

CATHOLIC RELIEF SERVICES - USCC

JERUSALEM WEST BANK PROGRAM

A PROPOSAL FOR
DEVELOPMENT OF THE SALESIAN TECHNICAL SCHOOL, BETHLEHEM

CRS Project Nbr.: JWB-4D-003

September 1984

BEST AVAILABLE

CATHOLIC RELIEF SERVICES

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December 26, 1984

Mr. Bernard Salvo
NE/TECH/SARD
Room 6678 N.S.
Agency for International Development
Washington, D. C. 20523

Dear Bernie:

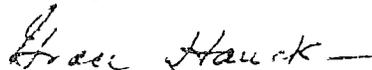
Enclosed are three copies of the CRS proposal for the Salesian Technical School in Bethlehem. We have received one set of floor plans and they will be available to you if you request them.

This is being submitted for funding in the amount of \$354,000 with a one-year timeframe.

We look forward to your review and comments and trust we can answer any questions you may have.

With personal best wishes,

Sincerely,



Grace B. Hauck
Contract Administrator

Enclosures (3)

GH:rb

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COUNTRY BACKGROUND

The West Bank is a small (5,900 sq. kms.) artificial enclave, a product of Israel's 1948 War of Independence: while the Israelis established control over most of Palestine, the Jordanians gained control of this territory, which they annexed in 1950. The name "West Bank" was coined to distinguish between Jordanian territory West of the river Jordan and that to the East.

In the Six-Day War of June 1967, Israel gained control of the West Bank, which it holds to this day. The population of roughly 750,000 is Palestinian Arab, and overwhelmingly Muslim (nearly 95%). The Christian minority includes many sects, chiefly Greek Orthodox, Latin Catholic, Greek Catholic, Armenian, Coptic, and Syrian. Vital statistics for 1982 show a birth-rate of 43.2 per thousand average population, and an infant-mortality-rate of 29.1 per thousand live births.

Economically, the West Bank cannot hope to be self-sufficient, being small and poor in natural resources (stone-quarrying is the leading industry). The economic base has traditionally been agricultural, with olives the principal crop. There is little in the way of industrial base in the West Bank: small, family workshops predominate. The border with Israel being quite open, West Bank industry also faces formidable competition from the large, sophisticated and heavily subsidized Israeli industrial complex.

Israel has not annexed the West Bank, but has a stated policy of maintaining permanent sovereignty over the territory, which it sees as the very heart of the Jewish ancestral homeland. Accordingly, the Israeli policy toward the people of the West Bank is to promote individual prosperity, rather than the kind of community development that leads to greater independence. For example, job opportunities for Palestinians are plentiful in Israel, and a sizeable portion of West Bank industry consists of sub-contracting from large Israeli firms: e.g. sewing workshops which supply major garment manufacturers. It is obvious that this state of affairs provides opportunities for Palestinians to raise their standard of living, even as it fosters a dependency relationship. About 30% of all employed West Bankers work in Israel; this contributes greatly to keeping their unemployment rate very low (1.4% in 1982).

The labor force profiles for 1970 and 1981 are shown below, for all the occupied territories combined (West Bank, Gaza Strip and Northern Sinai):

	All employed		Employed in territories		Employed in Israel	
	1970	1981	1970	1981	1970	1981
Total (000's)	173.3	215.9	152.7	140.1	20.6	75.8
Construction	13.9%	24.9%	8.4%	10.7%	54.4%	51.0%
Agriculture	37.0%	21.5%	38.8%	26.3%	24.3%	12.7%
Industry	13.5%	16.8%	13.7%	16.0%	(11.7%)	18.2%
Public services	13.6%	13.7%	15.1%	18.0%))
Commerce	12.9%	13.1%	14.2%	16.2%))
Transport	4.7%	5.6%	5.2%	7.6%)	(9.7%) 18.1%
Other	4.3%	4.4%	4.6%	5.2%))

The decline of agriculture as a field of employment, the ascendancy of construction, and a modest rise in industry, are clearly shown here. The availability of jobs in Israel, and the economic development of the territories themselves, have worked together to create demand for a more highly skilled labor force.

That labor force grew by nearly 25% during the period shown above; at the same time, the percentage who worked in Israel more than tripled. The labor force includes only about one-third of the working-age population, and is overwhelmingly male (over 80%). This is due to the cultural tradition of the Palestinians, consistent with that of Muslim societies in general, according to which the woman's place is in the home.

One effect of working in Israel is that more Palestinians can find gainful employment without emigrating: they commute to work daily instead of having to leave home and give up their land (indeed, they MUST commute, since it is generally forbidden for them to stay overnight in Israel). This opportunity is very significant, because for generations Palestine has been an exporter of man-power. Even now, emigration is still a major demographic factor among Palestinians: of those in the West Bank who were aged 10-19 years in 1961, less than 25% are still here! The others have almost all emigrated (death is a statistically negligible factor in that age group).

Palestine stands at the cross-roads of East and West, North and South. Traders and conquerors have passed through here since time immemorial, so that the urban centers have long been fairly cosmopolitan. The fact that this is the Holy Land, sacred to the Christians who predominate in the West, led to the introduction of modernizing Western influences here earlier and on a greater scale than in much of the Middle East. Consequently, the Palestinians are among the most advanced peoples in the Arab

world; they hold skilled jobs in many countries, and are vital to the economy of several Gulf states in particular.

The human person is by far the most precious resource of the Palestinians. Education and skilled training are the key to developing this resource. In the West Bank, education is according to the Jordanian system; the matriculation exam and certificate are Jordanian.

In recent months, as Israel has been sinking ever more deeply into economic crisis, unemployment has begun to be a major concern; it looms as one of the gravest problems threatening the Palestinians of the occupied territories: they are the first ones being laid off as Israel strives to protect its own people. It is therefore imperative to work now towards developing the West Bank's own economy - and that obviously requires the development of appropriate PRACTICAL skills among the Palestinians. The typical Western-style model for success, a liberal-arts university degree, is not the model most appropriate to the circumstances of the West Bank: already, several thousand West Bank university graduates are unemployed, and the trend is worsening. These are mostly liberal-arts majors who quite simply lack the kinds of skills needed in order to be employable.

