

Project Title

Construction of a primary school composed of 22 classrooms and two labs, sanitary units, and administration facilities, in a 3-storey building.

UNDAF Outcome(s):**Expected CP Outcome(s):**

(Those linked to the project and extracted from the CPAP)

Expected Output(s):

1. Providing access to education for all; and improving the quality of education.
2. Providing safe and enabling learning environment created the reconstruction and repairing the damaged Educational Infrastructure in Gaza Strip
 1. 22 classrooms school with the necessary facilities constructed.
 2. Furniture and Equipments procured.

Executing Entity:

UNDP/PAPP

Implementing Agencies:

UNDP/PAPP

Brief Description	
<p><i>This proposal aims at providing a new 22- classroom primary school to replace the destroyed one in order to provide the primary education for male and female children in the middle area of Gaza Strip with a total grant value of USD 1,533,096 from Waatasemu Charity Association – the Great Socialist People's Libyan Arab Jamahiriya.</i></p> <p><i>The implementation of this project will provide education to about 900 male and female students in the Middle area governorate of the Gaza Strip (non-refugees). The project will also help to provide job opportunities to those who have lost their jobs due to the ongoing closures and inability to access their workplaces.</i></p> <p><i>The implementation of the project activities might be delayed due to the continuous siege exposing the Gaza Strip which results difficulty of flowing the required construction materials.</i></p>	

Programme Period:	18 Months	YYYY AWP budget: _____
Key Result Area (Strategic Plan): Strategic Plan 2008-2011 Palestinian Early Recovery and Reconstruction plan		Total resources required: US\$ 1,533,096 Total allocated resources: US\$ 1,533,096
Atlas Award ID:	_____	<ul style="list-style-type: none"> • Regular • Other: <ul style="list-style-type: none"> ○ Donor Waatasemu Charity Association ○ Donor _____ ○ Donor _____ ○ Government _____
Start date:	Q4 2009	Unfunded budget: _____
End Date:	Q1 2011	
PAC Meeting Date:	06 July 2009	
Management Arrangements:	DEX	

Agreed by: _____

(Date)

Jens Toyberg-Frandzen

UNDP/PAPP Special Representative of the Administrator

AP

SITUATION ANALYSIS

1.1 Background

The area of Gaza Strip is about 365 sq. km, with a population of about 1,467,448; according to the latest publications by the Palestinian Central Bureau of Statistics (PCBS, April 2007). Such a population density, ranging between 20,000 and 100,000 per sq. km, ranks Gaza Strip as one of the highest population density areas in the world. Meanwhile, the population density in refugee camps is higher than other areas. According to the latest UNRWA statistics (30/06/2008), the number of refugees in Gaza Strip is estimated at 1,059,584. The population growth rate is around 3.9% and the average family size is 6.9 persons.

The population of Gaza is living in a very poor and difficult conditions due to the ongoing closures and the loss of income affecting over 120,000 workers. This has led to a dramatic increase in unemployment rate, reaching 41.2% during the last three and a half years as indicated by PCBS data for the third quarter of 2008. During that period, unemployed increased from 15.5% to 41.2%. PCBS (2004) also indicate that 59.4% of the population are living in poverty. The situation is further aggravated by the Israeli occupation's measures which targeted total destruction of infrastructure, levelling of farms, uprooting of trees, destruction of factories and workshops. As a result, economic growth rates have suffered drastically and all economic sectors are being threatened to collapse. According to World Bank statistics, if the Israeli measures continue a complete collapse of the economic situation in Gaza Strip is imminent, with the per capita GDP decreasing from US \$1,466 in 2000 (PCBS) to US \$600 in 2003 (World Bank).

1.2 Description of the sub-sector

Education in the Palestinian Context

The state of Palestine, regardless of what its final borders will be, is small and limited in natural assets. Its people are its primary resource, which renders demographic data highly important. Accurate information in that regard is now available and forecasts have become possible after the population census was conducted at the end of 1997. The results of the census registered the population of the West Bank, including Jerusalem, and the Gaza Strip at about 2.9 million.¹ The population is estimated to reach 4.9 million by 2010, 6.7 million by 2020, and 7.4 million by 2025.² The predictions indicate that increases in the population may be among the top challenges facing Palestine, but at the same time indicate that the human resources necessary for progress would be available, provided that suitable economic and social strategies are implemented. Human beings are simultaneously producers and consumers. Reaching equilibrium between production and consumption is a vital precondition for political stability based on a firm economic and social foundation that guarantees growth and sustainability.

Among the population issues directly connected to sustainable human development are the low average age of the population due to high fertility rates and the continuing migration of young adults in search of employment. Population between the ages 5-19 (school age) made up 39% of the population in 1997 and the percentage is expected to decrease slowly to reach 38% in 2010 and 35% in 2025³. Statistics indicate that the Palestinian education sector will assume enormous dimensions, requiring the attention of the state for at least a full generation. The growth of the education sector embodies the population challenge in both its aspects: providing the necessary resources to educate such a large population, and laying the basic foundations for development and prosperity by developing a modern education system. Education is a community investment in human resources whose benefits are not only economic, but also cultural and social. The educational challenge in Palestine is both qualitative and quantitative.

The situation in Palestine is complicated by a convergence of several problems. The failure of political negotiations after an entire decade had discouraging effects on the organizational and planning activities of the Palestinians. The long years of waiting dashed many of the aspirations that Palestinians had come to hold at the peak of the first Intifada, which was a reaction to attempts to destroy the Palestinian existence through occupation. The unstable conditions, embodied in the intermingling of interim and permanent status solutions, intensified the conflict between meeting immediate needs and working toward future goals.

The rise of unemployment is one of the primary examples of the contradiction of priorities. The crisis was relieved to an extent by broadening employment in the public sector and by rising enrollment in higher education institutions. The first phenomenon led to decreased productivity and higher production costs in the public sector, with salaries consuming almost 60% of the PA budget, a burden that cannot be borne in the long-run. As for the second phenomenon

¹ . See: *Final Census Results, Summary*; Palestinian Central Bureau of Statistics, 30 November 1998.

² . *Population in Palestinian Territories, 1997-2025*; PCBS, September 1999.

³ . Previous reference.

of rising university enrolments, it can lead to deferred unemployment with effects that may be far worse than those of current unemployment levels.

The Palestinian economy is a problem that has evaded solution for many years. For half a century it has relied on external sources of income, making it feeble and highly prone to instability. At the beginning of the 1950s, the UN established the United Nations Relief and Works Agency (UNRWA). Soon after, employment in the Gulf States became available. With the Israeli occupation of 1967, work in Israel became a primary source of income, and Arab aid provided via the Jordanian-Palestinian Committee supported many vital projects. Other international aid began to flow into Palestine after the establishment of the PA. The PA was entrusted with responsibilities that outweighed its abilities in many economic sectors. The excessive reliance of the Palestinian economy on the Israeli economy made it structurally unstable. Also, land confiscation and control of water sources deprived the Palestinians of a large portion of the few natural resources they possessed.

General Education

The primary education sector in Palestine is relatively large and is continually growing. The number of students in the West Bank and Gaza in the year 1967-68, the beginning of occupation, was close to 220,000. When the PNA assumed responsibility for the education sector at the beginning of the scholastic year 1994-1995, the number had climbed to 650,000, tripling in 27 years. The number of students at present is about one million, and is expected to reach one and a half million in ten years.

