landscaping design prepared | 5 schools landscaped | 10 schools landscaped | Schools' records &  MoEHE reports |
| 1.4. No. of students benefiting from the constructed schools | MoEHE | 0 | 2018 | 0 | 4462 students | 8062 students | Schools' records &  MoEHE reports |
| **Output 2**  **Building Back Better and disaster risk reduction principles mainstreamed in construction process promoting preservation of environment and enhancement of accessibility to essential services** | **2.1** Number of schools supplied with renewable energy and energy efficiency through PV cells mainstreamed in educational facilities. | MoEHE | 33 schools have renewable energy form previous interventions. | 2018 | 0 | 14 additional schools (4 new schools and 14 school extensions) under implementation | 14 additional schools supplied with PV solar systems (4 new schools and 14 school extensions) | Technical reports  Contracts with suppliers. |
| 2.2 Number of KWs capacity provided to generate electricity through green sources. | Constructed Schools | 405 KWs supplied at public schools from previous interventions. | 2018 | Solar systems designs are prepared. | 510 KWs (40 Ks per new schools and 35 Ks for the school extensions)  Under implementation | 510 KWs (40 Ks per new schools and 35 Ks for the school extensions)  Completed. | Technical reports  Contracts with suppliers. |
| **2.3.** Number of schools supplied with access to clean drinking water via construction of water wells and desalination plants. | Constructed Schools | 5 schools supplied with water wells and desalination plants at public schools from previous interventions. | 2018 | Designs of water walls and desalination plants are prepared. | Installation of 4 water walls and desalination plants under implementation. | 4 new schools supplied with water walls and desalination plants | Technical and hand-over reports  Contracts with suppliers. |
| **2.4** No. of WASH facilities constructed and rehabilitated at the targeted schools. | Constructed Schools | Current WASH facilities are in corroded conditions at the school extensions. | 2018 | Designs of WASH facilities are prepared. | Construction of 18 Wash facilities (2 units at 10 new schools and 1 unit at 10 existing facilities) are under implementation. | Construction of 18 Wash facilities (2 units at 10 new schools and 1 unit at 10 existing facilities) are completed. | Technical reports  Contracts with suppliers. |
| **Output 3**  **Increased access to pre-school education for marginalized children through integration of grade-zero in five public schools** | 3.1 Number of KGs classrooms constructed within public schools and furnished with toys and equipment suitable for preschool children. | UNDP | 12 KG classrooms integrated in public schools from previous interventions. | 2018 | Assessment and Design of KGs is completed | Construction of 5 KGs comprising 25 additional classrooms is under implementation. | Construction and furnishing of 5 KGs comprising 25 additional classrooms is completed. | Technical reports  Contracts with suppliers. |
| 3.2 Number of KG teachers trained on innovative teaching, psychosocial support and children’s learning difficulties and special needs | Constructed Schools | Limited number of qualified KG teachers. | 2018 | Coordination with MoEHE on the selection of KGs’ Teachers | Needs assessment of KGs’ capacities and conducting training programme to pre-school teachers. | 50 KG teachers of targeted KGs run by MoEHE are trained and equipped with needed skills to deliver services for KGs’ children. | Pre- and Post- assessment reports, attendance records. |
| Output 4  Children affected by armed conflict provided with skills and support that enhance their resilience and protect their psychosocial wellbeing through reducing verbal and physical violence in schools and reinforcing peaceful environment | Number of counselling units furnished and equipped to ensure proper environment for psychological intervention at school. | MoEHE | 10 MoEHE school-based counselling units established and operated in previous interventions. | 2018 | Coordination with MoEHE on the selection of KGs’ Teachers | 10 school-based counselling units are established and operated in the targeted schools. | 14 school-based counselling units are established and operated in the targeted schools. | MoEHE reports.  Field visits. |
| No. of students that will directly benefit from a better mental health wellbeing, after receiving individual services in the school units | MoEHE | 7000 Students benefited from better mental health services in previous interventions. | 2017 | 0 | 4462 students (50% boys and 50% girls) benefited from better mental health services in previous interventions. | 8062 students (50% boys and 50% girls) benefited directly from a better mental health wellbeing, after receiving individual services in the school units | MoEHE statistics of schools' beneficiaries |
| Decreased level of physical and verbal violence among school students and teachers. (Baseline: TBD, Target: | Targeted schools | TBD at the beginning of implementation. |  | School mediation activities under preparation | Decrease by 50% of school violence incidents) | decrease by 70% of school violence incidents) | MoEHE records on the performance of school mediation team. |
| 5.3 No. of school teachers and parents of school children benefited from psychoeducation meetings. | Targeted schools | 231 (128 women, 103 men) teachers and parents benefited from psycho-education meetings. | 2017 | Psychoeducation workshops are under preparation. | 420 teachers and parents (50% M. and 50% F.) have better mental health awareness after psychoeducation meetings | 840 teachers and parents (50% M. and 50% F.) have better mental health awareness after psychoeducation meetings | Records of beneficiaries of training courses. |
| **Output 5:** Increased access of Palestinian Youth in Gaza Strip to employment opportunities through e-work and international freelancing platforms to decrease unemployment among youth | No. of Youth who actively engaged in the freelancing skilling, mentorship activities, and then started freelancing path. | Received applications | 208 youth (104 M; 104 F) received technical training of whom 80 will be engaged in soft skills, e-work mentoring and coaching | 2018 | Application and selection process completed. | 200 additional youth receive technical training of whom 80 will be engaged in soft skills, e-work mentoring and coaching. | 208 youth receive technical training of whom 80 will be engaged in soft skills, e-work mentoring and coaching. | Records of applications and results of selection process. |
| Level of technical knowledge and skills acquired by the targeted youth | ICT Incubators | 51.7% according to previous pre-assessments |  | Training programme is designed. | Increase to 70% of technical skills upon completion of technical training. | Increase to 85% of technical skills upon completing coaching and mothership one-to-one and group sessions at the co-working spaces. | Pre-&Post assessment report. |
| No. of online jobs and income value obtained by the project benefited freelancers through the freelancing platforms during mentorship and coaching. | ICT Incubators | 240 jobs were obtained by 80 youth in previous interventions. | 2018 | 0 | 120 online jobs obtained by the selected trainees. | 360 online jobs obtained by the selected trainees. | Profiles and records of trainees. |
| No. of adolescents participated in technological clubs and innovation camps. | ICT Incubators | 0 | 2018 | Coordination with MoEHE and selection of schools to benefit from Technological Clubs. | 100 adolescents at 5 secondary schools participated in technological clubs at their school. | 100 adolescents at 5 secondary schools took part in innovation camps including interactive workshops and seminars | Records of beneficiaries, of clubs and camps. |

