Photo: UNICEF

ECW MULTI-YEAR RESILIENCE PROGRAMME (MYRP) FOR THE STATE OF PALESTINE

Education Cannot Wait Facilitated
Multi-Year Resilience Program
2019 -2021

TABLE OF CONTENTS

I. PROGRAM INFORMATION SUMMARY

Programme Title: Access to Inclusive Quality and Safe Education Opportunities for Conflict-affected Children and Youth in the West Bank and Gaza

Start Date: 2019
End Date: 2021

Brief Description
There are approximately 1.3 million children enrolled in 2,963 primary and secondary level schools in the State of Palestine (2,249 in West Bank and 714 in Gaza). Of this population, almost half a million are in need of humanitarian education assistance. It is within this population of nearly 500,000 that the programme will narrow its focus to target those children who are vulnerable and marginalized since they reside in the areas most impacted by the Israeli occupation. These are girls and boys who face obstacles to access or cannot participate regularly in learning activities in schools because of restrictions of movement, distance from school, military check points, harassment and sometime violence by Israeli settlers, arbitrary detention, limited or debilitated school infrastructure, and lack of sufficient classroom space and materials. In addition to these education related obstacles, these are the communities experiencing the highest levels of poverty, lack of employment opportunities, limited access to services and resources, and isolated in a manner that increases traditional and religious practices that negatively impact girls in particular. Resulting from these combined obstacles, these girls and boys suffer trauma and experience developmental challenges, which left unaddressed, negatively impact their educational attainment. For those students with disabilities, these negative impacts are compounded because of their unique need for assistive devices and customized learning supports that are largely unavailable due to financial constraints and lack of properly trained teachers. The cumulative result is a significant student population that is vulnerable, many out of school, and most without effective monitoring, psychosocial support and specific skills training relevant for their specific educational and development needs.

Owing to this chronic crisis state and protracted conflict, this ECW programme in Palestine aims to strengthen the resilience and development of these affected children, families and communities in Gaza, East Jerusalem, Hebron and Area C. The programme seeks to achieve the following results: improved access and continuity of inclusive, equitable education and learning opportunities for girls and boys; improved relevance and quality of education in a protective and safe learning environment; and strengthened capacity of the education system to respond to emergency needs and deliver a coordinated response in crises as part of the overall education system.

This multiyear resilience programme (MYRP) seeks to bridge the gap between the short term education humanitarian interventions and the broader long term education priorities of the Ministry of Education and Higher Education (MOEHE). The existing humanitarian response plan (HRP) programme is providing short term interventions in response to address acute crises while the MOEHE leads the implementation of education related strategies with coordinated donor support focused on both operational costs (running costs and salaries) as well as developmental interventions (school construction, school supplies, teacher training, etc.), running costs of schools, salaries, buildings and maintenance and general education resources. The ECW investments fill this significant gap in between by providing vulnerable children in the areas most impacted by the Israeli occupation regular access to inclusive quality education in a safe learning environment tailored to their specific needs and required follow up. The MYRP builds on the existing national plans and strategies, complements current interventions and resource streams, but focuses on filling this identified gap through the provision of evidence-based and innovative interventions to support the learning needs of this targeted population.

The ECW investment allows for three critical concurrent strands of work to take place during year 1: essential inception and assessment work; immediate support for underfunded prioritized education needs; and to test and pilot innovative interventions. This will result in strengthening the quality of the MYRP and ensure that in years 2 and 3, the ECW and additional funds then enable the programme to broaden effectively and efficiently in scale and scope. |

Outcome(s):		
1. Improved access to and continuity of inclusive, equitable and gender responsive education and learning opportunities for girls and boys (4-17)	**Total resources required (USD):**	$ 34,815,874.13
2. Improved quality and relevance of education for girls and boys (6-17 years old) in a safe and protective environment	**Total resources**	**Partner:**
3. Strengthened capacity of the education system to respond to chronic humanitarian needs and deliver coordinated response in crises		

allocated (USD):	ECW Donor:	$17,534,195.11
	Donor:	
	Government:	
	In-Kind:	
Unfunded:		

Agreed by (signatures)[1]:

Government	ECW	Coordinator(s)/Grantees
Print Name:	Print Name:	Print Name:
Date:	Date:	Date:

---

[1] Note: Adjust signatures as needed

II.   ANALYSIS OF ISSUES/CHALLENGES

1.1   Introduction

The humanitarian situation in Palestine is among the world's most long-standing protection crises largely resulting from Israel's continued occupation of the West Bank for over 50 years and the blockade of Gaza for over a decade.[2]

The prolonged occupation, settlement expansion, destruction of homes and livelihoods, forcible relocation and geographical fragmentation has resulted in fragile living conditions for many communities across the West Bank including East Jerusalem.[3] The blockade imposed on Gaza by Israel and the continued hostilities between Hamas and the Israeli authorities has resulted in limited basic services and eroded infrastructure whereby only 10 percent of the population has access to clean water, electricity availability is limited to a few hours per day, and an estimated one in two people suffer from food insecurity.[4] The ongoing intra-Palestinian political divide has exacerbated the dire humanitarian condition and no reconciliation is in sight.

For the children of Palestine, who are nearly half of the total population, growing up in this context is having profound negative impact on them especially those living in areas where they are touched by the occupation daily. This particular group of children, nearly 500,000, are increasingly vulnerable as a result of these experiences and cannot reach the essential services and support they need.[5] For this target group then access to inclusive quality education in safe and well equipped learning spaces becomes the vital lynchpin for their wellbeing and development and hence the basis of this proposal.

The following analysis of issues and challenges is broken down accordingly:

> 1.2 The broad landscape of the educational context and its challenges of delivery
>
> 1.3 Institutional education frameworks in Palestine
>
> 1.4 Where the MYRP is positioned and its added-value
>
> 1.5 Geographical focus
>
> 1.6 Drivers of vulnerability and the target population

1.2   Educational context and its challenges of delivery
Overview

Children, aged 0 to17 years, are 43.5 percent (2,115,317) of the population of which 1,083,720 are boys and 1,031,650 are girls.[6] Of that total, there are 1.3 million children in the schools system in Palestine.[7] Despite the significant challenges linked to the Israeli-Palestinian conflict, the large majority of Palestinian children are able to access basic education. The State of Palestine Child Law and new Basic Education Law guarantee every child the right to free education until the completion of secondary school.

The Palestinian education system is comprised of pre-school education, basic education, secondary education and non-formal education:

- Pre-school education consists of two years and is not compulsory. Pre-school education is primarily delivered by for-profit or non-profit private providers.

- Basic education includes grades 1-9 and consists of two levels: preparatory stage (1st-4th grades) and empowerment stage (5th-10th grades). Basic education is compulsory and provided by three types of schools: (1) public schools managed by the MOEHE; (2) schools managed by UNRWA; and (3) private schools managed by for-profit and non-profit entities which are registered with and monitored by the MOEHE.

---

[2] HRP 2018 Occupied Palestinian Territories, UN OCHA

[3] Ibid

[4] Ibid

[5] Ibid

[6] Palestinian Central Bureau of Statistics (PCBS), Palestine Children's Day 2018 (http://www.pcbs.gov.ps)

[7] Ibid

- Secondary education includes academic and vocation education for 10-12 grades and is provided by public schools managed by the MOEHE, as well as private schools managed by for-profit and non-profit entities which are registered with and monitored by the MOEHE.

- Finally, non-formal education (NFE) consists of parallel education programs and literacy programs provided in non-formal education centres run by the MOEHE or in vocational training centres run by the Ministry of Social Development (MoSD), the Ministry of Social Affairs (MoSA), the Ministry of Labour (MoL), UNRWA, or for-profit and non-profit nongovernmental actors.