Schools are categorized according to the supervising body as *governmental*, *private*, or *UNRWA*. The situation is different in Jerusalem, which has schools officially operated by the Islamic Waqf Directorate, although they are connected with the Palestinian Ministry of Education. Others are operated by the Jerusalem Municipality or the Israeli Education Department. Some private schools also operate kindergartens, but demand is low due to the fact that kindergarten lies outside the official education sector, although enrollment is constantly rising. There are boys' schools, girls' schools, and coed schools.

Area and school year	Kindergartens	Schools		Total
		Basic*	Secondary	
Palestinian territories				
1994-1995	36,829	572,529	45,339	654,697
2000-2001	69,247	830,765	76,363	976,375
West Bank				
1994-1995	35,768	355,269	27,678	418,715
2000-2001	46,728	495,364	45,484	587,576
Gaza Strip				
1994-1995	1,061	217,260	17,661	235,982
2000-2001	22,519	335,401	30,879	388,799

The continuing increase in the number of students is attributable to two factors: first, high fertility rates and the resulting low average age of the population, as mentioned earlier; and second, the constant increase in demand for education.

In the 1970s, roughly half of all children attended school through basic education, and one-third remained to complete secondary level. Today, enrollment in the middle years is almost at 100% and more than half of Palestinian children complete grade twelve. In ten years 75% of all children are expected to complete grade twelve.

It is worth mentioning that no substantial discrepancies are detected between the enrollment of males and females of school age, with male students making up 50.1% of the student base for the scholastic year 2000-2001 and female students 49.9%. The number of female students exceeded the number of male students in the secondary level, which is a worrisome indicator, attributed partly to the trend of school abandonment (dropping out) among male students in the secondary level (16 years and older,) most probably in order to accept menial jobs in light of the economic crisis.

It is interesting to note the high rate of kindergarten enrollment, especially in Gaza. It serves as a potential indicator of radical social changes in the development of educational aspirations and awareness in the family, the

regression of extended family, which previously was a primary source of childcare, and the increasing number of working mothers. The time is now for kindergartens to be brought into the core of official Palestinian educational planning.

Undoubtedly, the growth in the size of the primary education sector will gradually decrease with a decrease in fertility rates and total enrolment of the school age population, but both of these elements will not come into play before 2010. Therefore, contending with the size of Palestinian educational needs, which is a problem and an opportunity at one and the same time, will remain a challenge for at least another decade. In addition, the number of returnees may not match the prediction upon which assessments were made, which poses an unknown element that may confuse expectations and impede implementation of plans.

Area and school year	Kindergartens	Schools		Total
		Primary*	Secondary	
Palestinian territories				
1994-1995	436	1,141	333	1910
2000-2001	811	1,316	519	2,646
West Bank				
1994-1995	423	842	294	1,559
2000-2001	596	967	448	2,011
Gaza Strip				
1994-1995	13	299	39	351
2000-2001	215	349	71	635

Source: The Palestine Annual Statistical Book (2) November 2001, PCBS.

This unprecedented demand for education carries some negative effects; overcrowding in schools is much too high for a sound education process to be maintained. More than 100 schools employ a two-shift system. There are also a number of schools housed in unsuitable buildings. This situation is a leftover from occupation, which did not tend to build schools or hire teachers.

Level	Supervising Body			General Average
	Government	UNRWA*	Private	
Kindergarten				
1994-1995	-	-	28.6	28.6
2000-2001	11**	-	25.0	25.0
Primary				
1994-1995	35.9	43.6	27.8	37.1
2000-2001	36.1	461.***	25.6	37.3
Secondary				
1994-1995	31.9	-	19.6	30.2
2000-2001	31.5	-	17.7	30.2

Tables 2 and 3 show that the number of schools, which increases by 100 each year, has not been able to cope with the increasing number of students. While conditions improved at private schools, which require high tuition, governmental schools remained as is and conditions at UNRWA schools worsened, with congestion reaching levels unacceptable under any set of standards.

	Kindergartens	Schools*	Total
Aggregate			
1994-1995	1,211	19,843	21,054
2000-2001	2,743	32,502	35,245
Government			
1994-1995	-	13,533	13,533
2000-2001	3	22,953	22,956
UNRWA			
1994-1995	-	4,370	4,370
2000-2001	-	6,129	6,129
Private			
1994-1995	1,211	1,940	3,151
2000-2001	2,740	3,420	6,160

The numbers of teachers and the ratio of students to teachers portray a better picture than the actual conditions in overcrowded classrooms. The situation improved slightly in kindergartens and private and governmental schools, but regressed to an extent at UNRWA schools. There are complaints among teachers regarding low wages, especially at governmental schools, where salaries average \$350 per month, forcing many to take second jobs to increase income.

Area and school year	Governmental	UNRWA	Private Kindergarten	Total	Total
Palestinian territories					
1994-1995	39.9	36.9	19.5	30.5	31.1
2000-2001	26.8	37.9*	17.3	25.2	27.7
West Bank					
1994-1995	29.9	32.9	19.1	30.3	28.9
2000-2001	25.4	33.7	17.2	25.3	24.9
Gaza Strip					
1994-1995	34.0	38.7	25.4	33.2	36.0
2000-2001	30.7	39.5	18.0	25.1	33.3
The student-to-teacher ratio at UNRWA schools registered 39.5:1 in 1999-2000.					
<i>Source: The Palestine Annual Statistical Log (2) November 2001, PCBS.</i>					

The conditions and trends illustrated in these tables may cause the education process to become a passing or trivial matter in the lives of students and teachers. It is impossible to predetermine the thin line between marginal improvement and collapse. The real danger may lie in the direction that seems to enjoy the widest backing on the political front, which is to allow the quality of the educational system to deteriorate to an unsalvageable level. Despite this grim possibility, there are serious efforts underway to improve education.

The handing of full responsibility for maintenance of the education sector to the Palestinians in August 1994 was a major turning point that occurred with unexpected speed. The Palestinians were informed that the responsibility was in their hands only a month before it was handed over, and the 1994-1995 scholastic year began three days after the transfer. The transfer was pulled off without a hitch, although the Israelis held back some information and files. The entire process came immediately on the heels of the Intifada and its disruption of attendance, which had left the educational system in a state of chaos. Added to that are the results of negligence of the sector by occupation authorities over many years.

1.3 The current situation in the targeted area (Middle Area)

The middle governorate is located in the Middle area of the Gaza Strip and has a population of 60,000. The governorate has been subjected to a systematic and planned destruction by the Israelis since the beginning of the Al-Aqsa Intifada in September 2000. A large number of public and private schools in Gaza Strip in general and in the middle governorate in particular have been destroyed, causing a shortage in the number of classrooms to accommodate all students.

The construction of the primary school in the targeted area was chosen and deemed as high priority for enhancing the quality of the education sector at the Middle Area of Gaza Strip that needs an urgent response for the following reasons:

- The current school facilities are grossly inadequate to properly accommodate the present number of students let alone being able to accommodate additional numbers due to natural student population increases.
- The systematic destruction for the education facilities that have been exposed by the repeated Israeli incursions.