Education and training need to become more relevant to the real needs and opportunities of the West Bank, if people are not to invest merely in expensive preparation for unemployment or emigration. Relevant skills are those that pertain to:

- a) quality production of goods (e.g. skills in carpentry, metal-work, etc.)
- b) maintenance/repair of common machines and appliances (e.g. skills in electricity, electronics, etc.)

REFERENCE SOURCES

1. The Populations of the Administered Territories: Some Demographic Trends and Implications, Eitan Sabatello, The West Bank Data Base Project, Jerusalem, October 1983.
2. Labour and Employment in Judea, Samaria and the Gaza District, State of Israel Ministry of Labour and Social Affairs, Dept. of International Relations, Jerusalem, March 1983.
3. Statistical Abstract of Israel, 1981, Central Bureau of Statistics, Jerusalem, 1981.
4. Israel Social Statisticard, Nineteen Eighty-Two, State of Israel Ministry of Labour and Social Affairs, Jerusalem, October 1983.
5. Judea-Samaria and the Gaza District, A Sixteen-Year Survey (1967-1983), State of Israel Ministry of Defence, November 1983.

PROJECT BACKGROUND

The Salesian Technical School in Bethlehem is dedicated to providing quality education and vocational training to the youth of the West Bank, in whose hands lies the future of their people.

Run by the Salesian Fathers of Don Bosco, the school traces its beginnings to 1863, when Fr. Antonio Belloni, a priest of the Latin Patriarchate of Jerusalem, started an orphanage for boys in Bethlehem. The Salesians, whose order Fr. Belloni joined, took over the orphanage in 1891. By 1924, it had grown into the Salesian Technical School, which today is the only full-fledged Technical High School in the southern part of the West Bank, an area with a population of over 300,000 people (more than 40% of the West Bank's total). The school is presently staffed by 4 Salesians and 16 lay teachers, mostly Arabs who graduated from this institution. It offers:

1. a three-year course of academic study and vocational training, leading to both a Secondary-school certificate and a vocational certificate, so that the graduate can either go on to university or get a skilled job in one of these two trades: Tool-&-Die or Electricity. (Tool-&-Die is the manufacture of tools and metal parts of every shape and size. As such, it is a fundamental element of industry. Extreme precision is required in this trade. The Salesian School has a well-equipped Tool-&-Die shop, with some machines actually standing idle at present, because academic classroom space is not adequate to accommodate enough students).

2. Evening courses in these same subjects as well as in Carpentry and Welding, for youths who have left school and are presently serving an apprenticeship.

3. A two-year course in Industrial Electronics, for Electricity graduates. Industrial Electronics pertains to a wide range of devices: converters, stabilizers, knitting machines, appliances. As these are proliferating rapidly, there is an increasing need for competent repair/maintenance technicians. The level of competence required can be obtained in a secondary-level technical education program such as that offered by the Salesian School. To date, the Salesians offer the only course in Industrial Electronics in the West Bank.

The students in the three-year program are boys who have completed Preparatory (Junior High) school. They come from all over the West Bank, and include Muslims as well as Christians of various denominations. In fact, 60% are Muslim. About 20 are boarders, who come from the more distant parts of the territory. All students take either Tool-&-Die or Electricity; in addition, they all study Arabic (their mother-tongue), History, Geography, Mathematics, Physics, Chemistry, Technology, and Mechanical Drawing (see Curriculum/Schedule, p. 26).

Students who can afford to do so pay a modest tuition fee; some pay nothing at all. Voluntary organizations help cover fees for some 45-50 students each year (see p. 25 for Annual School Budget), but even so, fees collected cover only 20% of costs. It must be understood that within the cultural context of Palestinian society, wealthy families generally do not consider the trades to be fitting realms of employment; the student body therefore is drawn from the poorer segments of society. In other words, the Salesian School is focusing on helping young people at the lower end of the socio-economic ladder to advance themselves in society - this is true human development.

Data on the class of '83, which is similar to other recent classes, show the fruits of the Salesian School's program:

Working:		Pursuing studies:	
In own trade:	67%	In-country :	15%
In other job:	5%	Out-of-country :	13%
	<u>72%</u>		<u>28%</u>

Not one of the graduates in the class of '83 is unemployed (=seeking work but finding none), and not one has emigrated. It should be noted that in the case of young men, emigration has been made more difficult by the Jordanian policy of drafting into the army any West Bankers who cross over to the East Bank, on the grounds that they are Jordanian citizens. There is also a long-standing Jordanian prohibition on West Bankers travelling abroad via Israel (the only other way out).

PAST ASSISTANCE

Large-scale assistance to the School over the past several years has come through four main channels (figures are approximate):

ANERA - \$65,000 for machinery for the Tool-&-Die shop
 \$45,000 for refurbishment of the dormitory

MISEREOR - \$90,000 to equip the Welding shop
 \$100,000 to equip the Electronics shop

Catholic League of Women (UK) - \$10,000 for laundry machines

Pontifical Mission for Palestine - \$75,000 to equip the
 Electricity shop

PROBLEM SUMMARY

A. Limitations to space and enrollment

The need and demand for vocational training exceeds the Salesian School's capacity, as the following figures show:

	Enrollment Capacity	Applications
First-Year Students		
Electricity	40	70
Tool-&-Die	20	30
	<hr/>	<hr/>
TOTAL	60	100

First Year enrollment capacity is the key, because Second and Third years are contingent upon it, and cannot exceed it. It is in First year that the weeding-out process takes place: generally speaking, students who pass the First year are capable of successfully completing the entire three-year course.

The Salesian School is a top provider of vocational training in the West Bank, but it is already functioning at full capacity. In order to increase enrollment, physical expansion is imperative. On the bright side, no additional faculty would be needed to absorb a substantially greater number of students, since many of the lay teachers are only working part-time now.

Physical expansion is especially needed with regard to academic classrooms: the present shortage makes it necessary to combine Electricity students with Tool-&-Die students in the same classes; as a result, not all shop spaces are filled.

The present Carpentry shop is too small to accommodate all its students and equipment without detriment to the learning experience: the realistic maximum number of students should not exceed 15, but due to intense demand this is presently stretched to 20 in the First-Year class; there are 10 students in the Second-Year class. Furthermore, the shop is situated in an old dilapidated building which was bombed during the war. Consequently, that building, which is located across the compound from the main school building, is structurally unsound, and not worth repairing or enlarging.