In 2017/18, 1,254,876 children were enrolled in 2,993 basic and secondary schools in Palestine (2,249 in West Bank and 714 in Gaza). Out of those, 319,188 children attend 370 UNRWA schools, whilst the remainder attend 2,203 government or 420 private schools.[8]

BASIC EDUCATION
Source: MoEHE, Annual M&E Report 2016

net enrolment for basic education
95.4%
👨 94.4% 👩 96.4%

survival rate until grade 10
86.2%
👨 78.9% 👩 93.8%
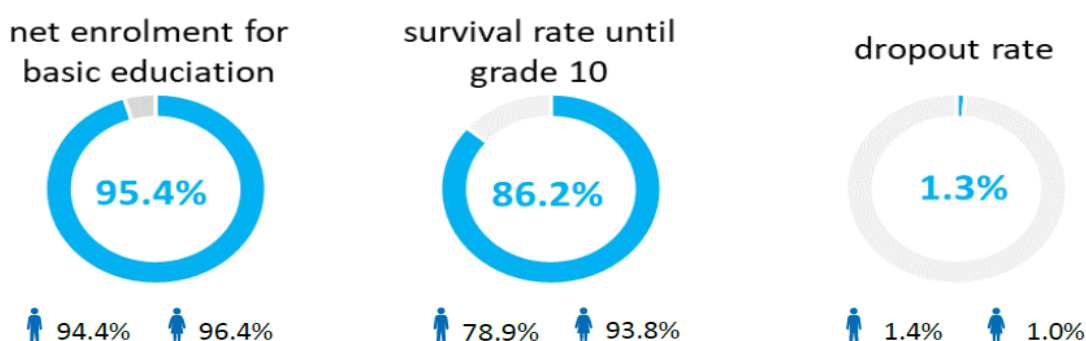
dropout rate
1.3%
👨 1.4% 👩 1.0%

Figure 1: Basic Education key indicators

Enrolment in basic education is 95.4 percent, while the net enrolment rate in secondary schools stood at only 60.8 percent (52.4 percent boys and 69.5 percent girls).[9]

Despite improvements in access to early learning, 43 percent of children still do not **access pre-primary education**, leaving them without adequate preparation for school. According to the recently published UNICEF *Out of School Children Initiative* (OOSCI) study, poverty, disability, lack of services in remote areas and the low education of mothers seem to be the key drivers of the exclusion of children from pre-primary. In addition, 38 percent of children living with disabilities are out of school entirely and less than 45 percent are enrolled in the formal education system.

As per the 2018 census results, only 53.6 percent of **children with disabilities** ages 6-17 are enrolled in schools in Palestine.[10] MOEHE-UNICEF study on *Out of School Children in Palestine* finds that among 6-9-year-old children, an estimated 32.5 percent of those with a disability are out of school compared to 0.9 percent of their peers without a disability.[11] An estimated 30.2 percent of 10-15-year-old children who have a disability are out of school. The same study finds that 10-15-

---

[8] MOEHE 2018. The Citizens Budget of 2018.

[9] One of the key findings of UNICEF OOSCI Study is that the rate of exclusion almost doubles between ages 12 to 15, with about one out of fifty 12-year-old children excluded from education, compared to about one out of seven 15-year-old children. The rapid increase in the rate of exclusion is particularly extreme for boys: about one out of four 15-year-old boys are out of school. Many of these adolescent boys cite a lack of interest in education and low school achievement as the primary reasons for leaving school, which underscores the importance of improving quality of education to keep them in school and engaged in learning.

[10] Palestinian Central Bureau of Statistics, 2018. Population, Housing and Establishments Census, 2017

[11] In analysing the Disability Survey 2011 data, only those children who is indicated to have "a lot of trouble" carrying out the specified activities or who "cannot at all" carry out the specified activities are considered to have a disability. Those children who are indicated to have "some trouble" are not considered to have a disability for the purposes of the analyses conducted for this report. This categorization parallels the one used in PCBS's main report of this survey. Please note that these figures are only internally comparable but not comparable to figures estimated based on MICS 2014 data or administrative data.

year-old girls with a disability are out of school at higher rates (36.6 percent) than boys (26.3 per cent). The gender difference arises mostly as a result of higher rates of girls with disabilities not attending school (28.5 percent), compared to boys with disabilities (18.3 per cent).

Delivery challenges

Education provision in Palestine is affected by several inter-related factors that relate to access, participation, quality and relevance of education.

Access and participation

> *i.   Attacks against Education*

According to the Children and Armed Conflict (CAAC) database in 2017, there were 169 incidents of educated-related violations in Gaza and West Bank. The overwhelming majority have been in Area C, the Hebron H2 area and East Jerusalem.[12] According to UNRWA sources, between January and June 2018, there were 44 violent incidents including tear gas and stunt grenade firing or bullets and other type of ammunition landing on UNRWA school premises that interfered with the normal operation of 43 of its schools (more than 10%).

In the West Bank, tear gas is frequently fired around school premises and in some hot spot areas Israeli forces make regular incursions onto school grounds. Frequently, children must pass through at least one of 61 checkpoints, where they are subjected to bag and/or body searches, and at times harassment and detention.[13] Students also risk confrontation, intimidation and violence while walking past settlements or buildings occupied by settlers. These children are exposed to conflict-related violence and delays, which may lead to higher absenteeism or even school dropout. In Hebron, approximately 37% (4,200) of those students attending 29 schools in the H2 Area are limited in their access to education due to freedom of movement restrictions. Schools in Area C and East Jerusalem are also continuously subject to the risk of stop-work or demolition orders. According to the Education in Emergencies Working Group 2018 data, there are currently 44 demolition or stop-work orders issued against schools in these two areas. At the time of the writing of this proposal, Khan Al Ahmar school in Jerusalem governorate is facing imminent demolition which will affect 170 students.

> *ii.   Infrastructure, Unsafe commute, Lack of Classrooms*

According to the recent UNFPA study, due to natural growth, the school population in Palestine is projected to increase from 1.3 million in 2015 to 2 million in 2030. The issues of school space therefore are sure to feature prominently on the education sector agenda for years to come as the same study estimates that additional 100 schools will need to be built annually. One of the main impediments in access to education in Area C is the distance from children's homes to their schools. There students often walk up to 10 kilometres to get to and from school putting their safety at risk. Girls in particular are at high risk of school dropout due to the parent's fears for their safety during the school commute.[14] The presence of IDF soldiers at checkpoints, travel by public transport, and co-ed travel all raise security and socio-cultural concerns experienced by girls and their parents.[15] Additionally, students in Area C and East Jerusalem face a shortage of school infrastructure particularly in Bedouin communities. There is a lack of adequate facilities, such as bathrooms, which causes missed days of school especially for girls during their menstruation.

In East Jerusalem, the discriminatory and restrictive planning and zoning regime which has allocated just 2.6% of the land for the development of public buildings for Palestinians are main impediments in access to education.The Common Country Assessment found that 5% of children and youth in East Jerusalem are not registered in school due to shortages in classrooms required to accommodate them.[16] According to ACRI, the public education system, under the auspices of the

---

[12] CAAC database, 2017. In 2016 there were 265 attacks against schools in the SOP, affecting 29,230 children, CAAC Database, 2016

[13] Thirty-three communities in the West Bank's most affected areas indicated that at least 20 per cent of students in the community must pass a checkpoint to reach school. *OCHA and partners Vulnerability Profile Plus project 2015.*

[14] According to a mapping exercise by the Education Cluster and Child protection Working Group on "Access to Education" there is direct correlation between girls' school dropout and the presence of IDF soldiers at checkpoints and travel by public transport to reach schools. UN Hebron Strategy September 2016

[15] Education Cluster and Child Protection Working Group (CPWG) Mapping Exercise 2015.

[16] United Nations Country Team, Occupied Palestinian Territory. Common Country Analysis 2016. Leave No One Behind:

Israeli Municipality of Jerusalem, has a shortage of approximately 2,000 classrooms.[17] Existing classrooms at public and private schools in East Jerusalem are often unsuitable. Students are often accommodated in rented houses which do not meet basic educational and health standards. For example, area available for every student in a classroom in most cases is 0.5 square meters which is less than the 1.25 square meters recommended by international standards. A recent study by OCHA oPt found that 36% of residential areas in Area C (189 out of 532) lack a primary school.

Teachers and pupils with West Bank ID cards face difficulties in accessing schools inside the city because of Israeli permit restrictions, checkpoints and the Barrier Wall all of which have added to the shortage of qualified teachers as well. Teachers with permanent residency status in Jerusalem prefer to join Israeli municipality-run schools given the attractive financial package they offer compared to Waqif and private schools.

The education sector in Gaza is facing a crisis of its own. 70.4% of UNRWA schools and 62.8% of schools run by the Ministry of Education already operate on a double shift system and are struggling to accommodate the high number of students. According to the MOEHE recent study, 86 new school buildings and 1081 new additional classrooms will be required in the coming five years (2017-2021) to provide a safe and adequate learning environment to 253,263 students attending government primary and secondary schools.