The project will be implemented in the Martyrs Junction area (Al-Shuhada') in the middle area, where there are currently 5 schools including one secondary school. These schools do not have the capacity to accommodate the students of the area. Students travel long distances to reach alternative schools instead of the destroyed schools in their residence area, which is causing overcrowding in schools. In response, the Ministry of Education has had to introduce double and even triple shifts in some of these schools – a measure that jeopardizes the quality of education in general.

It is also worth noting that some families refrain from sending their children to schools at a distance from their residence areas in view of the dangers of frequent Israeli shelling, thus increasing illiteracy rates within the population.

I. STRATEGY

The UNDP/PAPP mandate continues to play an important role in supporting socio-economic development in the occupied Palestinian territory (oPt). Since the establishment of the Palestinian Authority in 1994, UNDP/PAPP, in partnership with public, private institutions, civil society and donors, has invested over US\$700 million in support of the Palestinian people to improve service delivery and accessibility via the development of basic infrastructure (roads, bridges, power networks, schools, hospitals, shelters, cultural and recreational infrastructure and small-scale community buildings);

The December 2008 – January 2009 military incursion into the Gaza Strip resulted in severe damages to public and private infrastructure and presented a grave new challenge to the PA. Particularly with regard to the devastation to the water and sewage systems an infrastructure solution should be pursued quickly. The UN will assist and support the PNA in the reconstruction planning, and pre-position itself in line with the PA requests for support.

Thus, the **Infrastructure Strategic Area** key concepts and added value exercises for WBSG in 2009-2010 include:

- A. Provision of infrastructure mapping (funding pending), planning, coordination and capacity building at a local, regional, and national level;
- B. Pre-positioning to assist with immediate response and emergency infrastructure;

Provision of technical assistance, best practices and implementation support within sub-sectors of utilities, electricity, alternative energy, solid waste and water, transport, housing and communications.

The project will respond to the immediate need of providing emergency support to the educational system in middle area of the Gaza strip.

Project strategic goals:

Specifically the project seeks to contribute to the following:

- Providing the access to education for all and improving the quality of education system in the middle area of the Gaza Strip through reconstruction of the damaged educational infrastructure.
- Poverty alleviation in the target area through the generation of employment.

Project sustainability is ensured since the Ministry of Education will have the full responsibility over the maintenance and operation of the provided infrastructure.

This overall project has two major components which stand out and which have to be handled separately but virtually simultaneously. These components are:

1. *Construction of a 22- classroom primary school with the necessary facilities and landscape.*
2. *procurement of Furniture and Equipment*

II. RESULTS AND RESOURCES FRAMEWORK

Intended Outcome as stated in the Country Programme Results and Resource Framework:

1. Providing access to education for all; and improving the quality of education
2. Safe and enabling learning environment created the reconstruction and repairing the damaged Educational infrastructure in Gaza Strip

Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets:

- 22 classrooms, labs, and service facilities with a total area of 2,050 square meters constructed.
- No. of equipments procured.

Applicable Key Result Area (from 2008-11 Strategic Plan):

Partnership Strategy

Project title and ID (ATLAS Award ID):

INTENDED OUTPUTS	OUTPUT TARGETS FOR (YEARS)	INDICATIVE ACTIVITIES	RESPONSIBLE PARTIES	INPUTS
22 classrooms school with the necessary facilities constructed and equipped with the needed furniture.	1. Technical Engineering design and tender documents.	1.1.1 Preparing TOR 1.1.2 Initiating and proceeding with the bidding process. 1.1.3 Awarding contract/s 1.1.4 Production of the technical Engineering design and tender documents.	UNDP	35,000 (Excluding GMS 7%)
	1.2 Construction works	1.2.1 Initiating and proceeding with the bidding process. 1.2.2 Awarding contract/s 1.2.3 Construction works	UNDP	947,000 (Excluding GMS 7%)
	1.3 Equipment and Furniture.	1.3.1 Identifying specifications. 1.3.2 Bid process. 1.3.3 Awarding contract/s 1.3.4 Procurement	UNDP	50,000 (Excluding GMS 7%)

	1.4 Project Team	1.4.1 Recruitment's process	UNDP	132,000 (Excluding GMS 7%)
	Communication and Security			30,000
	Contingencies (20%)			238,800
	Sub-Total			1,432,800
	GMS 7%			100,296
	Total			1,533,096

III. ANNUAL WORK PLAN

Year: 2009

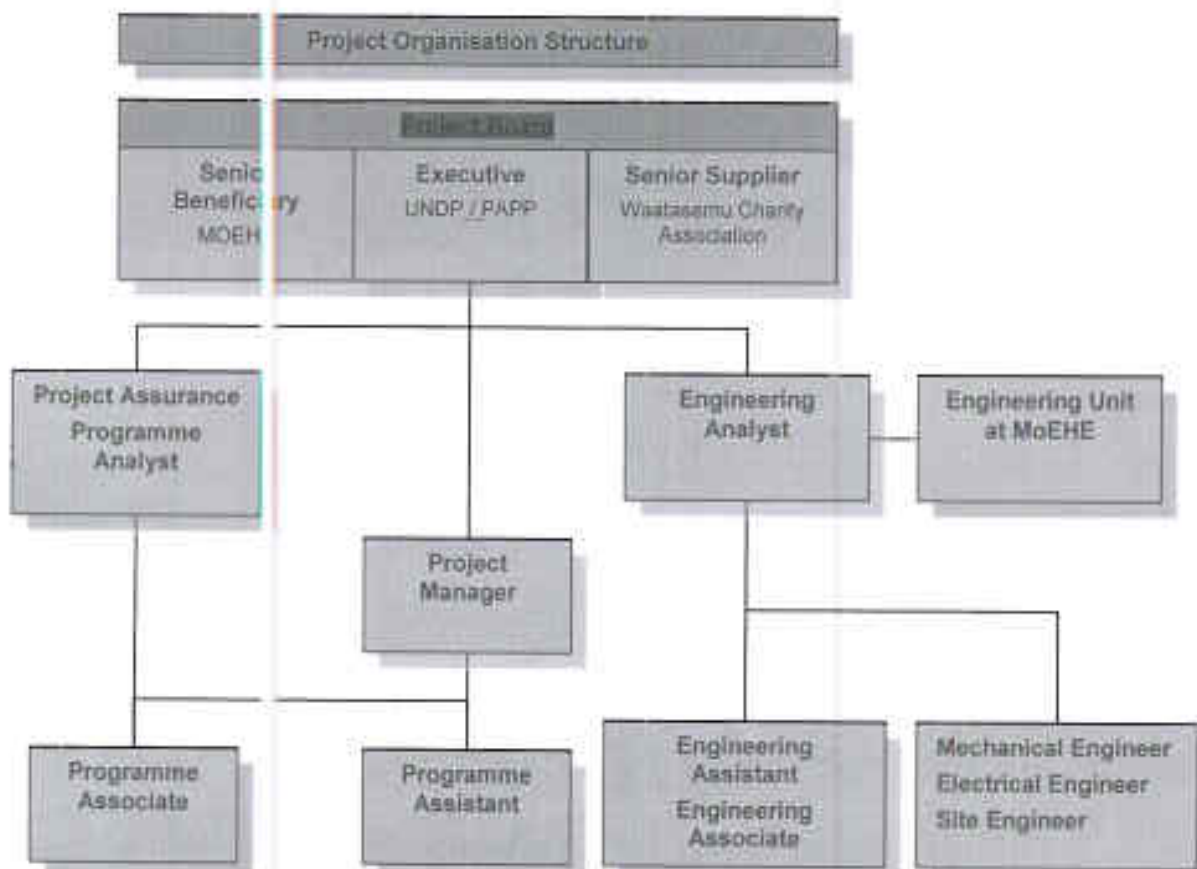
EXPECTED OUTPUTS	PLANNED ACTIVITIES <i>(at activity results and associated activity)</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET		
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount
Full operational primary school with the necessary facilities constructed and equipped with the needed furniture.	1.1 Technical Engineering design and tender documents. 1.1.1 Preparing TOR 1.1.2 Initiating and proceeding with the bidding process. 1.1.3 Awarding contract/s 1.1.4 Production of the technical Engineering design and tender documents.				X X X X	Association	Works		
Baseline: Demolished Primary School.	1.2 Construction works. 1.2.1 Initiating and proceeding with the bidding process. 1.2.2 Awarding contract/s 1.2.3 Construction works					UNDP	Charity	Construction \$0.00	
Target: To reconstruct the demolished primary school on the Middle Area in the Gaza Strip.	1.2 Equipment and Furniture. 1.3.1 Identifying specifications. 1.3.2 Bid process. 1.3.3 Awarding contract/s 1.3.4 Procurement					UNDP	Charity	Equipment and Furniture \$0.00	
Indicator(s): - 22 classrooms school reconstructed. - No. of equipments and furniture procured.	1.3 Project Team. Security and Communication Contingencies (20%)				X X X	UNDP UNDP UNDP	Watasemu charity Association Watasemu Charity Association Watasemu Association	Staff Salary Security Charity \$0.00 \$2,100.00 \$0.00	