B. Need to modernize curriculum

Mere expansion is not enough: the Salesians realize that they must act fast to keep pace with the technological progress that is penetrating this part of the world, so as to prepare students for jobs that have a future. Therefore, the Salesians consider it a top priority to expand the scope of technical education and training to address obvious needs of the future. Many rather sophisticated types of machinery are becoming widely available, which can be operated with minimal training, but which require

considerable skill and knowledge to repair and maintain. There is thus a real need for trained technicians in the fields of Industrial Electronics and Electro-Pneumatics.

The Industrial Electronics course presently offered to Electricity graduates has a very small enrollment capacity: 5 students in each of the two Years. Space limitations preclude any increase in the number of students for the time being.

Electro-Pneumatics pertains to industrial robotics, in which machines perform repetitive movements that are very precisely programmed. This has applications in almost all major industries. There is a growing need for workers skilled in the operation, maintenance and repair of such machinery. The level of skill required is compatible with a secondary-level program. There is no course yet available in Electro-Pneumatics in the West Bank. The Salesian School has the faculty to teach this subject, but lacks space for the required apparatus.

Enrollment in the existing three-year Electricity program is limited by the fact that each member of a class must have his own workspace and apparatus in shop. The current number of workspaces in shop is shown below:

First Year	24
Second Year	16
Third Year	16
TOTAL	<u>56</u>

There are now two Sections in each of the three Years: Section A (Electricity students only), and Section B (Electricity and Tool-&-Die students combined). Within each Year, Electricity students from the two Sections do share the same workspaces; but the number of Electricity students in any one Section obviously cannot exceed the number of workspaces.

The reason that the B Sections are combined is that there is a shortage of classrooms, where academic subjects are taught. The lack of classrooms limits the number of Sections in the school to a maximum of 6 (= A + B in each of 3 Years). Obviously, in a combined Section, the number of Electricity students must be reduced; this results in less than full use of shop workspaces by the B Sections.

Current maximum numbers of students are shown below:

	Year 1	Year 2	Year 3	Total
Section A (all Elect.)	24	16	16	56
Section B - Electricity	16	16	16	48
(Sub-Total Electricity	<u>40</u>	<u>32</u>	<u>32</u>	<u>104</u>)
Section B - Tool-&-Die	20	16	16	52
TOTAL	<u>60</u>	<u>48</u>	<u>48</u>	<u>156</u>

PROPOSED SOLUTION

The project proposed herein aims to address the enrollment problem and upgrade the learning environment, by making more space available for classrooms and shops. This will be accomplished by the construction of a three-storey building on the school compound, comprising:

1. Ground floor: Carpentry shop, 210 sq.m., capacity 30 students. The old Carpentry shop will be abandoned. Lighting and ventilation in the new shop will be far superior, and with so much more space, overcrowding will no longer be a problem. This improved environment should significantly enhance the students' learning experience.

It is planned to change from a two-year to a one-year course, with the larger number of students which this project will make possible. There will be only one Section, for five hours per day. Both instructors will be used, to ensure adequate individual attention.

2. Second floor: Electronics shop, with a capacity of 18 workspaces - replacing the present shop. This will almost double the enrollment capacity in Electronics. The plan is to obtain Jordanian government accreditation for the Electronics course, and to teach it to Second- and Third-Year students rather than graduates. Thus the Electricity students would split into two tracks after First Year: up to 36 would continue in Electricity, while up to 10 would go into Electronics. The removal of Electronics shop from its present location will permit a rearrangement and slight enlargement of capacity in Electricity shops. (See charts on page 10 for number of students; see also floor plans appended to this proposal).

Third Year Electricity shop will include 8 workspaces for Electro-Pneumatics, which all Third Year students will rotate through (2-3 month rotation).

The capacity of the Mechanical Drawing classroom will be raised from 16 to 18 students in order to comply with the above changes; that classroom will be shared by Years 2 and 3 (there is no Mechanical Drawing in Year 1).

3. Third floor: three (3) classrooms. The school will thus be able to accommodate 9 Sections rather than the present 6. This will permit the break-up of the B Sections into separate Electricity and Tool-&-Die Sections. This in turn will permit greater numbers of students to be enrolled in each of those fields, in order that full use may be made of shop facilities.

Upon completion of this project, the enrollment capacity in the three-year program will be:

		CLASSROOM			
		Year 1	Year 2	Year 3	Total
Section A					
	Electricity	24	18	18	60
	Electronics	0	5	4	9
Sub-Total Section A		24	23	22	69
Section B					
	Electricity	24	18	18	60
	Electronics	0	5	4	9
Sub-Total Section B		24	23	22	69
Section C					
	Tool-&-Die	30	25	25	80
TOTAL		78	71	69	218

		SHOP			
		Yr 1	Yr 2	Yr 3	Total
Electricity					
	Section A	24	18	18	60
	Section B	24	18	18	60
Sub-Total Electricity		48	36	36	120
Electronics		0	10	8	18
Tool-&-Die		30	25	25	80
TOTAL		78	71	69	218

This represents an increased enrollment of 40% in the three-year program.

The increased enrollment and 3 new Sections can be absorbed by existing faculty, since many of the lay teachers are only working part-time at present. There will be no need to hire additional instructors. It is worth noting that Israeli government standards allow up to 40 students per Section; the West Bank

average was 34 in 1981-2. The Salesians have carefully considered the constraints of numbers and space, and are satisfied that this expansion will not adversely affect the quality of instruction offered.

This project is entirely consistent with an ambitious long-term Master Plan which the Salesians commissioned in 1980 for the eventual expansion of their facilities. That Plan involves repairs, alterations and new construction throughout the Salesian compound, including the convent, provincial house, lodgings for students, and an auditorium, besides the school. Total implementation of the Plan would cost over US\$2 million; therefore the Plan itself includes the recommendation that implementation take place in several stages, according to prioritized needs and availability of funding.

The Salesians have identified as their top priorities the expansion of school facilities and scope of training, so as to enable more young men to benefit from more relevant education and training. These are the most development-oriented aspects of the Master Plan. According to the Plan, expansion of the school calls for construction of a large new building, covering over 830 sq. m. in ground-floor area. That building is envisioned for precisely the same location as the present project's smaller (approx. 260 sq. m.) building. In other words, the smaller building constitutes part of the larger version, and can be enlarged to full size at some future date, without complications.