In the 2017-2018 school year, UNRWA provided primary education to 271,900 Palestine refugee students (140,347 male and 131,553 female students) in 275 schools across the Gaza Strip, supported by 8,800 teachers. In order to meet the natural growth of student body in Gaza, UNRWA must continue to construct approximately 5 new double-shift schools per year and where necessary rehabilitate school premises. However, given the shortage of land for school construction and the financial crisis UNRWA is facing, this is not an easy task.

iii.   *Students in house arrest and hospitalised students*

One special category of children is those facing challenges in accessing quality education because of house arrest or detention. According to the Palestinian Committee of Prisoners and Released Prisoners' Affairs, the Palestinian Prisoners Committee, the Prisoner Support and Human Rights Association, and Al Mezan Center for Human Rights, in 2017, 1,467 Palestinian children were arrested. According to the same source, in 2016, 78 Palestinian children were placed under house arrest. The areas of the highest incidence of child arrests are Silwan, Al-Issawiyeh, Al-Tur and Old City. All of which are located in East Jerusalem. Identifying the targeted children is made difficult by the fragmentation of sources of information and lack of a national referral system/database functioning in East Jerusalem. Provision of alternative education is also made difficult as people in many marginalized neighbourhoods are suspicious of strangers and service providers, and do not readily accept help. The needs of target children are often complex (psychosocial, educational, etc.) and may not be effectively covered by one person or service.

Various Israeli government measures (alternative to arrest) such as "rehabilitation courses" and "community service hours" serve to fill some children's time. At the same time, these options may be counterproductive to the ensuring that children complete their education as many are tempted to take jobs in the Israeli market rather than continue their education. It is also important to note that at present re-entry of these students into the education system is not systematically monitored. Schools are often not equipped to offer specialized support to these children leading them to consider dropping out. Strong coordination between the MOEHE, EJ Directorate and UNRWA as well as local and international NGOS and UN agencies is needed to properly to address the needs of arrested and released children. If this is not achieved, the various services provided will remain fragmented and will not reach those children who are in dire need of them.

Recognising that children who are hospitalised for prolonged periods of time are at significant risk of falling behind in their studies, the MOEHE has begun to focus on this group of children through structured and inclusive education interventions to ensure their access to education. In 2018, MOEHE opened four schools, called determination schools, in Muttala' (Augusta Victoria) Hospital

---

A Perspective on Vulnerability and Structural Advantage in Palestine. Page 59. See:
https://unsco.unmissions.org/sites/default/files/cca_report_en.pdf

[17] Association for Civil Rights in Israel. East Jerusalem: Facts and Figures, May 21, 2017 (https://www.acri.org.il/en/wp-content/uploads/2017/05/Facts-and-Figures-2017-1.pdf)

in Jerusalem, AlMaqased Hospital in Jerusalem, AnNajjah Hospital in Nablus and Palestine Medical Complex in Ramallah. They serve children from West Bank, East Jerusalem and Gaza. However, support to teacher training and resources for these schools are needed to ensure that the quality of teaching and learning in these facilities is maintained.

Quality of Education

Challenges in access to education affect delivering high quality education and often mean that many children are not consistently getting a solid grounding in literacy, numeracy and life skills as well as the other education related supports needed. Despite great inroads the Ministry of Education has made towards improving education quality and relevance, emphasis on knowledge-based rather than competency-based teaching and learning leaves students inadequately prepared for transition to higher level of education and/or work.

According to MOEHE Monitoring and Evaluation report 2016, there is an increase in the average achievement of the 4th grade students in the three subjects: Arabic, Math and Science. However, the results showed generally a low performance rate for basic 10th grade students in national test with the average achievement in Arabic was 48/100 and 27/100 in math. In science, the average achievement decreased from 44 in 2014 to 27 in 2016. In both 4th and 10th grade national test, girls outperformed boys in all subject areas.

Constrained by traditional classroom teaching, learning techniques and examination practices, children and youth generally do not receive an education which is clearly aligned with contemporary realities and labour-market requirements. A far-reaching consequence is that children and youth typically lack the life skills to be successful at school and at work, and become positive and active members of society. The need for mainstreaming life skills in the national education system is recognized in the Educational Development Strategic Plan (EDSP) 2014-2019 of the Ministry of Education and Higher Education (MOEHE) of Palestine. Life Skills focuses on developing skills for learning, employability, personal empowerment and active citizenship, which forms the basis of all effective lifelong learning.

Many children are not developing adequate life skills at school with only 65.6% of 4th graders in 2016 and 62.8% 8th graders possessing adequate life skills.[18] Girls outperform boys in this area as well as shown in figure below. According to the ILO Transition-to-Work Survey, qualifications of the majority of employed youth do not match those required for the job they do. More than 6 in 10 employed youth surveyed had qualifications that did not match their job; half were undereducated and 14% were overeducated.[19]

Many teachers embark on the profession without acquiring the necessary pedagogical skills to prepare children in this context. Teaching methodologies employed are almost exclusively teacher-centred and theory-based, and prioritise memorisation and rote learning. Teaching is not tailored to

Table (13): Degree of students' possession of life skills according to gender						
Class	**Base-line 2014**		**2016**		**Targets- 2019**	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
4th grade	69.1	72.8	61.5	69.6	80.0	80.0
8th grade	55.4	66.4	57.5	67.1	80.0	80.0

the range of abilities within the classroom and usually targets a median level, ignoring the needs of both high-achievers and underachievers. Furthermore, either owing to a disability or because of the life experiences under occupation, teachers are ill equipped to provide necessary supports for these vulnerable children.

The four target areas for this programme feature some specific challenges in this respect. The quality of education in East Jerusalem is affected by efforts of the Israeli government to withhold recognition, permits and funding to schools that are not using the censored PA curriculum. In May

---

[18] MOEHE (2017). *Baseline M&E Report 2016.* Ramallah, Palestine

[19] ILO (2016). *Labour market transitions of young women and men in the Occupied Palestinian Territory Results of the 2015 school-to-work transition survey*

2017, the Israeli Cabinet approved the implementation of a five-year plan targeting East Jerusalem schools in offering financial incentives to switch from the Palestinian to an Israeli curriculum. Such actions greatly compromise academic freedom and institutional autonomy as essential components of the right to education in Palestine.

In Area C, Hebron H2 and East Jerusalem, there is a general lack of school-based psychosocial support (PSS) for children who are dealing with psychological distress as a consequence of the unsafe school commute and occasional attacks on schools. In Gaza, due to socio-economic conditions compounded by the security situation and recurring incidents of violence, reports of attempted suicide, depression, sleeplessness and anxiety have been noted among school children consequently affecting education outcomes and performance. UNRWA provides PSS in its schools through the provision of School Counsellors, recreational activities, training of education staff on PSS, and has developed resources in this regard, but given the increasing psychosocial needs of the children, scaling up PSS, recreational activities and the deployment of additional School Counsellors are vital interventions here.

In Gaza, in addition to overcrowded classrooms, there is limited time available to reinforce learning, support slow learners, and provide remedial education programmes or extracurricular activities.

Recognising these weaknesses in the system, the MOEHE has undertaken a robust curriculum reform introducing new textbooks for Grades 1-4 in 2016 and began piloting Grades 5-9 curriculum in 2017 and 2018. The changes included reduction in number of subjects, reform of Tawjihi exam (now called Injaz) and introduction of life skills education. To accompany this reform, MOEHE is undertaking teacher training efforts by introducing new approaches to teaching and supervision. UNRWA also sees life skills as key to quality and an integral part of teaching, learning and developing students who are confident, innovative, questioning, thoughtful, tolerant, open-minded and able to contribute to the development of their societies and the global community. Both MOEHE and UNRWA teachers require further support in strengthening their skills and competencies to deliver quality education and ensure students' retention and completion of basic and secondary education.

1.3 Institutional education frameworks in Palestine: From humanitarian to development

The overarching framework for humanitarian and development education interventions in Palestine is the government's Education Sector Strategic Plan (ESSP) 2017-2022. In addition, three other strategies/plans define the government and partners' interventions aimed at ensuring access and completion of quality education for children affected by the humanitarian situation. They are the: Joint Advocacy and Protection Strategy, the UNRWA Mid-Term Strategy (including its EiE programme) and the Humanitarian Response Plan (HRP).