# Monitoring And Evaluation

The formal performance measurement of the Programme will involve the application of the Programme Measurement Framework (PMF), and the collection of data specific to each of the applicable PMF indicators, at regular intervals and in line with Programme reporting.

The indicators will be assessed annually and output indicators at regular intervals. While the monitoring of outcomes is carried out as a formal process in line with the PMF, the ongoing monitoring and evaluation at the level of outputs and activities are also essential for effective implementation and management decision-making.

The Programme’s PMF presented below provides an overview of the outcomes, their respective indicators, as well as information pertaining to the process and schedule for monitoring.

In accordance with UNDP’s programming policies and procedures, the Programme will be monitored through the following:

**Within the annual cycle**

* **Track Progress.** Following the frequency cited in the monitoring plan, progress data against the results indicators will be collected and analysed to assess the progress of the Programme in achieving the agreed outputs. National data sources should be used whenever possible. Slower than expected progress will be addressed by the Programme management. Beneficiary feedback will be part of regular data collection and performance assessment.
* **Monitor and Manage Risk.** Based on the initial risk analysis submitted (see annex 2), a risk log shall be actively maintained, including by reviewing the external environment that may affect the Programme implementation. Risk management actions will be identified and monitored using a risk log. This includes monitoring social and environmental management measures and plans that may have been required as per UNDP’s Standards. Audits will be conducted in accordance with UNDP’s audit policy to manage financial risk.
* **Evaluate and Learn.** Evaluations is a continuous process which starts from the inception phase of the programme until closure. Knowledge, good practices and lessons should be captured and shared, as well as actively sourced from other Programmes and partners, and integrated back into the Programme. To achieve inclusiveness, stakeholders will be engaged in the design and implementation as well as monitoring and evaluation of the different Programme components. Their feedback will be utilized in the decision-making process to undertake any corrective actions needed.
* **Review and Make Course Corrections.** The Programme management will review the data and evidence collected (through all of the above) on a regular basis within the annual cycle, and make course corrections as needed. The frequency of review depends on the needs of the Programme, but an internal review of the available progress data against the results indicators is required at least quarterly. Any significant course corrections that require a decision by the Programme Board should be raised at the next Programme Board meeting.