Construction of the larger building would require extensive demolition of an existing structure; the present project will require much less demolition for the time being.

Besides saving the cost of demolition, the present project is estimated to cost some \$50 per sq. m. less than according to the Master Plan because the inside area will consist primarily of open space, with relatively few partitions.

IMPLEMENTATION

The budget includes costs of professional design and supervision, to be carried out by a local firm, based in Bethlehem. Furthermore, Catholic Relief Services' Jerusalem West Bank Program includes staff with more than a decade of experience in supervising the implementation of construction projects, with special regard to quality-control and adherence to budget. These staffers have been recognized by AID as key factors in the success of CRS' Rural Development Project (AID-NE-G-1650), which has been awarded over \$2 million in AID funding, and whose activities are expected to continue with fresh AID funding for at least the next three years. The expertise of these staffers will be made available without charge to the present project, without detriment to the Rural Development project. They have already reviewed the blueprints and Bill of Quantity appended to this Proposal, and vouch for their quality and appropriateness.

Implementation of the present project is realistically estimated to require up to one year (allowing for the delays which are endemic here). Since dry weather will be needed for the first few months, actual work is projected to begin in April 1985 (by which time the winter rains should have ceased), and should be completed by March 1986 (see Implementation Plan, p. 27).

The four funding phases as proposed in the Implementation Plan entail less than \$100,000 each in AID money; the initial payment will be an advance, and the final payment will not be made until completion of all building activities (i.e.: steps 1-23 of the Plan).

NON-AID INPUTS

As to the non-AID inputs contributing to the development of the Salesian Technical School:

A. Salesians

1. A grant of \$11,000 has been received from the Secretariat for Catholic Schools in the Holy Land, for the re-tiling of the Tool-&-Die shop, whose floor has deteriorated as a long-term consequence of the vibration of the machinery. It is imperative that the floor be repaired in order to ensure the proper functioning of the machinery. This is obviously vital to ensuring the continuity of training, to the benefit of all the Tool-&-Die students, both in the three-year program and in the evening courses. The total area to be re-tiled is 655 sq. m. (see p. 24 for details).

The work can be carried out during vacation, without any interruption to the school program.

2. The Salesians also undertake to obtain furniture and equipment valued at US\$40,840 for the new building and re-arranged parts of the old building. These items will of course be in addition to the equipment and furniture already present. (See p. 24 for details).

B. CRS

CRS/Jerusalem West Bank has submitted a proposal (JWB-3D-005) for private funding to finance the purchase of new machinery for the school's Carpentry and Tool-&-Die shops, as well as for the school Bakery, at a total cost of US\$70,000. These will not replace present equipment, but augment it and offer new capabilities, thus enriching the students' learning experiences. (See p. 23 for details).

BEST AVAILABLE

P R O J E C T D E S I G N S U M M A R Y
L O G I C A L F R A M E W O R K

Life of Project:
From April 1985 to March 1986
Total U.S.Funding: \$354,000.00
Date Prepared: 9 Aug. 1984

Project Title: DEVELOPMENT OF SALESIAN TECHNICAL SCHOOL, BETHLEHEM

Project Number: JWB-4D-003

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Program or Sector al: The broader jective to which is project ntributes: (A-1)</p> <p>velopment of human resources of the West ank</p>	<p>Measures of Goal Achievement: (A-2)</p> <ol style="list-style-type: none">Salesian Technical School (STS) produces over 50% more certified skilled tradesmen per year (99, vs. 63 presently): Carpentry: from 10 to 30 Electricity: " 32 " 36 Tool-&-Die: " 16 " 25 Electronics: " 5 " 8STS produces up to 36 graduates per year with qualifications in Electro Pneumatics (vs. none now)	<p>(A-3)</p> <p>School records Ministry of Education records</p>	<p>Assumptions for achiev. Goal Targets: (A-4)</p> <ol style="list-style-type: none">STS continues providing high quality education and vocational trainingNo decline in aptitude level of STS studentsPolitical situation permits studies to proceed without serious disruption

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Life of Project:
From April 1985 to March 1986
Total U.S. Funding: \$354,000.00
Date Prepared: 9 August 1984

Project Title: DEVELOPMENT OF SALESIAN TECHNICAL SCHOOL, BETHLEHEM
Project Number: JWB-4D-003

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Project Purpose (B-1)</p> <p>To increase enrollment capacity of STS, Bethlehem</p> <p>To broaden and update the scope of training offered at STS</p>	<p>Conditions that will indicate purpose has been achieved: End-of-Project Status (B-2)</p> <ol style="list-style-type: none"> 1. Enrollment in 3-year program of STS rises from present maximum of 156 to at least 200. 2. 3rd Year Electricity curriculum includes Electro-Pneumatics 3. Industrial Electronics section expanded to accommodate 18 students (vs. 10 at present) 	<p>(B-3)</p> <p>School records Site visit</p>	<p>(B-4)</p> <ol style="list-style-type: none"> 1. STS continues to function as institution offering high quality education and vocational training 2. West Bank youth continue to seek admission to STS in similar numbers as in the past.

BEST AVAILABLE

P R O J E C T D E S I G N S U M M A R Y
L O G I C A L F R A M E W O R K

Life of Project:
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Project Title: DEVELOPMENT OF SALESIAN TECHNICAL SCHOOL, BETHLEHEM
Project Number: JWB-4D-003

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Project Outputs: (C-1)</p> <p>The new classroom/shop building at SPS, Bethlehem, complete with equipment and furnishings</p>	<p>Magnitude of Outputs: (C-2)</p> <p>1. Approximately 780 sq.m. floor-space, as follows:</p> <p style="padding-left: 20px;"><u>Ground floor:</u> Carpentry shop, 260 sq.m. (capacity 30 students)</p> <p style="padding-left: 20px;"><u>Second floor:</u> Electronics shop, 260 sq.m. (capacity 18 students)</p> <p style="padding-left: 20px;"><u>Third floor:</u> 3 classrooms, approx. 260 sq.m. total</p> <p>2. All necessary furniture and equipment, as detailed on pp. 19-20 of this Proposal</p>	<p>(C-3)</p> <p>Site visit</p> <p>Photographs</p>	<p>Assumptions for achiev. Outputs: (C-4)</p> <p>Political situation permits implementation of project</p> <p>Israeli authorities grant all necessary permission</p> <p>Economic situation does not render project budget inadequate</p> <p>Competent contractor is found to implement project correctly and within budget</p> <p>All requested Inputs are obtained</p>