Year: 2010

EXPECTED OUTPUTS	PLANNED ACTIVITIES <i>(List activity results and associated actions)</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET		
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount
Full operational primary school with the necessary furniture.	1.1 Technical Engineering design and tender documents. 1.1.1 Preparing TOR 1.1.2 Initiation and negotiation with the bidders process. 1.1.3 Awarding contract/s 1.1.4 Production of the technical Engineering design and tender documents.	X				UNDP	Waatasemu Association Charity	Design Works	\$12,450.00
constructed and equipped with the needed furniture.	1.2 Construction works. 1.2.1 Initiating and proceeding with the bidding process. 1.2.2 Awarding contract/s 1.2.3 Construction works	X	X	X	X	UNDP	Waatasemu Association Charity	Construction	\$709,303.00
Baseline: Demolished Primary School.	1.3 Equipment and Furniture. 1.3.1 Identifying specifications. 1.3.2 Bid process. 1.3.3 Awarding contract/s 1.3.4 Procurement				X	UNDP	Waatasemu Association Charity	Equipment and Furniture	\$0.00
Target: To reconstruct the demolished primary school on the Middle Area in the Gaza Strip.	1.4 Project Team. Security and Communication Contingencies (20%)		X	X	X	UNDP	Waatasemu charity Association Waatasemu Charity Association Waatasemu Association	Staff Salary Security	\$110,000.00 \$25,000.00
Indicator(s): - 22 classrooms school reconstructed. - No. of equipments and furniture procured.		X	X	X	X	UNDP	Waatasemu Association Charity		\$178,861.20
TOTAL (GMS Included)									\$1,055,614.20

EXPECTED OUTPUTS	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET				
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount		
Full operational primary school with the necessary furniture constructed and equipped with the needed furniture. Baseline: Demolished Primary School. Target: To reconstruct the demolished primary school on the Middle Area in the Gaza Strip. Indicator(s): - 22 classrooms school reconstructed. - No. of equipments and furniture procured.	1.1 Technical Engineering design and tender documents. 1.1.1 Preparing TOR 1.1.2 Initiating and proceeding with the bidding process.					UNDP	Wantasenu Association	Charity	Design Works	\$0.00	
	1.1.3 Awarding contract/s 1.1.4 Production of the technical Engineering design and tender documents.										
	1.2 Construction works. 1.2.1 Initiating and proceeding with the bidding process. 1.2.2 Awarding contract/s 1.2.3 Construction works	X				UNDP	Wantasenu Association	Charity	Construction	\$303,987.00	
	1.2 Equipment and Furniture. 1.3.1 Identifying specifications. 1.3.2 Bid process. 1.3.3 Awarding contract/s 1.3.4 Procurement	X				UNDP	Wantasenu Association	Charity	Equipment and Furniture	\$53,500.00	
	1.3 Project Team.	X				UNDP	Wantasenu charity Association		Staff Salary	\$31,240.00	
	Security and Communication	X				UNDP	Wantasenu Charity Association		Security	\$5,000.00	
	Contingencies (20%)	X				UNDP	Wantasenu Association	Charity		\$76,654.80	
	TOTAL (GMS Included)										\$470,381.80

IV. MANAGEMENT ARRANGEMENTS



General Management Arrangements

The project will be directly executed by UNDP following the direct execution procedures (DEX). The DEX modality is permitted only in exceptional circumstances, such as post conflict countries, where the national government lacks technical capacities to manage programmes in its portfolio. Under this modality UNDP takes full responsibility for implementation, management and achievement of project objectives.

UNDP/PAPP will provide technical support to the Ministry of Education through implementing the project. UNDP/PAPP, together with the Ministry of Education will mobilize the needed resources to support the implementation of programme activities, whereby the Ministry of Foreign Affairs will support UNDP/PAPP and facilitate UNDP/PAPP's role as the executive and implementing agency for the success and smooth implementation of the project.

Prior obligations and pre-requisites

There are serious risks that may hinder the implementation of the programme, or may affect the achievement of expected results and outcomes. These risks are related to:

- Access remains a major risk. Currently, the access into the Gaza Strip is severely limited both in terms of staff access and construction material access. This is viewed as one of the most serious risk in 2009, and the risk that most requires external cooperation from donors and partners to provide pressure to GOI authorities.
- Related to, but independent of access constraints, is the increase in cost of construction materials. With a fluctuating dollar and decreased access, the cost of materials has increased well beyond initial budget.