**Annually**

* **Annual Programme Quality Rating.** On an annual basis and at the end of the Programme, the quality of the Programme will be rated by the QA Assessor against the quality criteria identified in UNDP’s Programme Quality Assurance System. Any quality concerns flagged by the process must be addressed by Programme management.
* **Annual Programme Review and Report**. The Programme Board shall hold a Programme review at least once per year to assess the performance of the Programme and appraise the Annual Work Plan for the following year. An annual report will be presented to the Programme Board for the review, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual Programme quality rating summary, an updated risk long with mitigation measures, and any evaluation or review reports prepared over the period. Any concerns on the quality or progress of the Programme should be discussed by the Programme Board where any necessary management actions should be taken to address such issues. This review is driven by the Programme Board and may involve other stakeholders as required.

**Closure**

* In the Programme’s final year, the Programme Board shall hold an end-of Programme review to capture lessons learned and discuss opportunities for scaling up.

# Multi-Year Work Plan

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EXPECTED OUTPUTS** | **PLANNED ACTIVITIES** | **Planned Activities Timeframe** | | | | | | | | | | | **RESPONSIBLE PARTY** |
| **Year 1** | | | | **Year 2** | | | | | **Year 3** | |
| Q1 | Q2 | Q3 | Q4 | Q1 | Q2 | Q3 | Q4 |  | |  |  |
| **Output 1:** Adequate Learning Environment for the Palestinian children in the Gaza Strip provided through construction and furnishing of 4 new public schools and expanding 10 existing schools with additional 119 classrooms based on principles of Child Friendly School | Needs assessment through consultation with stakeholders and beneficiaries, mainly students on their aspirations of the constructed schools. | x | x |  |  |  |  |  |  |  | |  | UNDP/PAPP |
| Design and construction of 4 new schools based on principles of child friendly and echo-sustainable structures in the most crowding areas in the Gaza Strip. |  | x | x | x | x | x | x | x | x | |  | UNDP/PAPP |
| Construction of 119 classrooms in school extensions in 10 existing schools. |  |  | x | x | x | x | x | x | x | |  | UNDP/PAPP |
| Implementing landscaping for 14 schools and supplying furniture for constructed schools |  |  |  |  |  | x | x | x | x | |  | UNDP/PAPP |
| Supervision, oversight and quality assurance of the schools' construction | x | x | x | x | x | x | x | x | x | | x | UNDP/PAPP |
| **Output 2:** Building Back Better and disaster risk reduction principles mainstreamed in construction process promoting preservation of environment and enhancement of accessibility to essential services | Supplying and installing photovoltaic (PV) systems and applying energy efficiency in the 14 targeted schools. |  |  |  |  | x | x | x | x | x | | x | UNDP/PAPP |
| Providing desalination plants to the water supply network in the newly constructed schools to assure access to good quality of drinking water. |  |  |  | x | x | x | x | x | x | | x | UNDP/PAPP |
| Providing adequate Water & Sanitation and Hygiene (WASH) facilities in the 14 targeted schools through rehabilitation and construction of new ones if needed. |  |  |  | x | x | x | x | x | x | | x | UNDP/PAPP |
| Adaptation of targeted schools with accessibility elements including ramps and/or elevators to facilitate inclusion of persons with disabilities (PwDs) in the public schools. |  |  | x | x | x | x | x | x | x | | x | UNDP/PAPP |
| **Output 3:** Increased access to pre-school education for marginalized children through integration of grade-zero in five public schools | Reconnaissance for the needs of the preschoolers in the targeted marginalized communities through survey including field survey of target schools and identifying feasibility of different elements to be adopted in the design. | x | x |  |  |  |  |  |  |  | |  | UNDP/PAPP |