Given these multiple response frameworks already in place, the ECW Task Force in consultation with the MOEHE, partners and donor community, determined that rather than creating a new framework, the MYRP's added value to the sector would be to improve co-ordination and prioritisation across these strategies and plans.

The four documents are briefly described below including a summary on the funding mechanisms and gaps for each:

Education Sector Strategic Plan (ESSP) (2017-2022)
Three goals drive the ESSP and its seven programmes (pre-school, basic, secondary; TVET, higher and non-formal education; and management and administration):

(1) Ensuring safe, inclusive, and equitable access to quality education at all levels of the system and this goal also stresses the need for inclusion and equality at all educational levels, especially for children with disabilities

(2) Developing a student-centered teaching and learning pedagogy and environment, which aims to ensure quality education, improve educational outcomes, promote inputs and processes, evaluate outcomes and set forth progress measuring mechanisms. The goal is to develop in students the skills and values holistically

(3) Enhance Accountability and Results-Based Leadership, Governance and Management, which seeks to strengthen MOEHE monitoring and organizational role in the

educational sector by institutionalizing the educational strategic planning process; putting in place necessary legislations for the education sector's management and development; ensuring proper application of the national educational plans and policies, promotion of results and accountability and development of financial management

The ESSP mainstreams the education in emergency throughout all its interventions calling for:

- All sectoral policies and plans and budget-planning processes to involve (1) risk assessment; (2) preparedness and response to emergency in education; (3) initiatives that meet the needs of children, youth and adults affected by situations of disaster, conflict, displacement and epidemics; and (4) support for sub-regional and regional mechanisms and strategies to respond to the educational needs of the displaced persons and refugees.

- Approval of a comprehensive methodology to enable schools to survive disasters and emergencies, regardless of their degree; and

- Enactment of policies and strategies to protect learners, teachers and other staff against violence, as part of violence-free schools in armed conflict areas; commitment to and abiding by international humanitarian law to protect schools and civil facilities; and prosecution of those responsible for violating this law as part of the efforts to achieve the educational goals by 2030.

As such, the ESSP provides and overarching framework for the MYRP in Palestine.

Recognising that a more harmonised and aligned relationship with development and humanitarian partners is critical in the implementation of the education reform, the MOEHE has adopted a pooled fund (i.e. Joint Financing Arrangement) that contributes to its development budget and is the main catalyst of the Sector Wide Approach (SWAP). Five Joint Financing Partners (JFPs) contribute to the arrangement: Belgium, Finland, Germany, Ireland and Norway. The pool fund enables the Ministry to design and implement system-wide educational reforms in close cooperation with all development partners. The ESSP is therefore funded by the Palestinian Authority Ministry of Finance (44%), JFP (28%), external donors (25%) and local donors (3%). The total required programme budget for 2018 for all seven ESSP programmes was USD 180 million. Within the current geo-political landscape, it is worth outlining the expected interruption of the Government funding for development and emergency interventions due to the high dependency on clearance revenue which is controlled by the Israeli Authorities. This places the education development endeavours in very risky operations and will consequently affect the ability of the Palestinian students in accessing quality education systems. Such a predicament requires crucial steps for securing additional resources for covering the existing deficit and to help out the government to respond in a timely manner.

MOEHE Joint Advocacy and Protection Strategy
In an effort to streamline EiE and humanitarian response into its sector plans and strategies, in 2016 the MOEHE developed the Joint Advocacy and Protection Strategy (JPAS). The strategy is the integral part of then Education Development Strategic Plan III (2014-2019) which has since been updated into ESSP. The strategy aims to contribute to the Ministry's ongoing efforts to: a) assume more ownership and leadership over the public education sector, and: b) deepen the alignment and harmonisation among all players (development and humanitarian) as part of the Sector Wide Approach (SWAP). The strategy identifies nine key areas of interventions including Advocacy and External Communications; Protective Presence; School Transportation; PSS; Monitoring and Accountability; Legal Support; Crisis-Disaster Risk Reduction at the school level; Protective Infrastructure and Remedial Education of Injured/Imprisoned Students.

The ambitious JPAS has identified an annual budget of USD 15.5 million to respond to immediate EiE needs (inclusive of Gaza) in the government schools. Despite JFP and other international partners' contributions to some areas identified under the JPAS, 80% of the needs identified have not been met. In 2016 and 2017, as part of their overall funding for the ESSP, Joint Financing Partners (JFPs) funded 0.5 million and 0.4 million of this JPAS need respectively. Hence, the funding gap for the JPAS remains very high for both years.

UNRWA Medium Term Strategy and EiE programme
As part of its Medium-Term Strategy (MTS) 2016-21 and under its Strategic Outcome Three for Education, UNRWA articulates its commitment to ensuring that Palestine Refugee School-aged

Children Complete Quality, Equitable and Inclusive Basic Education. This Strategic Outcome builds on the achievements to date of the UNRWA Education Reform (2011-2016) focusing on embedding, enriching and sustaining these achievements. Through the Reform, UNRWA developed key policies, strategies, and professional development programmes across the substantive education programme areas: teacher development, curriculum, student assessment, human rights education, and inclusive education. The Reform has already shown impact at all levels with teaching and learning practices changing in classrooms and children achieving more and dropping out less. To strengthen the monitoring and evaluation system, UNRWA gathers both quantitative and qualitative data systematically to enable comparison and target setting; these indicators are part of the Common Monitoring Framework of the MTS. UNRWA has developed also an Education in Emergencies (EiE) programme which builds on its existing MTS education priorities as well as introduces innovative approaches to address the needs in emergencies such as the UNRWA Self-Learning Programme, additional psychosocial support, safety and security in schools, and strengthened community engagement in EiE.

The financial crisis currently affecting UNRWA has put in jeopardy the provision of quality education to children in the West Bank and Gaza. With this funding shortfall, the achievements of a seven decade old refugee education system are at stake today. At stake is also the right to education to over 526,000 Palestine refugee children of which over 300,000 are in the West Bank and Gaza Strip. At stake is the professional future of UNRWA's full-time 22,000 education professional and experienced Palestine refugee staff –school principals and teachers, guards and sanitation labourers, social and psychosocial workers, administrative and support staff. Sustained retention of students is at risk with the deteriorating socio economic situation in Gaza and the West Bank and the inability of UNRWA to sustain vital emergency programmes including cash for work, community mental health and mobile clinics.

Humanitarian Response Plan
Humanitarian Response Plan (HRP) 2019 focuses the response on the immediate and critical education needs of the most vulnerable populations. Protection lies at the heart of the strategies and activities that are implemented by Palestine humanitarian community, encompassing responsive actions, remedial actions and environment-building or other actions that address the drivers of protracted humanitarian needs. The multi-year strategy – which remains valid for 2019 – incorporates the centrality of protection as an integral part of all humanitarian strategies and activities implemented in Palestine. The geographical parameters for humanitarian response in 2019 include Gaza, Area C, East Jerusalem and H2/Hebron. The humanitarian community is also asked to prioritize its response in order to target the most vulnerable people in need, in accordance with available humanitarian capacities. Practically speaking, this will likely result in a lower number of people being targeted in the 2019 HRP than was targeted in the 2018 HRP.

As a result, the Education Cluster objectives in 2019 focus on access and management of emergency responses in the most affected areas. Specific interventions include: protective transportation and accompaniment; PSS; teaching and learning supplies provision; light infrastructure repairs; provision of assistive devices to CWDs in Gaza (only); remedial education for children in Gaza and children in house arrest or hospitalised children as well as advocacy. Emergency preparedness and resilience related activities are not part of the 2019 cluster response.

Education remains one of the least funded areas of the humanitarian response in Palestine. In 2017, the education response received USD 5.8 million, or 29% of the total funding needs of USD 20.2 million. So far in 2018, the education HRP has received USD 3.2 million (16%) of the total USD 20.3 million ask.

1.4   Where the MYRP is positioned and the added-value of ECW investments

As noted earlier, the ESSP provides a vision for the sector and an overarching framework for development and humanitarian efforts in education in Palestine. The MYRP is situated in the ESSP goals and priorities and linked to the three other relevant strategies and plans. (*See Figure 2 for an overview of the relationship between MYRP and three strategies/plans*). This approach serves to connect the humanitarian and development areas. As summarised above, the three strategies/response plans focus less on system strengthening for emergencies or improving quality student learning and support, and more on crucial access to education and protection issues. The MYRP endeavours to broaden this focus to connect with sector wide strategies for improving quality

education. Examples of this are the proposed interventions around life skills teaching, inclusive education or strengthening the education system preparedness and resilience to respond to protracted emergency.