- projections. Working to increase the flow of goods and materials will help mitigate rising costs. UNDP will monitor and track costs; utilizing local or alternative materials when possible.
- Hardships and a halted economy have led to a "brain drain" of contractors, particularly with regard to the Gaza Strip. UNDP will focus on maintaining cash-flows for the project to help provide financial incentives and alleviate burdens that cause companies to close and technicians to vacate Gaza.
- Renewed hostilities that will affect the success of the project
- Internal Political instability
- Weather conditions

Project Parties

1. Waatasemu Charity Association – the Great Socialist People's Libyan Arab Jamahiriya.
2. United Nation Development Programme, Programme of Assistant to the Palestinian People (UNDP/PAPP).
3. Ministry of Education in the Palestinian Authority

General Responsibilities of the Parties

1. The Parties agree to join efforts and to maintain close working relationships based on mutual commitment to partnership, as per the needs of each component;
2. The Parties agree to carry out their respective responsibilities in accordance with the provisions of the present agreement, and to undertake the intervention in accordance with UNDP policies and procedures as set out in the UNDP Programming Manual, which forms an integral part of the present agreement
3. The Parties shall, on a regular basis, keep each other informed of and consult on matters of common interest, which in their opinion are likely to lead to mutual collaboration. Additionally, the Parties shall keep each other informed of all activities pertaining to the project and shall consult at minimum once a month on matters that may have a bearing on the status of the "Parties" in the country or that may affect the achievement of the objectives of the project with a view to reviewing the project annual Work Plans and Budget.
4. Each Party shall inform the other Parties of the person having the authority and responsibility to represent the party for the Project on its behalf.
5. The Parties shall cooperate with each other in obtaining any licenses and permits required by national laws, where appropriate and necessary for the achievement of the Objectives of the Project. The parties shall also cooperate in the preparation of any reports, statements or disclosures, which are required by national law.
6. The Parties shall cooperate in any public relations or publicity exercises, when the UNDP/PAPP Special Representative deems these appropriate or useful.

Responsibilities of Waatasemu Charity Association

1. The role of the Waatasemu Charity Association partner is mainly to provide construction funds within the total investment amount of USD 1,533,096.
2. Review and approve the project proposal submitted by UNDP/PAPP.
3. Conduct the as-built acceptance, together with the Palestinian Party upon the completion of the project.
4. Review and approve the final financial and auditing reports submitted by UNDP/PAPP.
5. Assign/ recruit a local Engineer to act as focal point on their behalf, any cost of the assignment/ recruitment of the site engineer shall not be borne under this contribution.

Responsibilities of UNDP/PAPP

UNDP acts as the Executing Agency for the Project responsible thereafter for the following:

1. The establishment and administration of the Project, achievement of Project outcomes and output;
2. To lead the technical and operational aspects of the project while ensuring proper documentation and supervision of subcontractors;
3. To prepare the project overall work-plans and provide regular progress reports to the steering board of the project;
4. To appoint competent staff and experts for the management of the project in close collaboration with the MOE, and according to UNDP recruitment procedures;

5. To implement and manage the project, upon entrustment jointly by the Waatasemu Charity Association and Palestinian Party, organize the bidding according to UNDP procurement rules and regulations. To review and approve the project design scheme prepared by EPC contractor and submit it to the Waatasemu Charity Association and Palestinian Party for approval;
6. To convert the lists and requirements of equipments and furniture provided by the Palestinian Party into a generic form, and shared with the Waatasemu Charity Association Party;
7. To submit the request for fund disbursement to the Waatasemu Charity Association in line with the progress of the work and disbursements, and assure the funds are utilized as per the Project Document;
8. To monitor and manage the implementation activities and use of fund in accordance with the regulations, rules of UNDP, maintain separate financial records, and submit the operational and financial progress to the Donor on a quarterly basis, and to the PNA for information purposes;
9. Upon the completion and internal check and acceptance of the project, submit the related report for final as-built acceptance by the Waatasemu Charity Association and Palestinian Party.

Responsibilities of Ministry of Education

The Palestinian Authority (PA) through MoEHE is the overall owner of the Project responsible thereafter for the following:

1. To form and lead a Steering Board that will comprise of donors, ministries and other key Palestinian institutions and a representative of UNDP as a non-voting member for the technical component;
2. To facilitate and coordinate communication and interaction with other government institutions pertaining the implementation of the project recommendations;
3. To provide access to necessary data and needed information for carrying out the project activities;
4. Provide official written and verbal comments on various products and/or important decisions developed or taken by the project;
5. To allocate land for the project, and provide water supply and drainage, electricity and road up to the site at its own expense;
6. To review and approve, together with the Waatasemu Charity Association, the project design scheme, engineering design and the scope of work;
7. To provide UNDP/PAPP with all indispensable documents and licenses (such as land use license, permit of construction and etc.) required for the implementation of the project at its own expenses and the lists and requirements of equipments and furniture of the offices, assist handling in taxes and duties exemption on imported equipment and goods for the project and to assist in facilitating the entry, residence and departure permits for technical personnel involved in the implementation of the project, provide security guarantee and other essential legal and administrative assistance, and to conduct the as-built acceptance, together with the Donor, upon the completion of the project.

Responsibility for Claims

1. MoEHE shall indemnify, hold and save harmless, and defend at its own expense, UNDP, its officials and persons performing services for UNDP, from and against all suits, claims, demands and liability of any nature and kind, including their cost and expenses, arising out of the acts or omissions of MoEHE or its employees or persons hired for implementing the present Memorandum and the Programme.
2. MoEHE shall be responsible for, and deal with all claims brought against it by its Personnel, employees, agents or subcontractors.

Implementation Project Team Responsibilities:

Overall responsibilities⁴: The Project Board is the group responsible for making by consensus management decisions for a project when guidance is required by the Project Manager, including recommendation for UNDP/Implementing Partner approval of project plans and revisions. In order to ensure UNDP's ultimate accountability, Project Board decisions should be made in accordance to standards⁵ that shall ensure best value to money, fairness, integrity

⁴ Source: Guidelines on UNDP Implementation of UNDAF Annual Review Process

⁵ UNDP Financial Rules and Regulation Chapter E, Regulation 16.05: a) The administration by executing entities or, under the harmonized operational modalities, implementing partners, of resources obtained from or through UNDP shall be carried out under their respective 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. b) Where the financial governance of an executing entity or, under the harmonized operational modalities, implementing partner, does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition that of UNDP shall apply.

transparency and effective internal competition. In case a consensus cannot be reached, final decision shall rest with the UNDP Programme Manager. Project reviews by this group are made at designated decision points during the running of a project, or as necessary when raised by the Project Manager. This group is consulted by the Project Manager for decisions when PM tolerances (normally in terms of time and budget) have been exceeded.

Based on the approved annual work plan (AWP), the Project Board may review and approve project quarterly plans when required and authorizes any major deviation from these agreed quarterly plans. It is the authority that signs off the completion of each quarterly plan as well as authorizes the start of the next quarterly plan. It ensures that required resources are committed and arbitrates on any conflicts within the project or negotiates a solution to any problems between the project and external bodies. In addition, it approves the appointment and responsibilities of the Project Manager and any delegation of its Project Assurance responsibilities.

Composition and organization This group contains three roles, including:

- 1) An Executive: individual representing the project ownership to chair the group.
- 2) Senior Supplier: individual or group representing the interests of the parties concerned which provide funding and/or technical expertise to the project. The Senior Supplier's primary function within the Board is to provide guidance regarding the technical feasibility of the project.
- 3) Senior Beneficiary: individual or group of individuals representing the interests of those who will ultimately benefit from the project. The Senior Beneficiary's primary function within the Board is to ensure the realization of project results from the perspective of project beneficiaries.