| Designing of KGs and developing tender documents, mainstreaming child-friendly principles in the construction of the KGs including landscaping, outdoor games, gardens and sanitation units. |  | x | x |  |  |  |  |  |  | |  | UNDP/PAPP |
| Construction and furnishing 5 KGs comprising 25 classrooms within 5 targeted schools. |  |  |  | x | x | x |  |  |  | |  | UNDP/PAPP |
| Implementing a training programme to pre-school teachers on innovative teaching, psychosocial support and children’s learning difficulties and special needs. |  |  |  |  |  | x | x | x |  | |  | UNDP/PAPP |
| **Output 4:** Children affected by armed conflict provided with skills and support that enhance their resilience and protect their psychosocial wellbeing through strengthened school-based counselling services, reduced violence at schools and reinforced peaceful environment | Selection of implementing partners and equipping 14 Counselling Units at the targeted schools with the necessary mental health kits and play-therapy toys. |  |  | x | x |  |  |  |  |  | |  | UNDP/PAPP |
| Providing training courses for school counsellors and teachers on common mental health problems among school students. |  |  |  | x | x |  |  |  |  | |  | UNDP/PAPP |
| Systematic school-based in-service coaching and supervision programme of the school counsellors will be implemented by mental health professionals from a specialized institution |  |  |  |  | x | x | x | x |  | |  | UNDP/PAPP |
| Training for selected student mediators, school counsellors and teachers on conflict resolution and leadership skills. |  |  |  |  |  | x | x | x | x | | x | UNDP/PAPP |
| Supervising and following sessions to secure a supportive school environment |  |  |  |  |  | x | x | x | x | | x | UNDP/PAPP |
| Detecting and treatment of students with psychological, social or behavioural difficulties. |  |  |  |  |  | x | x | x | x | | x | UNDP/PAPP |
| Organizing psycho-educational sessions targeting the teachers and parents of school students, |  |  |  |  |  | x | x | x | x | | x | UNDP/PAPP |
| **Output 5:** Increased access of Palestinian Youth in Gaza Strip to employment opportunities through e-work and international freelancing platforms to decrease unemployment among youth | Selection of implementing partners and advertising campaign and selection of 200 Palestinian Youth and adolescents |  | x | x |  |  |  |  |  |  | |  | UNDP/PAPP |
| Organizing training programme for 200 youth on advanced technical ICT fields including Mobile development (iOS and Android), Design (Motion Graphics, Graphic Design, Infographics), Game development (Unity), and Web (PHP frameworks, ASP.NET MVC, Web Design, and CMS & WordPress) in addition to soft skills and English language. |  |  |  | x | x | x |  |  |  | |  | UNDP/PAPP |
| Providing hosting co-working spaces for 100 trained freelancers and organize coaching and mentoring sessions. |  |  |  |  |  | x | x | x |  | |  | UNDP/PAPP |
| Providing cash incentives for the 200 youth throughout the training programme and upgrading IT equipment of selected youth to be compatible with the work requirements. |  |  |  | x |  | x | x | x |  | |  | UNDP/PAPP |
| Organizing technological clubs for 100 adolescents at 5 secondary schools including interactive workshops and seminars with experts and successful freelancers. |  |  |  | x | x | x |  |  |  | |  | UNDP/PAPP |
| Providing tablets and IT equipment for the adolescents and youth to have compatible for the platforms work requirement. |  |  |  |  | x | x |  | x | x | |  | UNDP/PAPP |
| Implementing awareness workshops to promote e-work culture among university students, teachers and private sector. |  |  |  | x | x | x | x | x | x | | x | UNDP/PAPP |
|  | Documenting and Publishing Training videos of technical training to online platforms for future online trainees. |  |  |  |  |  | x | x | x | x | | x | UNDP/PAPP |