Furthermore, the three strategies complement each other in articulating and organising strategic response to the humanitarian needs. However, they are presently not strongly coordinated and do not always speak to each other. The MYRP is designed to consolidate and coordinate key strategic interventions from the three other strategies/plans to ensure efficient and effective response to the priority needs, catalyse additional funding, and overall strengthen the humanitarian response. For example, PSS and protective accompaniment appear in both the JPAS and the HRP and the work supported by ECW can help to identify the total unmet need in the system, and as a result help donors to allocate funding more efficiently. Importantly, given the reduced scope of 2019 HRP, MYRP will ensure continued focus on and investment in emergency preparedness, DRR and resilience interventions as well as system strengthening and capacity building of the MOEHE in humanitarian preparedness and coordination.

It should be noted, however, that as shown in the Figure 2, the MYRP does not integrate all humanitarian interventions identified under three relevant strategies. The Task Force made a strategic decision to focus MYRP on the most critical interventions that have been lacking funding and the ones that will most benefit from coordinated efforts and inputs. Therefore, the interventions focusing on advocacy, legal support, and emergency supplies remain outside the MYRP and will be supported through other mechanisms including MOEHE, JFPs, local donors etc.

ESSP
I.   Access and Inclusion of CWD
II.   Quality, Child-Centred Teaching and Skills
III. Effective Management and Administration
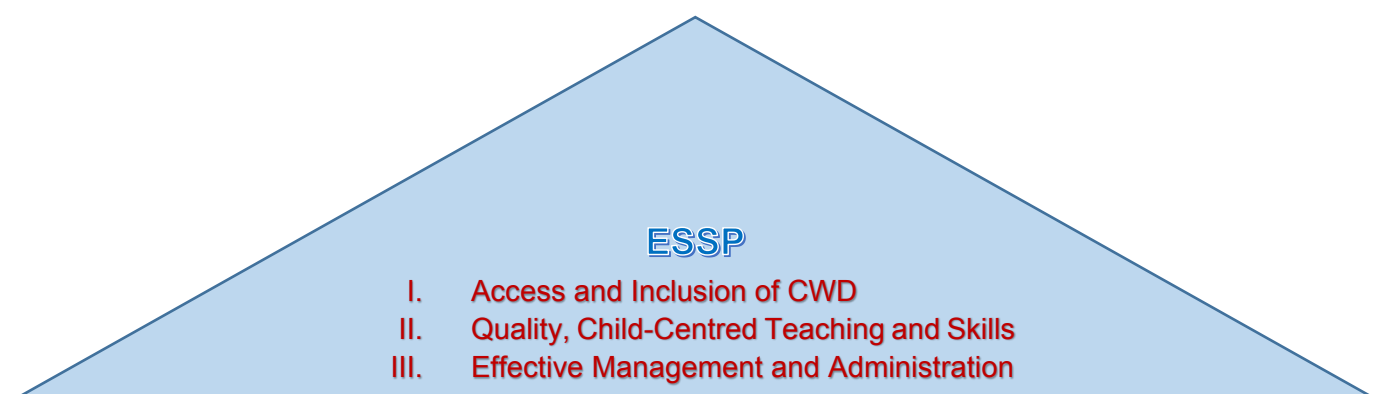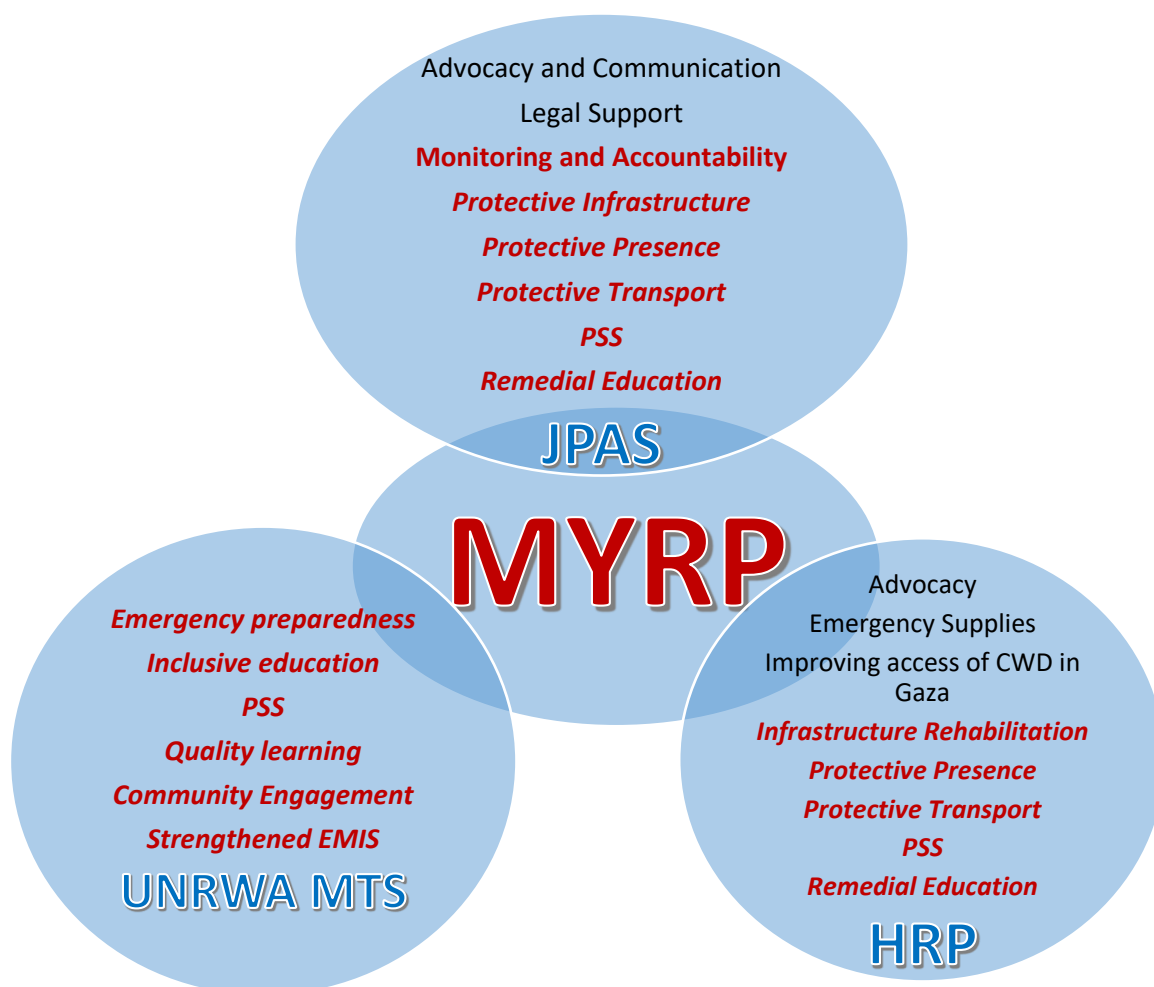
Figure 2: Strategies informing MYRP: key interventions consolidated under MYRP are marked in red

1.5   Geographic Areas of Focus

Four specific geographic areas are targeted by the programme. As noted in the introduction, Hebron, Area C, East Jerusalem, and Gaza represent areas where children experience particular challenges in accessing education in protective environment. Short description of the key social, economic and political features of the three areas is provided below.

Hebron

Hebron is the largest Governorate in the West Bank in terms of area (997 km2), population (729,139 - approximately 23% of the West Bank population), and economic activity (17,661 active businesses, comprising 18% of the West Bank's total). In contrast, Hebron also has the highest poverty rate in the West Bank (not including refugee camps) with 32.5% of its population classified as poor compared to an average of 18%, with 22% of HHs either severely or moderately food insecure, compared to the West Bank average of 16%.