Specific responsibilities:

- Review and approve the Initiation Plan (if such plan was required and submitted to the LPAC).
- Agree on Project Manager responsibilities, as well as the responsibilities of the other members of the Project Management team;
- Delegate any Project Assurance function as appropriate;
- Review the Progress Report for the Initiation Stage (if an Initiation Plan was required);
- Review and appraise detailed Project Plan and AWP, including Atlas reports covering activity definition, quality criteria, issue log, updated risk log and the monitoring and communication plan.
- Provide overall guidance and direction to the project, ensuring it remains within any specified constraints;
- Address project issues as raised by the Project Manager;
- Provide guidance and agree on possible countermeasures/management actions to address specific risks;
- Agree on Project Manager tolerances in the Annual Work Plan and quarterly plans when required;
- Conduct regular meetings to review the Project Quarterly Progress Report and provide direction and recommendations to ensure that the agreed deliverables are produced satisfactorily according to plans.
- Review Combined Deliverables Reports (CDR) prior to certification by the Implementing Partner;
- Appraise the Project Annual Review Report, make recommendations for the next AWP, and inform the Outcome Board about the results of the review.
- Review and approve end project report, make recommendations for follow-on actions;
- Provide ad-hoc direction and advice for exception situations when project manager's tolerances are exceeded;
- Assess and decide on project changes through revisions;
- Assure that all Project deliverables have been produced satisfactorily;
- Review and approve the Final Project Review Report, including Lessons-learned;
- Make recommendations for follow-on actions to be submitted to the Outcome Board;
- Commission project evaluation (only when required by partnership agreement)
- Notify operational completion of the project to the Outcome Board.

Executive

The Executive is ultimately responsible for the project, supported by the Senior Beneficiary and Senior Supplier. The Executive's role is to ensure that the project is focused throughout its life cycle on achieving its objectives and delivering outputs that will contribute to higher level outcomes. The Executive has to ensure that the project gives value for money, ensuring a cost-conscious approach to the project, balancing the demands of beneficiary and supplier.

Specific Responsibilities (as part of the above responsibilities for the Project Board)

- ✓ Ensure that there is a coherent project organisation structure and logical set of plans
- ✓ Set tolerances in the AWP and other plans as required for the Project Manager
- ✓ Monitor and control the progress of the project at a strategic level
- ✓ Ensure that risks are being tracked and mitigated as effectively as possible

- Brief Outcome Board and relevant stakeholders about project progress
- Organise and chair Project Board meetings

Senior Beneficiary

The Senior Beneficiary is responsible for validating the needs and for monitoring that the solution will meet those needs within the constraints of the project. The role represents the interests of all those who will benefit from the project, or those for whom the deliverables resulting from activities will achieve specific output targets. The Senior Beneficiary role monitors progress against targets and quality criteria. This role may require more than one person to cover all the beneficiary interests, or the sake of effectiveness the role should not be split between too many people.

Specific Responsibilities

- Ensure the expected output(s) and related activities of the project are well defined
- Make sure that progress towards the outputs required by the beneficiaries remains consistent from the beneficiary perspective
- Promote and maintain focus on the expected project output(s)
- Prioritise and contribute beneficiaries' opinions on Project Board decisions on whether to implement recommendations on proposed changes
- Resolve priority conflicts
- Specification of the Beneficiary's needs is accurate, complete and unambiguous
- Implementation of activities at all stages is monitored to ensure that they will meet the beneficiary's needs and are progressing towards the target
- Impact of potential changes is evaluated from the beneficiary point of view
- Risks to the beneficiaries are frequently monitored

Senior Supplier

The Senior Supplier represents the interests of the parties which provide funding and/or technical expertise to the project (designing, developing, facilitating, procuring, implementing). The Senior Supplier's primary function within the Board is to provide guidance regarding the technical feasibility of the project. The Senior Supplier role must have the authority to commit or acquire supplier resources required. If necessary, more than one person may be required for this role. Typically, the implementing partner, UNDP and/or donor(s) would be represented under this role.

Specific Responsibilities

- Make sure that progress towards the outputs remains consistent from the supplier perspective
- Promote and maintain focus on the expected project output(s) from the point of view of supplier management
- Ensure that the supplier resources required for the project are made available
- Contribute supplier opinions on Project Board decisions on whether to implement recommendations on proposed changes
- Arbitrate on, and ensure resolution of, any supplier priority or resource conflicts
- Advise on the selection of strategy, design and methods to carry out project activities
- Ensure that any standards defined for the project are met and used to good effect
- Monitor potential changes and their impact on the quality of deliverables from a supplier perspective
- Monitor any risks in the implementation aspects of the project

Project Manager

Overall responsibilities: The Project Manager has the authority to run the project on a day-to-day basis on behalf of the Project Board within the constraints laid down by the Board. The Project Manager is responsible for day-to-day management and decision-making for the project. The Project Manager's prime responsibility is to ensure that the project produces the results specified in the project document, to the required standard of quality and within the specified constraints of time and cost.

The Implementing Partner appoints the Project Manager, who should be different from the Implementing Partner's representative in the Outcome Board. Prior to the approval of the project, the Project Developer role is the UNDP staff member responsible for project management functions during formulation until the Project Manager from the Implementing Partner is in place.

Specific responsibilities would include:

- Manage the realization of project outputs through activities;
- Provide direction and guidance to project team(s)/ responsible party (ies);

- Liaise with the Project Board or its appointed Project Assurance roles to assure the overall direction and integrity of the project;
- Identify and obtain any support and advice required for the management, planning and control of the project;
- Responsible for project administration;
- Liaise with any suppliers;
- May also perform Team Manager and Project Support roles;
- Plan the activities of the project and monitor progress against the initial quality criteria.
- Mobilize goods and services to initiative activities, including drafting TORs and work specifications;
- Monitor events as determined in the Monitoring & Communication Plan, and update the plan as required;
- Manage requests for the provision of financial resources by UNDP, using advance of funds, direct payments, or reimbursement using the FACE (Fund Authorization and Certificate of Expenditures);
- Monitor financial resources and accounting to ensure accuracy and reliability of financial reports;
- Manage and monitor the project risks as initially identified in the Project Brief appraised by the LPAC, submit new risks to the Project Board for consideration and decision on possible actions if required; update the status of these risks by maintaining the Project Risks Log;
- Be responsible for managing issues and requests for change by maintaining an Issues Log.
- Prepare the Project Quarterly Progress Report (progress against planned activities, update on Risks and Issues, expenditures) and submit the report to the Project Board and Project Assurance;
- Prepare the Annual Review Report, and submit the report to the Project Board and the Outcome Board;
- Based on the review, prepare the AWP for the following year, as well as Quarterly Plans if required.
- Prepare Final Project Review Reports to be submitted to the Project Board and the Outcome Board;
- Identify follow-on actions and submit them for consideration to the Project Board;
- Manage the transfer of project deliverables, documents, files, equipment and materials to national beneficiaries;
- Prepare final CDR/FACE for signature by UNDP and the Implementing Partner.

Project Assurance (Programme Analyst)

Overall responsibility: Project Assurance is the responsibility of each Project Board member; however the role can be delegated. The Project Assurance role supports the Project Board by carrying out objective and independent project oversight and monitoring functions. This role ensures appropriate project management milestones are managed and completed.

Project Assurance has to be independent of the Project Manager; therefore the Project Board cannot delegate any of its assurance responsibilities to the Project Manager. A UNDP Engineering Analyst typically holds the Project Assurance role.

The implementation of the assurance responsibilities needs to answer the question "What is to be assured?" The following list includes the key suggested aspects that need to be checked by the Project Assurance throughout the project as part of ensuring that it remains relevant, follows the approved plans and continues to meet the planned targets with quality.