# Planned Budget:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Project Activities** | | | **Total Cost** |
| **USD** |
| **1** | Providing Detailed Design | | | **50,000** |
| **2** | Visibility, advocacy and communication | | | **100,000** |
| **3** | School Extensions | | | **7,638,000** |
|  | 3.1 | *Extension of 119 classrooms* | ***4,760,000*** |
|  | *3.2* | *Solar System* | ***1,400,000*** |
|  | *3.3* | *Landscaping and furniture* | ***1,478,000*** |
| **4** | Construction and furnishing of four new schools with elevator and solar system | | | **9,481,440** |
| **5** | Grade zero of five classes per school and landscaping for 5 schools | | | **800,000** |
| **6** | Psychosocial and mental health Support to students including to Micro-Assessment of IPs (HACT) | | | **370,000** |
| **7** | E- work for youth and adolescence including to Micro-Assessment of IPs (HACT) | | | **370,000** |
| **8** | ISS and Contingency (2%) | | | **376,189** |
|  |  |  | Total Inputs | **19,185,629** |
|  | Total of PIU cost | |  | **1,617,297** |
|  | **Sub-total** | | | **20,802,926** |
|  | UNDP GMS 8% | | | **1,664,234** |
|  | **GRAND TOTAL** | | | **22,467,160** |

# Governance and Management Arrangements

The implementation of the Programme will be undertaken by UNDP in Direct Implementation Modality (DIM) in close cooperation with the relevant stakeholders and beneficiaries. A Programme board will be established to follow up the works implemented by UNDP. The members of the board will include the donor, representative of the MoEHE and PEA as the end beneficiary and owner and that coordinates the Programme with other PA counterparts, and UNDP/PAPP as the implementing partner.

UNDP will assign a Programme Manager from its staff to follow up on all managerial, including administrative and financial issues related to the Programme. In addition, UNDP will assign an Engineering Analyst, who will take on the role of a Technical Quality Assurance, to manage and assess the daily technical monitoring of the Programme. The UNDP will also assign an Electrical Engineer who manages and handles all technical electricity related issues of the Programme. Also, two Civil Engineers will be assigned to manage all civil works in the field. The Civil Engineers will supervise five site engineers of UNVs in the different project sites. The day to day Management will be handled by the Programme Manager, whereas the UNDP Programme Analyst will be responsible for the overall Programme assurance.

The following main procedures will be undertaken:

* Memorandum of Understandings (MOU) will be drafted between the UNDP/PAPP, MoEHE, and PEA. The MOU will outline the responsibility of each of the parties and will ensure the Programme is implemented in the most effective, transparent and accountable way.
* UNDP, as the Implementing Agency, will have financial responsibility and be accountable to for the funds’ disbursement. Through its participation on the Programme Board, UNDP/PAPP will provide supervision, monitoring and financial control in accordance with UNDP/PAPP rules and regulations. In addition, UNDP/PAPP will certify the satisfactory completion of the Programme activities.
* Recruitment of competent team to carry out the Programme activities and processes.
* PEA will provide the Programme with the technical inputs for the complete design as well as energy audit and energy efficiency.
* A highly qualified and specialized contractor with strong technical and financial conditions will be selected to execute the works with close cooperation of the steering committee.
* UNDP will commission a micro-assessment of the implementing partners to assess the level of risk and undertake the assurance activities to ensure that all activities are implemented according to rules and regulations.
* Follow up of all work activities and relevant actions to assure the progress is according to pre-set plans and approve payments to contractors against completion of proper work activities.
* UNDP in coordination with the stakeholders will make the necessary training and capacity building for the operation and maintenance of the PV system.
* UNDP will conduct the public awareness for the targeted group identified by the steering committee to raise awareness of the importance of the alternative sources for energy and green energy concept. The targeted group will be agreed upon with the steering committee.
* Prepare quarterly and final reports covering technical and financial aspects as well as lessons learned and risk log.
* UNDP will make a visibility plan for the donors including media press releases, inauguration ceremonies and success stories.

**Programme Board**

A steering committee for a Programme will be formulated which include in its members representatives from UNDP/PAPP, MoEHE and PEA. The role of the steering committee is to monitor the progress of the ongoing activities; solve problems that might arise during the implementation. The formulation of the steering committee will ensure the following criteria:

* To be chaired by the UNDP/PAPP to ensure that the Programme process is going in accordance with UNDP rules, regulations and policies as well as to meet donor requirements.
* Senior supplier representative to provide guidance regarding the technical feasibility of the Programme.
* Senior beneficiary’s representative from MoEHE and PEA.

The steering committee will meet on regular basis or as necessary when raised by the Programme manager appointed by UNDP in addition to that it will be consulted by the Programme manager for decisions in case of time and budget have been exceeded.