PROJECT DESIGN SUMMARY
LOGICAL FRAMEWORK

Project Title: DEVELOPMENT OF SALESIAN TECHNICAL SCHOOL, BETHLEHEM
Project Number: JWB-4D-003

Life of Project:
From April 1985 to March 1986
Total U.S. Funding: \$354,000.00
Date Prepared: 9 August 1984

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Project Inputs: (D-1)</p> <ol style="list-style-type: none"> 1. AID Operational Program Grant 2. Catholic Relief Services funding 3. Salesian/other funding 	<p>Implementation Target (Type and Quantity): (D-2)</p> <ol style="list-style-type: none"> 1. US\$354,000.00 2. US\$100,090 3. US\$ 52,080 	<p>(D-3)</p> <p>Project financial records</p>	<p>Assumptions for providing Inputs: (D-4)</p> <p>AID Grant obtained for full amount requested</p> <p>Funds requested from other sources are fully obtained</p> <p>Israeli authorities approve project</p>

BUDGET - AID INPUT

Costs of construction of new shop/classroom building

Ground floor (Carpentry shop) 260 sq. m. @ \$380	US\$ 98,800
Second floor (Electricity shop) 260 sq. m. @ \$350	91,000
Third floor (Classrooms) 260 sq. m. @ \$350	91,000
Building license fees	1,000
Moving & installation of equipment for carpentry and electricity shops, electrical generator, external sewage line, power line, water line	40,000
Total estimated cost	<u>321,800</u>
Architectural/Engineering/Supervision fees (10%)	<u>32,200</u>
GRAND TOTAL ESTIMATED COST	US\$354,000

(See architect's itemization attached)

BASSEM ISSA KHOURY

ARCHITECT

P. O. Box 350 - Bethlehem

Telephones

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Off.

Ref.

Date Sept. 3rd, 1984

SALESIAN TECHNICAL SCHOOL §-§ BETHLEHEM

Proposed School-club building

The proposed new school -club building, as per the second alternative of my report dated march 21st, 1984, shall be as following: part of the originally proposed building shall be built on three levels and keeping the old school. This new construction will consist of a hall on each of the ground and first floors to house the carpentry workshop and electronic workshop consecutively; on the second floor three classrooms shall be provided. In the future the existing building can still be demolished and the project completed without any complications according to the original plans as put forward in my report of March 21st, 1984.

Please find attached the bill of quantities and estimated costs, preliminary drawings scale 1:100, the layout of machines and equipment, proposed schedule of work. The expected duration of the above mentioned works is about nine months.

cost estimate of above works:

1- total construction cost as per attached Bill of Quantities	\$280,800.-
2- Building license fees	1,000.-
3- Transportation and fixing of machines for carpentry & welding workshops, and electrical generator from the existing building to the new one, plus external sewage line, electrical power line, water supply feeding pipe (approximate cost)	<u>40,000.-</u>
total cost	\$ 321,800.-

10% for architectural and engineering fees, and supervision fees 32,180.-

Grand total estimated cost \$ 353,980.-

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BETHLEHEM

Bassem I. KHOURY & Michel Nassif

BILL OF QUANTITIES

<u>Item</u>	<u>Detail</u>	<u>Quantity</u>	<u>Unit</u>	<u>Rate \$</u>	<u>Total \$</u>
1-	Excavation and demolishing of existing building	job			10,000.-
2-	Excavation, reducing level	1300	m3	7	9,100.-
3-	Excavation, ground beams, footing	200	m3	30	6,000.-
4-	supply of materials and placing of plain concrete under foundations	10	m3	105	1,050.-
5-	supply of materials and placing of cyclopean concrete	140	m3	85	11,900.-
6-	Supply of materials including reinforcing steel and placing of reinforced concrete for foundation slab etc.	180	m3	185	33,300.-
7-	supply of taltish stone	2400	m.r.	6.5	15,600.-
8-	Supply of 'mottabeh' stone	200	m.r.	7.5	1,500.-
9-	Building of stone walls	420	m2	45	18,900.-
10-	Pointing of stone walls	420	m2	7	2,940.-
11-	Supply and building of 5cm cut stone (coping)	75	m.r.	25	1,875.-
12-	Supply of material and placing plain concrete for roof	250	m2	18	4,500.-
13-	Supply of material and building hollow concrete block 10cm	270	m2	15	4,050.-
	15cm	130	m2	20	2,600.-
	20cm	280	m2	25	7,000.-
14-	supply of material and plastering of underground walls with insulation material and water proofing two coats of hot asphalt	280	m2	10	2,800.-

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...../ 2

BILL OF QUANTITIES (page 2)

<u>Item</u>	<u>Detail</u>	<u>Quantity</u>	<u>Unit</u>	<u>Rate \$</u>	<u>Total</u>
15-	Plastering of internal walls, ceiling, underground walls	1800	m2	7	12,600.-
16-	Plastering of outside walls	280	m2	10	2,800.-
17-	supply and laying of floor tiles	800	m2	30	24,000.-
18-	skirting tiles	300	m.r.	7.5	2,250.-
19-	Cut stone tiles	50	m2	45	2,250.-
20-	skirting cut stone	40	m.r.	7.50	300.-
21-	supply and laying of black cement tiles	250	m2	22	5,500.-
22-	supply and laying ceramic wall tiles and glazed floor tiles	25	m2	45	1,125.-
23-	supply and installation of cut stone stairs, treads 3cm, riser 2cm.	80	unit	50	4,000.-
24-	cut stone skirting for stairs	170	unit	12	2,040.-
25-	cut stone 3cm for window sills	90	m.r.	35	3,150.-
26-	painting of walls	1,800	m2	5	9,000.-
27-	Painting doors, wooden and steel, hand rail, window rail	80	m2	10	800.-
28-	steel rail (window)	25	m2	60	1,500.-
29-	steel hand rail	50	m.r.	50	2,500.-
30-	steel doors	2	unit	450	900.-
31-	aluminium doors and windows	job			3,800.-
32-	wooden and formica partitions	job			5,000.-
33-	Asphalting roof	260	m2	15	3,900
34-	Painting parapet wall with water proofing material	90	m2	4	360.-
35-	expansion joint wall and roof	job			4,000.-
36-	filling and compacting back of building and asphalting	job			5,910.-