The Governorate has been divided into Areas A, B and C since the Oslo accords of 1995. Approximately 67,850 Palestinians (11% of Hebron governorate population) live in Area C of Hebron, which also includes 51.1% of the agricultural land.   Israel retains full control over security and also controls planning and construction in these areas. Building schools, hospitals, and water and sanitation infrastructure is subject to a permit regime that requires approval from
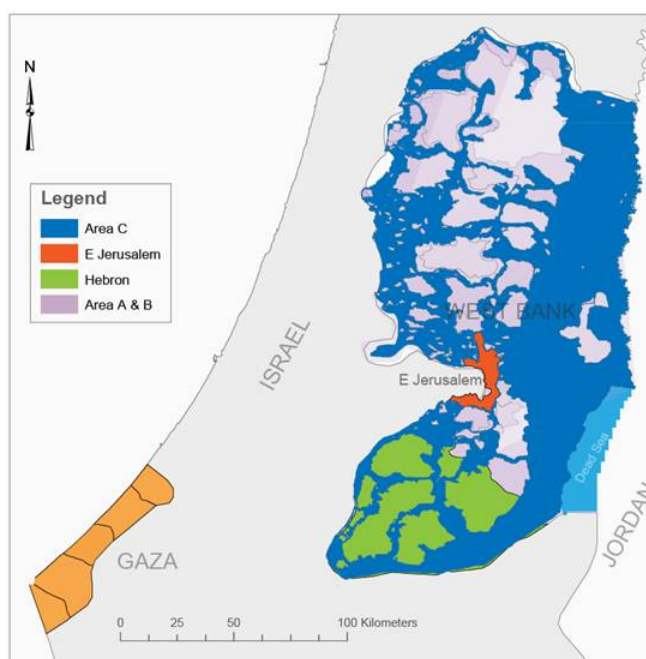
Israeli authorities. It has proven very difficult for Palestinians in Area C to get spatial plans approved and obtain Israeli building permits for construction of homes, businesses and public infrastructure resulting in them often building without the permits. Consequently, demolition orders are frequently issued and executed.

Area C

Over 60% of the West Bank is classified as Area C which remains largely under the control of Israel. Area C is the only contiguous area in the West Bank and contains the bulk of Palestinian agricultural and grazing land, as well as land reserves and resources that are essential for Palestinian growth and development. According to OCHA, an estimated 297,900 people live in 532 residential areas in Area C, comprising some of the most vulnerable communities in the West Bank in terms of humanitarian needs.

More than 70 % of Area C demarcation is currently confiscated and replaced by Israeli settlements or allocated for the Israeli military, and is considered off-limits for Palestinians. Furthermore, severe restrictions apply to use of additional 29%. As a consequence, only 1% of Area C is available for Palestinians to be used for construction and development. Palestinians in Area C are subject to a complex system of control by the Israeli authorities, including those related to Israeli settlements and settlement infrastructure, which restricts their movement and access, as well as their ability to use land, plan their communities and build homes and infrastructure. These restrictions are contributing to chronic vulnerability and humanitarian need amongst many Palestinian communities.

East Jerusalem

Following the occupation of the West Bank in 1967, Israel unilaterally annexed East Jerusalem to its territory, in contravention of international law. Palestinians living in Jerusalem were given the status of "permanent residents" of Israel, which typically provides them with greater freedom of movement than Palestinians from other parts of Palestine and allows them to pay into the social services system, to receive health and social security coverage. Other Israeli policies however have negatively affected Palestinians' ability to plan and develop their communities and enjoy the services they are entitled to, further undermining their presence in the city. In addition, Israeli measures have increasingly cut off East Jerusalem, once the focus of political, commercial, religious and cultural life for the entire Palestinian population of the occupied Palestinian territory, from the rest of the West Bank and from the Gaza Strip. The total Palestinian population in Jerusalem stands at around 323,700, 76% of whom live under the poverty line including 83.4% of children.[20]The Israeli policies are affecting the education more than other sectors, leaving the people with limited choices for accessing education in line with the human rights law and its principles that protects the right of everyone to education.

Gaza

In Gaza, with the blockade in its twelfth year, 1.9 million Palestinians - of which 1.3 million people are registered refugees with UNRWA - remain isolated in a 365 square kilometre enclave having to contend with the impact of frequent conflicts (wars of 2008, 2012 & 2014), deteriorating socioeconomic conditions, political impasse, and a chronic energy crisis which continue to erode resilience and coping among many.

Gazans face a socioeconomic crisis that puts them in a state of de-development. This is a direct consequence of the restricted movement of people and goods due to the blockade, as well as the decade-old political divide. The socioeconomic conditions in Gaza are characterized by a high unemployment rate of 53.7 percent (41.1 percent for men and 71.5 percent for women). In addition to the high unemployment and gloomy economic outlook, conditions in Gaza are worsened by electricity cuts of between 16-20 hours/day, and reduced access to clean water. Disposal of waste water into the sea is at unprecedented levels, averaging 237mg/litres per day- higher than the international standard of 60mg/litres per day[21].

---

[20] The Association for Civil Rights in Israel (ACRI), East Jerusalem: Facts and Figures 2017
[21] OCHA Humanitarian Bulletin, July 2018

Security remains volatile with recurring incidents involving the firing of rockets and frequent unrest, including demonstrations related to Great March of Return. The demonstrations have seen significant numbers of causalities mostly young people between the ages of 17-40 years old[22]. According to OCHA report of 4 October 2018, 205 Palestinian people have been killed including 38 children. More than 21,288 people were injured, 11,180 (52.5%) of them hospitalized. There were 4,250 children injured, comprising 20% of total injures.[23.] This has placed immense pressure on the already crumbling health system.

These demonstrations coupled with the residual psychosocial impact of the 2014 hostilities and deteriorating socio economic conditions, have had significant repercussions on the resilience and coping mechanisms of Palestine refugees in Gaza. Mental health concerns and psychosocial difficulties feature prominently across the population, as manifested in stress-related symptoms, depression, anxiety, and difficulties at school and within homes. According to Palestinian Non-Governmental Organizations (NGOs), 51 per cent of children in Gaza suffer from post-traumatic stress disorder as a result of the 2014 hostilities.

As a result, the education sector in Gaza continues to operate under severe constraints and resource limitations, demand for education continues to grow. These factors make it important for humanitarian actors to develop multifaceted interventions that address provision essential learning materials, remedial education and psychosocial support in Gaza.

1.6   Drivers of Vulnerability – Focusing in on the target population

To complement the Government's sectoral priorities and to identify the key drivers of vulnerability in Palestine, in 2016 the UN System produced the Common Country Analysis (CCA) which investigated the structural obstacles to achieving the 2030 Agenda imperative revealing that beyond the impact of the occupation, especially-vulnerable Palestinians are also profoundly affected by one or more of locational, economic, institutional-political, socio-cultural and violence-related drivers of vulnerability. From both the humanitarian and development perspectives, some of the common and interlinked drivers of vulnerability for education include:

- **Locational drivers of vulnerability**: access to education, the impact of mobility restrictions on school-age children, and the impact of the high cost of transportation to get to schools is clearly related to the geographical situation in which people live. In this regard, the following vulnerable groups are of particular concern as their geographical situation impacts access to education for children in those communities including in Area C, especially Bedouin and Herder communities in Area C, and Hebron H2 residents.
- **Violence as a driver of vulnerability**: security concerns, including violence, harassment and intimidation of children directly impacts on their ability to access education.
- **Economic drivers of vulnerability**: these are noted in the linkages between poverty and negative coping mechanisms as these relate to access to education, such as a reduction of education expenses by households (HHs) living in poverty and an increase in child labour.[24]
- **Institutional and political drivers of vulnerability**: these include insufficient school infrastructure, a lack of adequately trained teachers, out-dated teaching methods, shortages of classrooms, a lack of education and learning materials, and a lack of coordination.[25]

The vulnerable groups include: children facing obstacles in accessing school; students, teachers, and administrators in schools vulnerable to occupation-related incidents; children subject to violence; children in labour; out-of-school children; adolescent girls as well as boys; food insecure HHs headed by women; and persons with disabilities.

This ECW MYRP will contribute to addressing some of the drivers by focusing on the most vulnerable areas, such as Hebron H2, East Jerusalem, Area C, and Gaza wherein access to basic services, the ability to cope with shocks, and ability to graduate out of poverty is lower than

---

[22] Ministry of Health reports that 70% of the casualties are persons between the ages 17-30

[23] Some injuries have caused long-term disability: as of 3 July, 53 had received lower limb amputations and eight had upper limb. Eleven of the amputees are children. Additionally, at least ten other Palestinians have been left paralyzed following spinal cord injuries. In the majority of the additional cases the full implications of the injury will only become clear in the future, depending on the quality of treatment and rehabilitation.