**Programme Assurance** is the responsibility of UNDP/PAPP and the Programme Board members. The infrastructure unit including Programme specialist will take the quality assurance responsibility for the Programme implementation by carrying out objective and thorough Programme monitoring functions. This role ensures appropriate Programme management milestones are managed and completed.

**Programme Management**: The Programme manager has the authority to run the Programme on a day-to-day basis on behalf of UNDP/PAPP within the constraints laid down by the Programme Board. The Programme manager is responsible for day-to-day management and decision-making for the program. The Programme manager’s prime responsibility is to ensure that the Programme produces the results specified in the Programme document, to the required standard of quality and within the specified constraints of time and cost and the Programme team is following the same. The Programme Management team is appointed by UNDP.

The above Programme management structure can be illustrated as follows:

**Programme Manager**

**Programme Board (Governance Mechanism)**

**Senior Beneficiary**

MoEHE and PEA

**Executive**

UNDP/PAPP

**Senior Supplier**

The Donor

**Program Assurance**

**Programme Specialist**

**Program Organisation Structure**

**UNV Site Engineers (5)**

**Program Support:**

M&E Officer, Programme assistant Procurement, Finance & GIS Engineer

**Electro-mechanical Engineer**

**Project Engineer Civil/ Site Engineers (2)**

**Communication, advocacy, e-work and metal health coordinators**

The UNDP will utilize its standard Management, Procurement, Contracting, and Financial procedures in the implementation of the Programme. The Programme will be tendered locally and through the UNDP procurement web site portal. A public tender opening will occur in which all relevant parties may be present. UNDP’s procurement unit will evaluate the tender and only upon approval from UNDP Contracts, Assets, and Procurement Committee will a contract be awarded to the winning contractor. If the contract value is over US$1 million, the evaluated tender is forwarded to our Regional Assets, Contracts, & Procurement committee for further review and final approval. UNDP will monitor and supervise all construction works on a daily basis and will be responsible for verifying all works and the issuance of payments to contractors based upon actual works performed. Through this mechanism UNDP will directly execute all Programme activities. The Programme budget would cover the costs of the Programme Implementation Unit, all Programme-based expenses, and UNDP’s General Management Services.

# Risk Management

* ***Assumptions and Feasibility***

The project’s proposed intervention responds to the recovery response and development of the Education sector after a decade of blockade and frequent hostilities. This intervention demonstrates two important considerations. First, that the basic approach of the Programme is indeed highly viable in this very challenging context, and the implementing partners, as well as the beneficiaries, are highly resilient and committed. Second that it is critical that all partners understand the volatility of the context and are prepared to make concessions and adjust expectations if the operating environment should change during implementation. The two basic assumptions necessary for Programme implementation are as follows:

* + Security environment is sufficiently stable for basic and higher education institutions to operate;
  + Border crossings are open and available for materials access as well for personnel traveling.
* ***Risk Register***

The volatile political situation in the Gaza Strip is the major potential risk for the implementation of the programme. There are other factors with less significance to be considered in this regard. The entry of materials is currently from Israeli crossing only and needs access coordination through the current established UNDP mechanism which normally takes huge efforts and long time for entry of relevant construction materials. Below is the risk log:

|  |  |  |  |
| --- | --- | --- | --- |
| **Risk** | **Probability** | **Impact** | **Risk Response** |
| **Environmental/Political:** | | | |
| **Resumption of hostilities or**  **Internal fight / disputes** | Moderate | High | Careful monitoring of the political situation to avoid incurring any losses to the Programme. Anyhow, all imported materials will be stored in UNDP store in Karni until the construction starts.  If major hostilities or internal fighting occur and could put the safety and security of Programme personnel, contractors or activities at risk, UNDP will:   * Suspend the activities until the risk is removed. * Precautionary secure the work sites and materials. * Inform all parties with the GPS coordinates of the sites. * inform the local authorities about the active Programmes and assets seek assistance to safeguard the assets and operations. * Make revision of the budget and work plan. |
| ***Operational Risk*** | | | |
| **Delay in access of materials** | Moderate | High | * The materials’ entry is coordinated through the UNDP access coordination mechanism in full coordination with PEA. * All technical information is properly shared with the borders Authorities. * Early and continuous follow up on obtaining relevant approvals. * Approval of materials are carried as early as possible with the full consent of PEA. |
| ***Financial Risks*** | | | |
| **Depreciation in the value of US$.** | Low | Moderate | Effective and efficient management and use of financial resources are well maintained through monitoring and evaluation scheme established in UNDP at the local and global level.  In procurement, contractors are asked to provide their prices in either USD or local currency (ILS) where all currencies of the received bids are converted to USD based on the UNDP prevailing rate of exchange at date of bid opening. Resulted contract with winning contractor will reflect the currency originally quoted by the contractor. New policy in procurement is requesting fixation of the contract value in local versus USD through the banks. |