...../ 3

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BILL OF QUANTITIES (page 3)

<u>Item</u>	<u>Detail</u>	<u>Quantity</u>	<u>unit</u>	<u>rate \$</u>	<u>Total \$</u>
37-	sanitary works	-	job		4,910.-
38-	Electrical works, fittings, light fixtures, electrical board etc.		job		33,000.-
39-	cleaning of site and removal of debris		job		3,000.-
40-	unforeseen expenses				10,000.-
GRAND TOTAL					<u>\$ 280,800.-</u>

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 BETHLEHEM

BUDGET - SALESIAN/OTHER INPUTS

A. Re-tiling of Tool-&-Die Shop Floor

Removal of old tiles	US\$ 1,750
Cost of new tiles	5,600
Cost of tile panel	390
Workmanship	2,500
Cement - 6 tons	600
Sand & Gravel	400

TOTAL US\$11,240

(A grant of \$11,000 has been received for this purpose from the Secretariat for Catholic Schools in the Holy Land)

B. Furniture for School

180 Classroom Desks (60 x 48 cm.) @ \$35	US\$ 6,300
50 Drawing Desks (80 x 60 cm.) @ \$45	2,250

TOTAL US\$ 8,550

(A request for this amount has been submitted to the Secretariat for Catholic Schools in the Holy Land, and is under consideration)

C. Equipment for Electricity Workshop

1 Trainer Unit INVET GP/EM 2152/A	US\$1,850
2 Trainer Units STS ME 002	1,100
4 Trainer Units STS EPM 001	2,200
4 Trainer Units STS ETM 001	6,000
4 Electro-Pneumatic Units INVET	20,000
4 Accessory sets	480
4 Work Tools	260
2 Winders INVET	400

TOTAL US\$32,290

GRAND TOTAL SALESIAN INPUT US\$52,080

ANNUAL SCHOOL BUDGET

SOURCE	DESCRIPTION	\$ AMOUNT (approx.)
MISEREOR	Fees for 10 students	10,000
Pontifical Mission for Palestine	Fees for 10 students	10,000
UNRWA	Partial fees (approx. \$130 each) for 25 students who are refugees	3,250
ANERA	Undesignated support	5,000
Secretariat for Catholic Schools in the Holy Land	Guarantee to cover deficit at year-end (approx. amount this year)	60,000
Students in 3-yr. course	Fees (approx. \$ 250 each)	17,400
Trainees in evening courses	Fees (approx. \$ 165 each)	13,200
		TOTAL = \$118,850

SALESIAN TECHNICAL SCHOOL
P.O.Box-41
BTHLEHEM - ISRAEL
Phone (02)742421

TIME-TABLE of THE SECONDARY CLASSES

<u>SUBJECTS</u>	<u>PERIODS per WEEK</u>		
	<u>1st Cl.</u>	<u>2nd Cl.</u>	<u>3rd Cl.</u>
1. Religion*	1	1	1
2. Arabic Language	2	2	3
3. English Language	4	2	3
4. Mathematics	3	3	3
5. Physic	3	3	3
6. Chemistry	1	1	1
7. Technology	3	3	4
8. Technical drawing	4	4	4
9. Work-shop Management	-	-	1
10. Hygiene	1	1	-
11. Practical Training	17	17	17
12. Class-work	1	1	1
13. Library	2	2	2
	<hr/>	<hr/>	<hr/>
	42	40	42

(Period = 45 minutes)

* Each student according to his faith

The Principal

Fr. Emilio Praduroux

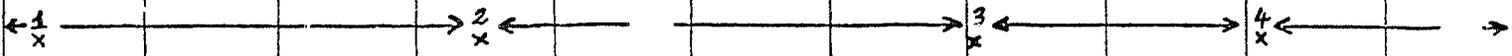
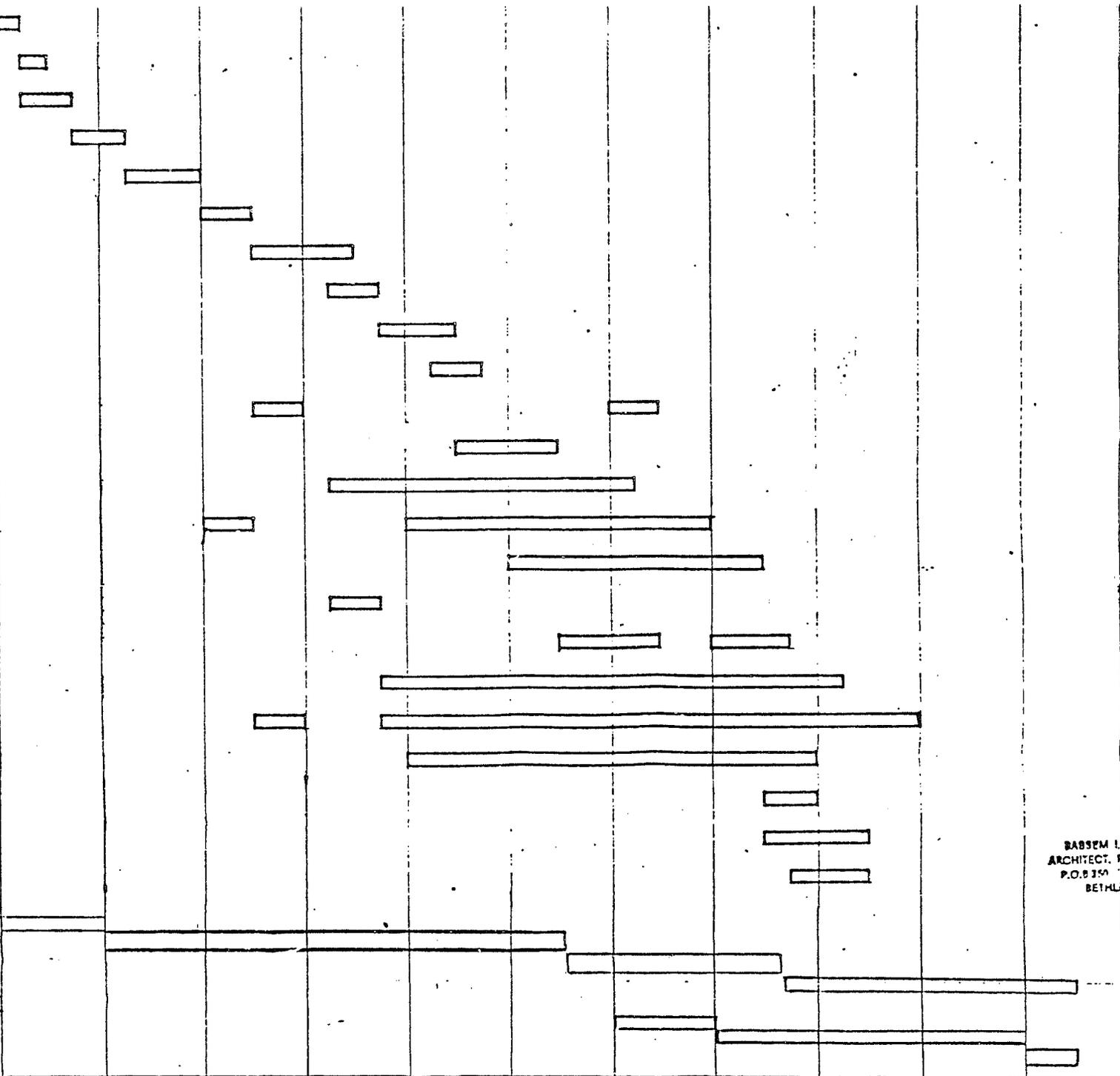
Fr. Emilio Praduroux