- Maintenance of thorough liaison throughout the project between the members of the Project Board.
- Beneficiary needs and expectations are being met or managed
- Risks are being controlled
- Adherence to the Project Justification (Business Case)
- Projects fit with the overall Country Programme
- The right people are being involved
- An acceptable solution is being developed
- The project remains viable
- The scope of the project is not "creeping upwards" unnoticed
- Internal and external communications are working
- Applicable UNDP rules and regulations are being observed
- Any legislative constraints are being observed
- Adherence to RMG monitoring and reporting requirements and standards
- Quality management procedures are properly followed
- Project Board's decisions are followed and revisions are managed in line with the required procedures

Specific responsibilities would include:

- Ensure that project output definitions and activity definition including description and quality criteria have been properly recorded in the Atlas Project Management module to facilitate monitoring and reporting;
- Ensure that people concerned are fully informed about the project
- Ensure that all preparatory activities, including training for project staff, logistic supports are timely carried out
- Ensure that funds are made available to the project;
- Ensure that risks and issues are properly managed, and that the logs in Atlas are regularly updated;
- Ensure that critical project information is monitored and updated in Atlas, using the Activity Quality log in particular;
- Ensure that Project Quarterly Progress Reports are prepared and submitted on time, and according to standards in terms of format and content quality;
- Ensure that CDRs and FAE are prepared and submitted to the Project Board and Outcome Board;
- Perform oversight activities, such as periodic monitoring visits and "spot checks".
- Ensure that the Project Dashboard Quality Dashboard remains "green"
- Ensure that the project is operationally closed in Atlas;
- Ensure that all financial transactions are in Atlas based on final accounting of expenditures;
- Ensure that project accounts are closed and status set in Atlas accordingly.

Project Supervision (Site Engineer)

Specific responsibilities would include:

- Review designs of the construction activities, and bring to the attention of the Engineering Analyst any issues that might affect the technical soundness of the works; check and review the shop drawings as submitted by the contractor.
- Provide daily supervision tasks of the construction activities to ensure the works are implemented in accordance with the design and technical specifications.
- Supervise contractors performance in all matters related to safety and workmanship at the project site.
- Closely monitor the progress of the construction works to ensure compliance with the construction schedules and; where needed, bring to the attention of the Engineering Analyst, and the contractor any delays in the schedule.
- Measure and accurately record the quantities of the executed works, and check the interim payment requests submitted by the contractor for completed works. Assist the Engineering Analyst in conducting regular assessment of contract quantities to ensure they do not exceed allocated contract amounts.
- Verify the contractor's material and equipment submittals versus the specified ones, and provide feedback to the Engineering Analyst with all information's necessary for the approval of material and equipment submissions. Request regular test of different material used in the construction works.
- Participate in regular site coordination meetings with all technical project personnel, counterpart engineers, contractors, and suppliers to discuss project matters, and prepare the minutes of such meetings which should be forwarded to the Project Manager and Engineering Analyst.
- Verify and record the daily site reports submitted by the contractors, and prepare monthly progress reports for the construction activities in line with projects planning, reporting and monitoring guidelines and the requirements of the project documents.
- Issue site instruction memos to contractors for any technical matter related to the construction works or to any matter related to the safety of the works or personnel at the project site.
- Ensure proper filing on site for all correspondences, minutes of site meetings, equipment and material submission, site instructions, information and drawings issued subsequent to the start of the contract, as well as clarifications and interpretations of the contract documents, progress reports and any other related documents.
- Assist the Engineering Analyst in the review and evaluation of suggestions made by the contractors for modifications to the drawings or specifications.

- Participate in the committee for final inspection and handover of the construction works.
- Assist in the performance testing and commissioning of equipment.
- Assist the Engineering Analyst in checking the as-built drawings for the completed works.
- Follow-up on the maintenance and operation of the construction works during the defects liability period.
- Provide inputs to the Engineering Analyst relevant to the formulation of the technical progress report in line with the Project Document and donor requirements.

Project Support

Overall responsibilities: The Project Support role provides project administration, management and technical support to the Project Manager as required by the needs of the individual project or Project Manager. The provision of any Project Support on a formal basis is optional. It is necessary to keep Project Support and Project Assurance roles separate in order to maintain the independence of Project Assurance.

Specific responsibilities:

- Set up and maintain project files
- Collect project related information data
- Update plans
- Administer the quality review process
- Administer Project Board meetings
- Administer project revision control
- Establish document control procedures
- Compile, copy and distribute all project reports
- Assist in the financial management tasks under the responsibility of the Project Manager
- Provide support in the use of Atlas for monitoring and reporting.
- Provide technical advices
- Review technical reports
- Monitor technical activities carried out by responsible parties

V. MONITORING FRAMEWORK AND EVALUATION

In accordance with the program monitoring policies and procedures outlined in the UNDP User Guide, the project will be monitored through the following:

Within the annual cycle

- On a quarterly basis, a quality assessment shall record progress towards the completion of key results, based on quality criteria and methods captured in the Quality Management table below.
- An Issue Log shall be activated in Atlas and updated by the Project Manager to facilitate tracking and resolution of potential problems or requests for change.
- Based on the initial risk analysis submitted (see annex 1), a risk log shall be activated in Atlas and regularly updated by reviewing the external environment that may affect the project implementation.
- Based on the above information recorded in Atlas, a Project Progress Reports (PPR) shall be submitted by the Project Manager to the Project Board through Project Assurance, using the standard report format available in the Executive Snapshot.
- a project Lesson-learner log shall be activated and regularly updated to ensure on-going learning and adaptation within the organization, and to facilitate the preparation of the Lessons-learned Report at the end of the project
- a Monitoring Schedule plan shall be activated in Atlas and updated to track key management actions/events

Annually

- **Annual Review Report** . An Annual Review Report shall be prepared by the Project Manager and shared with the Project Board and the Outcome Board. As minimum requirement, the Annual Review Report shall consist of the Atlas standard format for the QPR covering the whole year with updated information for each above element of the QPR as well as a summary of results achieved against pre-defined annual targets at the output level.
- **Annual Project Review** . Based on the above report, an annual project review shall be conducted during the fourth quarter of the year or soon after, to assess the performance of the project and appraise the Annual Work Plan (AWP) for the following year. In the last year, this review will be a final assessment. This review is driven by the Project Board and may involve other stakeholders as required. It shall focus on the extent to which progress is being made towards outputs, and that these remain aligned to appropriate outcomes.
- **Field visits** . A representative from the UNDP office should visit the project at least once a week. Field visits serve the purpose of results validation, especially when undertaken in the first half of the year. If undertaken in the latter part of the year, the field visit should provide latest information on progress for annual reporting preparation. Field visits should be documented through brief and action-oriented reports, submitted within the week of return to the office.