* ***Environmental Considerations***

The programme’s implementation approach has also taken environmental concerns into consideration. For example, in building totally or partially damaged schools, the environmental and public health issues were mainstreamed through compliance with international standards and attempts will be made to explore building resilient infrastructure as part of the disaster risk reduction for all new schools to respond to manmade and natural disasters. It is also important to highlight that the MoEHE has already put in place a policy stipulating that all schools need to utilize solar energy. Indeed, in the use of the PV Cells solar systems in the constructed schools, attention has been given to climate change issues to mitigate that. This is very critical for Palestine and currently the government is working on formulating a national plan to address climate change. Another advantage of this rebuilding back better approach is to attempt to reduce CO2 emissions in the new schools. Finally, the programme will attempt in the drilling of wells and WASH facilities to highlight coloration units to ensure water quality.

# Visibility Plan

UNDP is considering the importance of the communication and visibility that will improve the knowledge sharing among the different actors and stakeholders especially highlighting innovation in energy sector. The Programme Team in close coordination with UNDP/PAPP Communication Unit will develop a communication plan that includes the following:

* 1. Full participation of the initial inauguration and handover of the Programme.
  2. Production of press releases to cover Programme news and events.
  3. Production of Programme fact sheets and success stories which will be published in UNDP/PAPP official website.
  4. Organizing public awareness workshops targeting youth and beneficiaries.
  5. Highlighting the funding source for the Programme in all activities.
  6. Signing and Closing Ceremonies
  7. Maintaining the proper logos and all related materials during the Programme lifecycle that includes tendering, construction plaques, inauguration plaques, etc.
  8. Standard UNDP communication branding for donors' visibility

Effective communication with all stakeholders (Palestinian institutions, UN agencies, donors, media and beneficiaries), is fundamental to the Programme’s success. Information and communication needs of the stakeholders' relative to the progress of the Programme will be determined and highlighted as a communications plan/matrix. It will play an essential role in mitigating expected risks in ensuring advocacy.

# Legal Context

* ***Legal Context Standard Clauses***

The Programme document shall be the instrument envisaged and defined in the [Supplemental Provisions](https://intranet.undp.org/global/documents/ppm/Supplemental.pdf) to the Programme Document, attached hereto and forming an integral part hereof, as “the Programme Document”.

This Programme will be implemented by UNDP/PAPP in accordance with its financial regulations, rules, practices and procedures only to the extent that they do not contravene the principles of the Financial Regulations and Rules of UNDP. Where the financial governance of an Implementing Partner does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition, the financial governance of UNDP shall apply.