CONSTRUCTION
LAYOUT OF BUILDING

- DEMOLISHING EXISTING BUILDING
- REDUCING LEVEL
EXCAVATION FOUNDATION
- FOUNDATION CONCRETE WORK
- GROUND FLOOR WALLS
- GROUND FL. ROOF SLAB
- FIRST FL. WALLS
- FIRST FL. ROOF SLAB
- SECOND FL. WALLS
- SECOND FL. ROOF SLAB
- WATERPROOFING WALLS
ROOF
- STONE WALL POINTING
- PARTITION WALLS
- PLASTERING INSIDE WALLS
ROOF CUT ICE WALLS
- TILING FLOORS ROOF
- CARPENTRY ETC.
- STEEL WORK, STEEL RAIL
DOORS, ALUMI. WINDOW
- PAINTING
- ELECTRICAL WORK
- SANITARY WORK
- EXPANSION JOINT
- PAVING ASPHALTING
PLAYGROUND
- CLEANING SITE

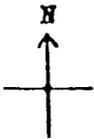
- EQUIPMENT
- PLACE ORDER
- ORDER IS PROCESSED
- ORDER IS SHIPPED
- INSTALLATION
- FURNITURE
- PLACE ORDER
- ORDER IS PROCESSED
- INSTALLATION