[24] CCA page 77.

[25] CCA page 89.

elsewhere. The MYRP will also address discriminatory socio-cultural norms that affect some groups more than other, for example children with disabilities in their access to quality education. In addition, interventions will be geared towards insuring protection of the most vulnerable children from violence in and out of schools.

The MYRP targets the following beneficiaries in the West Bank and Gaza (which will be specified during inception):

- Girls and boys (4-17 years) with a particular focus on vulnerable children with disabilities (CWD), Out of School Children (OOSC) and children at risk of dropping out in the hardest to reach areas of East Jerusalem, H2/Hebron, Area C and Gaza.
- Teachers and educational personnel, particularly those in vulnerable, hard-to-reach, militarily encircled and besieged areas.
- Local education stakeholders and community members.

II THEORY OF CHANGE AND STRATEGY

The following section outlines the proposed theory of change and strategic approach that will contribute towards achieving the overarching goal of ensuring access to and continuity of quality and safe education opportunities for conflict-affected children and youth in Palestine with linkages to ECW's first response investment in Gaza. At this highest level, the Theory of Change (ToC) reflects and responds to the rights of all children to have access to basic education as enshrined in the 1960 UNESCO Convention against Discrimination in Education; 1989 UN Convention of the Right of the Child (CRC), ratified by the State of Palestine; and the Sustainable Development Goals (SDGs) 4, 5 and 10. In addition, ToC responds to the rights of all children to a safe education as enshrined in Safe School Declaration 2015. Following highlights the main elements of the ToC for the MYRP and recognizes that this is a tool for planning, management and M&E, and will be modified over time especially in review and preparation for years two and three.

Based on the problem statement and root causes detailed in the previous section, the Theory of Change statement focuses on:		**Series of assumptions**:
If students can safely and regularly access quality and appropriately equipped learning spaces; and **If** teachers and schools are enabled to provide relevant quality education supports and inclusivity including life skills and PSS; and **If** the MOEHE can coordinate and manage the identifying, tracking and supporting of these students through strengthened systems and response mechanisms during crises and emergencies	**Then** vulnerable students in Area C (Bedouin and Herder), Hebron H2, East Jerusalem and Gaza will experience improved quality educational opportunities, outcomes and positive development processes	• Government and partners are willing and committed to achieve better education outcomes for children and adolescents, based on generated evidence • High level of coordination and engagement of the MOEHE • Sustainability will results through said interventions • There is willingness in Gaza and the West Bank to communicate and share experiences. • There is willingness among local officials, teachers, parents and adolescents to acquire more knowledge and information to achieve better education • Selected implementing partners have capacity to implement the planned project activities and produce high quality products (learning objects, coding platforms, etc.) • Teachers, principals, supervisors are open and willing to pilot innovation • Security situation allows for uninterrupted implementation of training activities • Innovative approaches presented will contribute to enhanced quality learning

		- Tested approaches will enhance quality learning in this context - All children will enrol in school regardless of their status or abilities - All teachers who are trained can apply the learned skill effectively - The school/education systems is committed to improving its preparedness/DRR to better respond - Gender societal relations and norms can be positively influenced through classroom learning and supports - MOEHE and education directorate in East Jerusalem, Area C and Gaza are committed and willing to achieve the expected results of the project.

Strategic Overview

By effectively bridging the humanitarian-development divide, the strategic intention is to catalyse innovative approaches combined with evidence-based interventions to meet the needs of conflict-affected children and youth in the said targeted areas of Palestine and to strengthen the education system to manage and coordinate protracted conflicts and chronic crises. The strategy seeks to specifically increase access and continuity of relevant education for conflict-affected girls and boys through interventions that promote protection, inclusion, equity and quality of education as outlined below.

Access and Continuity of Education

The ECW MYRP will improve access and continuity of education to the most vulnerable children in targeted areas by ensuring safe transportation and protective accompaniment for children who may otherwise miss classes or drop-out of schools due to a long and unsafe school commute. One of the main impediments, noted in the analysis section and for example, is in Area C where the distance from children's homes to their schools. There students often must walk up to 10 kilometres to get to and from school, putting their safety at risk. Girls in particular are at high risk of school dropout due to the parent's fears for their safety during the school commute. According to a mapping exercise by the Education Cluster and Child protection Working Group on "Access to Education" there is direct correlation between girls' school dropout and the presence of IDF soldiers at checkpoints and travel by public transport to reach schools.

The programme will also improve infrastructure in the existing KGs and schools, and take into consideration inclusive access, eco-sustainable, child-friendly and universal designs ensuring the availability of spaces for children to receive pre-primary and basic education. The schools in the targeted locales are lacking in terms of classroom availability, debilitating structures and lacking in the necessary equipment and tailored learning supports needed for all children including disabled. A special focus will be placed on children with disabilities who through the provision of assistive devices will be enabled to participate in the learning process.

Through targeted education support to children under house arrest and hospitalised children, the programme will enable access and ensure continuity of learning to children affected by legal or health concerns. Improved data on children under house arrest and mechanisms for their integration into schools after they are released from house arrest or hospital will also contribute to the reduction of school drop-outs.

Continuity of education will also be strengthened through system-level interventions that will ensure that schools and communities are prepared for emergencies and have in place the capacities to continue delivering education during crises.

Protective Environment
The ECW MYRP will improve the protection of the learning environment for girls and boys in the targeted areas of Palestine which is characterised by protracted armed conflict, recurrent disasters, and impoverishment. In particular the programme will support strengthening PSS services to children and teachers affected by violence and harassment as well as children under house arrest or hospitalised for a prolonged period of time. Caregivers, namely teachers, counsellors, and parents will be given specialized training in positive discipline recognizing children's rights to protection from physical punishment and to discipline that respects their dignity. Investments in promoting life skills education through teacher training will also contribute to the reduction of violence and protection of students in and out of schools. Transportation and protective presence interventions will ensure that children's commute to school is safe and free of risks associated with their interaction with Israeli military, police or settlers.

In collaboration with the Protection Cluster partners and Ministry of Social Development, the programme will aim to improve effective identification and referral of child protection issues, and observation of the Minimum Standards of Interagency Network for Education in Emergencies (INEE) best practice on conflict and gender-sensitive education as well as the Inter-Agency Standing Committee (IASC) Guidelines for Gender-Based Violence Interventions in Humanitarian Settings.

The provision of a protective environment will also be supported by strengthening education stakeholders' capacity to collect and make available emergency-relevant education data and strengthening UNRWA EMIS system and strengthening and mainstreaming rapid assessments and incident verification in order to quickly identify and respond to protection issues.

Inclusion and Equity
Inclusion and equity are promoted through the ECW MYRP for the most vulnerable and marginalised target groups. The MYRP aims to improve enrolment and prevent drop out of Bedouin and herder communities living in Area C, students in East Jerusalem and Hebron H2 residents and schools at particular risk of military presence and entry (predominantly boys' schools), and children with disabilities. In the Bedouin and herder communities, adolescents' girls, whose access to education is especially at risk due to unavailability of schools and/or long unsafe commutes will be targeted by the ECW MYRP's transportation and infrastructure improvement interventions. Particular areas have been identified as having a critical need for this support and other areas will be studied further to ascertain similar needs. Adolescent boys, who may be at higher risk of harassment and arbitrary searches at checkpoint crossings, will be particularly targeted by the protective presence interventions as well.

The focus on life skills education and citizenship education is also aimed at empowerment of girls who in the Palestinian context tend to have higher learning achievement and completion rates than boys, yet rarely emerge as leaders or decision-makers in the society and are seldom entrusted with managerial or business matters.[26] Life skills education programmes that are part of the MYRP are aimed at developing in girls not only the skills for learning, but for personal empowerment, active citizenship and employability. In that regard, the programme aims to strengthen girls' empowerment so they can become active future economic and social actors in their communities.

---

[26] CEDAW Committee 2017

The programme will address the needs of girls and boys with disabilities through specific interventions that will include the provision of assistive devices as well as comprehensive teacher training on inclusive education in government and UNRWA schools to ensure that their learning needs are adequately addressed and they have access to safe and enabling learning environment.