Quality Management for Project Activity Results

OUTPUT 1: Technical Engineering Design and Tender documents		
Activity Result 1 Engineering Design	<i>Short title to be used for Atlas Activity ID</i> Engineering Design	Start Date: Quarter 4/2009 End Date: Quarter 1/2010 Including procurement process (2 months).
Purpose	Preparation and production of the Technical Engineering Tender Documents.	
Description	Preparation and production of the Technical Engineering Tender Documents.	
Quality Criteria <i>how/with what indicators the quality of the activity result will be measured?</i>	Quality Method <i>Means of verification, what method will be used to determine if quality criteria has been met?</i>	Date of Assessment <i>When will the assessment of quality be performed?</i>
Drawings, BOQ, Cost Estimate, Specifications, Survey and Soil Test	Review of designs and tender documents by UNDP/PAPP Engineers.	Weekly & Monthly

OUTPUT 2: Construction Works		
Activity Result 1 Construction	<i>Short title to be used for Atlas Activity ID</i> Construction Works	Start Date: Quarter 1/2010 End Date: Quarter 1/2011 Including procurement process (2 months).
Purpose	Construction and finishing works of 2,050 Meters Square Primary School, with 22 classrooms, labs, and service facilities.	
Description	Construction and finishing works of 2,050 Meters Square Primary School, with 22 classrooms, labs, and service facilities in the Middle Area of the Gaza Strip.	
Quality Criteria <i>how/with what indicators the quality of the activity result will be measured?</i>	Quality Method <i>Means of verification, what method will be used to determine if quality criteria has been met?</i>	Date of Assessment <i>When will the assessment of quality be performed?</i>
Number of Square Meters Constructed Number of Classrooms Constructed	On Site Engineer Supervision & Technical Reports	Weekly, Monthly & Quarterly

OUTPUT 3: Equipments & Furniture		
Activity Result 1 Equipments & Furniture	<i>Short title to be used for Atlas Activity ID</i> Equipments & Furniture	Start Date: 4/2010 End Date: 1/2011 Including procurement process (2 months)
Purpose	Supply of Equipments and Furniture	

Description	<i>Supply of Equipment and Furniture</i>	
Quality Criteria <i>how/with what indicators the quality of the activity result will be measured?</i>	Quality Method <i>Means of verification, what method will be used to determine if quality criteria has been met?</i>	Date of Assessment <i>When will the assessment of quality be performed?</i>
List to be provided by Beneficiary and Verified Upon Receipt	Signed Receipt and Inspection Report	Quarters 4 /2010
OUTPUT 4: Project Team		
Activity Result 1	<i>Short title to be used for Atlas Activity ID</i>	Start Date:1/2010
Procurement	<i>Procurement Works</i>	End Date:1/2011
Purpose	<i>Manage and supervise the implementation works of the project.</i>	
Description	<i>Manage and supervise the implementation works of the project.</i>	
Quality Criteria <i>how/with what indicators the quality of the activity result will be measured?</i>	Quality Method <i>Means of verification, what method will be used to determine if quality criteria has been met?</i>	Date of Assessment <i>When will the assessment of quality be performed?</i>
Engineering services and technical skills to manage and supervise the implementation of the project.	Evaluation Report	Quarters 4 /2010

VI. LEGAL CONTEXT

The project document shall be the instrument envisaged in the Supplemental Provisions to the Project Document, attached hereto.

Consistent with the above Supplemental Provisions, the responsibility for the safety and security of the executing agency and its personnel and property, and of UNDP's property in the executing agency's custody, rests with the executing agency.

The executing agency shall:

- put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
- assume all risks and liabilities related to the executing agency's security, and the full implementation of the security plan.

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 this agreement.

The executing agency agrees to undertake all reasonable efforts to ensure that none of the UNDP funds received pursuant to the Project Document 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/Docs/sc/committees/1267/1267ListEng.htm>. This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document.

ANNEXES

Annex 1: Risk Analysis:

OFFLINE RISK LOG

(see Deliverable Description for the Risk Log regarding its purpose and use)

Project Title: PAL/ Construction & Equipping of Primary School in the Middle Area of the Gaza Strip

Award ID:

Date: 20 April, 09

#	Description	Date Identified	Type	Impact & Probability	Countermeasures / Mngt response	Owner	Submitted, updated by	Last Update	Status
1	Closure of borders preventing the flow of raw materials.		Environmental Financial Operational Organizational <u>Political</u> Regulatory Strategic Other	Delay in implementation Enter probability on a scale from 1 (low) to 5 (high) P = 4	Re-evaluate the situation with the Donor, and discuss other possibilities to solve the risk.	Project Manager and Project Assurance	Engineering Analyst	TBD	TBD
2	Internal instability		Environmental <u>Financial</u> Organizational <u>Political</u> Regulatory Strategic Other	Delay in implementation P = 4 I = 4	<u>Financial:</u> The expected delay mentioned risk should be addressed contract conditions. <u>Political</u> Discuss possible scenarios with Donor and Beneficiary.	Project Manager Assurance	Engineering Analyst	TBD	TBD

3	Renewed hostilities		<p>Environmental</p> <p>Financial</p> <p>Operational</p> <p>Organizational</p> <p>Political</p> <p>Regulatory</p> <p>Strategic</p> <p>Other</p>	<p>Delay in Implementation</p> <p>P = 3</p> <p>I = 3</p>	<p>Financial:</p> <p>The expected delay encountered by the mentioned risk should be addressed contract conditions.</p> <p>Political</p> <p>Discuss possible scenarios with Donor and Beneficiary</p>	<p>Project Manager and Project Assurance</p>	<p>Engineering Analyst</p>	<p>TBD</p>	<p>TBD</p>
4	Weather Conditions		<p>Environmental</p> <p>Financial</p> <p>Operational</p> <p>Organizational</p> <p>Political</p> <p>Regulatory</p> <p>Strategic</p> <p>Other</p>	<p>Minor Delays in Implementation</p> <p>P = 1</p> <p>I = 1</p>	<p>The said risk should be considered in the implementation period.</p>	<p>Project Manager and Project Assurance</p>	<p>Engineering Analyst</p>	<p>TBD</p>	<p>TBD</p>

Annex 2: Project Detailed Function Sheet

No	Description		Area (square meters)	Quantity	Total Area (square meters)
	School Building				
1	Classrooms		52	22	1,144
2	Science Lab		86	1	86
3	Technology Lab		86	1	86
4	Computer Lab		86	1	86
5	Library		70	1	70
6	Administration Offices		104	104	104
7	Staircases and Circulation areas (30%)				473
	Total area of the school building				3,049
8	Cafeteria		20	1	20
9	Sanitary Units for Male and female and teachers (10 sanitary units for each)	female / units	65	2	130
10	Shed		200	1	200
	Total Areas for the previous items	previous			2,399
11	Playground		800	1	800
12	External walls		500	1	500
13	Tiles for the external yard		800	1	800
	Area of the available land	land			3,100

Annex 3: Implementation work plan

No	Task	Months																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	Preparation of TOR and tendering process for the Consultant	█	█																
2	Preparation of Engineering designs and tender documents		█	█															
3	Tendering process and contract award				█	█													
4	Construction Works																		
3.1	Construction of school building							█	█	█	█	█	█	█	█	█	█	█	█
3.2	Cafeteria works							█	█	█	█	█	█	█	█	█	█	█	█
3.3	Sanitary units works												█	█	█	█	█	█	█
3.4	Sheds works																█	█	█
3.5	Playground works																	█	█
3.6	External works																	█	█

Annex 3: Proposed location for the school



Annex 4: Proposed location for the school