FUNDING PHASES - AID



X = PA. ENT
TO CONTRACTOR

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BETHLEHEM



MEDITERRANEAN

SEA

LEBANON

SYRIA

Acre
Haifa

Sea of Galilee

Golan Heights

Nazareth

Jordan River

Jenin
Tulkarm
Nablus
Qalqilia

WEST BANK

Tel-Aviv
Jaffa

Ramallah
Jericho

Ashdod

Jerusalem

Bethlehem

JORDAN

Gaza

Hebron

DEAD SEA

Khan Yunis

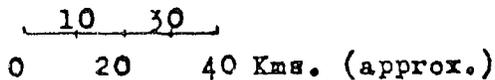
Rafah

GAZA STRIP

ISRAEL

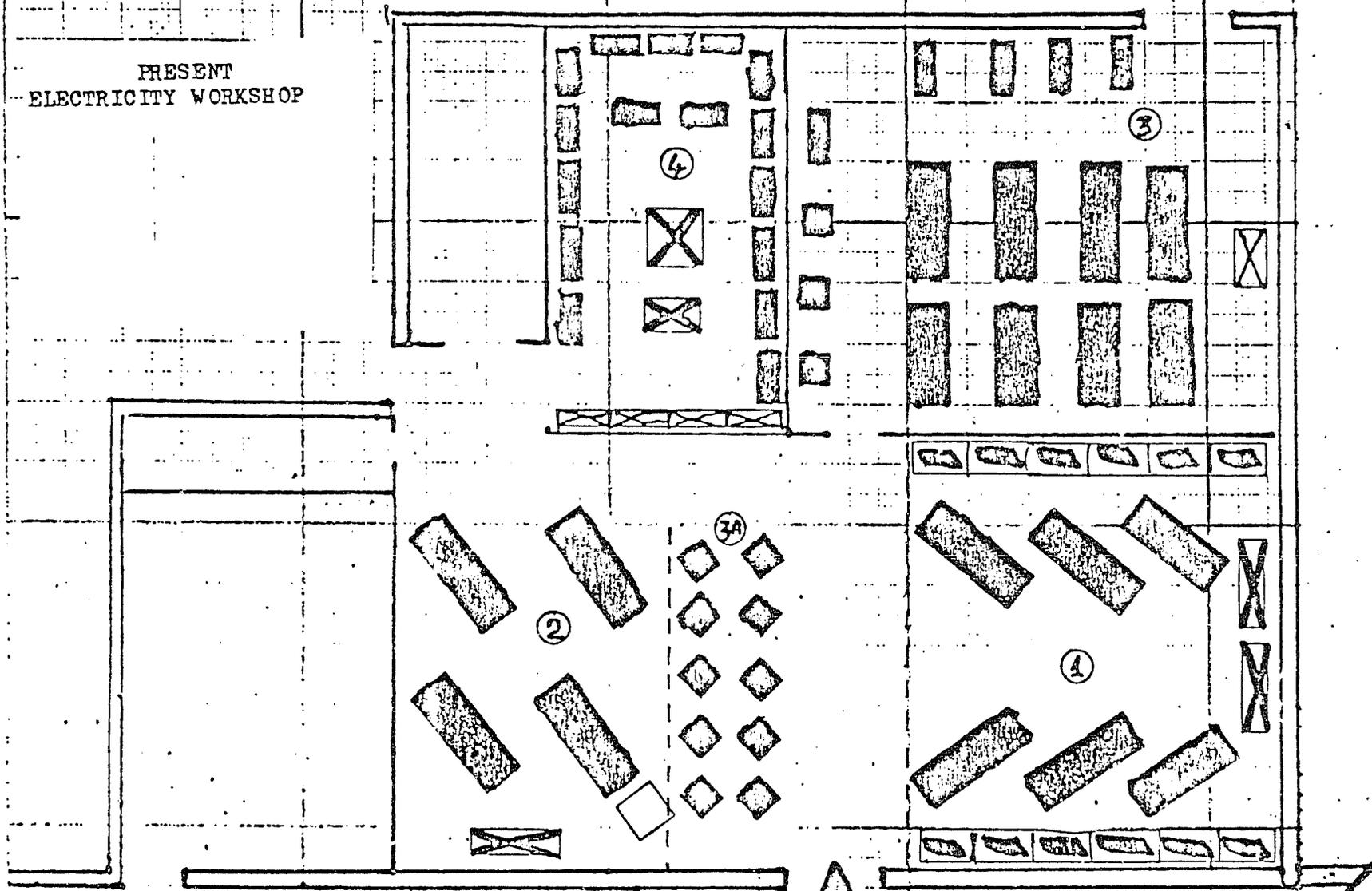
SINAI

NOTE: This map is not official, and is not an authority on international boundaries



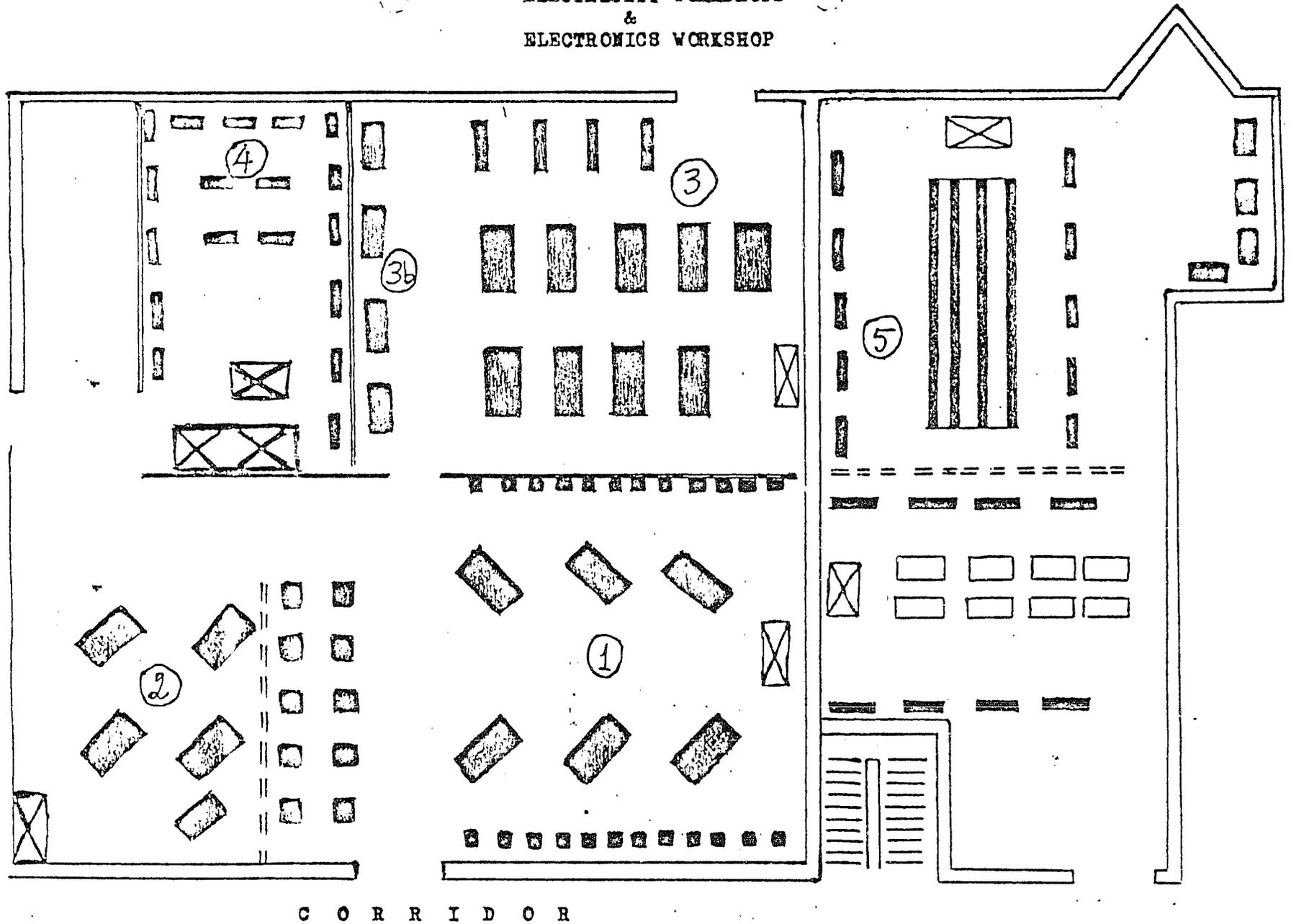
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PRESENT
ELECTRICITY WORKSHOP



1. First Yr. shop - 24 places
2. Second Yr. shop- 16 "
3. Third Yr. shop - 16 "
- 3A. Third Yr. shop Annex
(-different apparatus)
4. Mech.-Drawing - 16 places

ELECTRICITY WORKSHOPS
&
ELECTRONICS WORKSHOP



- 1. First Year Electricity - 24 places
- 2. Second Yr. Electricity - 18 "
- 3. Third Year Electricity - 18 "

- 3b. Electro-Pneumatics - 8 places
- 4. Mechanical Drawing - 18 places
- 5. Electronics - 18 places