* ***Risk Management Standard Clauses***

1. UNDP as the Implementing Partner will comply with the policies, procedures and practices of the United Nations Security Management System (UNSMS.)
2. UNDP as the Implementing Partner will undertake all reasonable efforts to ensure that none of the [Programme funds][[2]](#footnote-2) [UNDP funds received pursuant to the Programme Document][[3]](#footnote-3) are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via <http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml>. This provision must be included in all sub-contracts or sub-agreements entered into under this Programme Document.
3. Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (http://www.undp.org/ses) and related Accountability Mechanism (http://www.undp.org/secu-srm ).
4. UNDP as the Implementing Partner will: (a) conduct Programme and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the Programme or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other Programme stakeholders are informed of and have access to the Accountability Mechanism.
5. All signatories to the Programme Document shall cooperate in good faith with any exercise to evaluate any programme or Programme-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to Programme sites, relevant personnel, information, and documentation.
6. UNDP as the Implementing Partner will ensure that the following obligations are binding on each responsible party, subcontractor and sub-recipient:
   1. Consistent with the Article III of the SBAA *[or the Supplemental Provisions to the Programme Document]*, the responsibility for the safety and security of each responsible party, subcontractor and sub-recipient and its personnel and property, and of UNDP’s property in such responsible party’s, subcontractor’s and sub-recipient’s custody, rests with such responsible party, subcontractor and sub-recipient. To this end, each responsible party, subcontractor and sub-recipient shall:
      1. put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the Programme is being carried;
      2. assume all risks and liabilities related to such responsible party’s, subcontractor’s and sub-recipient’s security, and the full implementation of the security plan.
   2. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of the responsible party’s, subcontractor’s and sub-recipient’s obligations under this Programme Document.
   3. Each responsible party, subcontractor and sub-recipient will take appropriate steps to prevent misuse of funds, fraud or corruption, by its officials, consultants, subcontractors and sub-recipients in implementing the Programme or programme or using the UNDP funds. It will ensure that its financial management, anti-corruption and anti-fraud policies are in place and enforced for all funding received from or through UNDP.
   4. The requirements of the following documents, then in force at the time of signature of the Programme Document, apply to each responsible party, subcontractor and sub-recipient: (a)UNDP Policy on Fraud and other Corrupt Practices and (b)UNDP Office of Audit and Investigations Investigation Guidelines. Each responsible party, subcontractor and sub-recipient agrees to the requirements of the above documents, which are an integral part of this Programme Document and are available online at www.undp.org.
   5. In the event that an investigation is required, UNDP will conduct investigations relating to any aspect of UNDP programmes and Programmes. Each responsible party, subcontractor and sub-recipient will provide its full cooperation, including making available personnel, relevant documentation, and granting access to its (and its consultants’, subcontractors’ and sub-recipients’) premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with it to find a solution.
   6. Each responsible party, subcontractor and sub-recipient will promptly inform UNDP as the Implementing Partner in case of any incidence of inappropriate use of funds, or credible allegation of fraud or corruption with due confidentiality.

Where it becomes aware that a UNDP Programme or activity, in whole or in part, is the focus of investigation for alleged fraud/corruption, each responsible party, subcontractor and sub-recipient will inform the UNDP Resident Representative/Head of Office, who will promptly inform UNDP’s Office of Audit and Investigations (OAI). It will provide regular updates to the head of UNDP in the country and OAI of the status of, and actions relating to, such investigation.

* 1. UNDP will be entitled to a refund from the responsible party, subcontractor or sub-recipient of any funds provided that have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of this Programme Document. Such amount may be deducted by UNDP from any payment due to the responsible party, subcontractor or sub-recipient under this or any other agreement. Recovery of such amount by UNDP shall not diminish or curtail any responsible party’s, subcontractor’s or sub-recipient’s obligations under this Programme Document.

Where such funds have not been refunded to UNDP, the responsible party, subcontractor or sub-recipient agrees that donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities under this Programme Document, may seek recourse to such responsible party, subcontractor or sub-recipient for the recovery of any funds determined by UNDP to have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Programme Document.

*Note:* The term “Programme Document” as used in this clause shall be deemed to include any relevant subsidiary agreement further to the Programme Document, including those with responsible parties, subcontractors and sub-recipients.

* 1. Each contract issued by the responsible party, subcontractor or sub-recipient in connection with this Programme Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from it shall cooperate with any and all investigations and post-payment audits.
  2. Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the Programme or programme, the Government will ensure that the relevant national authorities shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.
  3. Each responsible party, subcontractor and sub-recipient shall ensure that all of its obligations set forth under this section entitled “Risk Management” are passed on to its subcontractors and sub-recipients and that all the clauses under this section entitled “Risk Management Standard Clauses” are adequately reflected, *mutatis mutandis*, in all its sub-contracts or sub-agreements entered into further to this Programme Document.

1. *Specify each output that is planned to help achieve the outcome.*  [↑](#footnote-ref-1)
2. To be used where UNDP is the Implementing Partner [↑](#footnote-ref-2)
3. To be used where the UN, a UN fund/programme or a specialized agency is the Implementing Partner [↑](#footnote-ref-3)