Quality Education and Learning
The Programme will contribute to strengthening the quality of learning through teacher-supervisors and principals training and development of pedagogical materials to strengthen integration of life skills and inclusive education into the teaching and learning practice as well as approaches for PSS. Innovative approaches to delivering curriculum content such as Learning Objects will be scaled up to ensure the whole system uptake. The programme will facilitate teacher and supervisors' training, and implementation of innovative approaches to life skills, such as Learning Objects and DEAL (Digital entrepreneurial Adolescents Leaders) approach, as a way to mainstream LSCE in formal and non-formal settings targeting children and adolescents, including those at risk of dropping out or already out of school.[27]

The quality of learning will also be strengthened by the creation of the robust counselling and PSS support to teachers and students affected by violence. Two innovative approaches will be further developed during the MYRP programme: 1.) There will pilot a mobile clinic approach where the most marginalised (especially ex-detainee/under home arrest) and affected cases will be identified, supported and/or referred with support from a partner. Though this initiative was planned and initiated at a small scale, the MYRP will allow for a full testing at a larger scale. 2.) UNRWA schools programmes enable continued access to quality education for Palestine refugee children through alternative learning modalities, emphasizing safety and security, enhancing PSS, and capitalizing on community engagement. Aspects of this programme will be further developed and sustained through this ECW MYRP.

System Strengthening
Finally, the programme will contribute to strengthening the capacity of the education system to respond to shocks and sustain inclusive quality provision of education during the after emergencies both in the West Bank and Gaza. The programme will do that by focusing on MOEHE capacity to coordinate response through robust internal contingency planning at Directorate and school levels as well as through the close coordination with EiE WG partners. MOEHE and UNRWA will strengthen capacities for data collection and management to ensure children can be identified, monitored and supported appropriately. The resilience of the system will be strengthened by ensuring all stakeholders especially at the school level are prepared, ready for emergencies and capable of ensuring protection of children. The investments will be made in the teacher professional development as well as in setting up systems to provide PSS in the most vulnerable areas.

---

[27] Learning Objects (LOBs) introduce a powerful methodology for building life skills through teaching. A learning object is a set of learning activities and learning resources that are put together in a meaningful order to achieve at least one learning outcome. The main components of an effective LOB are learning resources (that can be accessed anywhere and anytime), learning activities (class and group discussions, projects, worksheets, experiments or crafts) and instructional strategies that glue the different parts together to optimize the learning outcomes. DEAL is another innovation that will be used in the programme and focuses on gamification of learning and developing coding skills for students in grades 7-9. A platform for interactive peer-to-peer learning and exchanges allows students to interact and learn in groups and teachers to both deliver continuous guidance to students and monitor progress.

Goal: Girls and boys aged 4-17 affected by crisis, inclusive of vulnerable groups, have continued access to complete quality education in a protective learning environment

Access	Equity & equality	Continuity	Learning and skills / quality	Protection

OUTCOME 1
Improved access to and continuity of inclusive, equitable and gender responsive education and learning opportunities for girls and boys (4-17 years old)

OUTCOME 2
Improved quality and relevance of education for girls and boys (6-17 years old) in a safe and protective environment

OUTCOME 3
Strengthened capacity of the education system to respond to chronic humanitarian needs and deliver coordinated response in crises.

OUTPUT 1.1
k-12 girls and boys, and teachers are able to safely and consistently access school.

OUTPUT 1.2
Girls and boys who are out of school are able to access remedial education and support toward school re-entry

OUTPUT 1.3
Girls and boys (4-17), including those with disabilities, have access to safe quality learning spaces and materials

OUTPUT 2.1
Teachers in conflict affected areas are equipped with the knowledge and skills to deliver inclusive education and quality student-centered life skills and citizenship education.

OUTPUT 2.2
Schools in conflict-affected districts provide adequate PSS support to girls and boys and teachers.

OUTPUT 3.1
MOEHE has strengthened its capacity for crisis-sensitive planning, management, monitoring and coordination of humanitarian response.

OUTPUT 3.2
MOEHE has strengthened data collection and information management to seek out and monitor children most marginalized and impacted by the crisis

OUTPUT 3.3
Schools in targeted areas have capacity to respond to and manage gender sensitive education provision in emergencies and crisis situations.

Outcome 1 activities:
- Conduct assessment to determine specific transport needs for geographically remote students and engage all stakeholders in identifying possible cost-effective solutions for safe access
- Provide protective presence for safe access to school
- Strengthen capacity of the EJ Directorate, UNRWA staff and relevant educators to provide and manage access to alternative education for out of school children and where possible re-entry support
- Improve infrastructure of government and UNRWA schools, and government KGs to enable greater student access
- Provide assistive devices for children with disabilities to access schools
- Provide learning support kits, assess school equipment needs to enhance access for marginalized students

Outcome 2 activities:
- Train teacher/education staff on LSCE and skills development in government schools
- Train teacher/staff on Inclusive Education in government & UNRWA schools; for UNRWA schools this includes the Inclusive Education Policy, Toolkit for identifying and responding to the needs of students with additional learning, health or psychosocial needs, SBTD, L4tF and HRCRT
- Deploy and train School Counsellors and innovate approaches to scale up PSS in government and UNRWA schools; train teachers, parents, and counsellors in PDET and PDEP
- Strengthen UNRWA strategic support structures to guide and professionally support education staff in relation to emergency response and crisis management

Outcome 3 activities:
- Build capacity of education personnel at all levels to identify and adapt/respond to emerging education needs
- Strengthen the CrisisCel at the MOEHE and provide guidance to establish of Command Management Systems at Directorates and schools' levels; strengthen MOEHE coordination function through training of designated MOEHE Unit or additional staff support
- Improve data collection (disaggregated by age, sex, disability, geographic location, etc.) and data use of emergency-relevant education data, collection processes at school; strengthen and mainstream rapid assessments; strengthen the use of the UNRWA EMIS
- Strengthen school-based emergency preparedness and management including teacher training on DRR and INEE in government & UNRWA schools

III. RESULTS AND PARTNERSHIPS

3.1 Results Structure

This programme aims to strengthen the resilience of affected local communities, children and their families in Gaza, East Jerusalem, Hebron and Area C through:

- Improved access to and continuity of inclusive, equitable education and learning opportunities for girls and boys.
- Improved quality and relevance of education in a protective and safe learning environment.
- Strengthened capacity of education system to respond to emergency needs and deliver a coordinated response in crises as part of the education system overall plan.

This programme will support Palestinian children in government and UNRWA schools. Knowledge and resource sharing between the two systems (MOEHE and UNRWA) will be a key element in this programme to build the institutional capacity of both systems. The three outcomes directly are linked to five ECW Outcomes as demonstrated in the strategic outline in the previous section.

OUTCOME 1: Improved access to and continuity of inclusive, equitable and gender responsive education and learning opportunities for girls and boys (4-17). The interventions under this outcome are expected to ensure and respond to issues of access, equity and gender equality, increased continuity of education and protection of crisis-affected children (ECW outcomes 1, 2, 3, 5). They will specifically address the challenges of safe transportation to schools; access to quality education of children with disabilities; children under house arrest or children in prolonged hospital care; poor physical conditions of schools and KGs, including gender sensitive WASH facilities that facilitate girls' retention in schools.

This outcome will be achieved through the attainment of the following outputs and interventions. (Additional details of analysis and evidence for the following interventions can be reviewed in the links provided in Annex 4).

Output 1.1 K-12 girls and boys and teachers are able to safely and consistently access school.
Two key interventions will be undertaken to fulfil this output:

A. Transportation will be provided to children whose homes are either located in remote areas or whose school commute is unsafe due to the risk of settler harassment and violence. This will improve access, continuity and protection of children as well as to ensure that the most vulnerable children – girls living in remote areas and children with disabilities in particular – can safely access education. One of the main impediments in access to education in Area C is the distance from children's homes to their schools. There, students often must walk up to 10 kilometres to get to and from school, putting their safety at risk. Girls in particular are at high risk of school dropout due to the parent's fears for their safety during the school commute. According to a mapping exercise by the Education Cluster and Child protection Working Group on "Access to Education" there is direct correlation between girls' school dropout and the presence of IDF soldiers at checkpoints and travel by public transport to reach schools. As the first year pilot only one 4x4 vehicle will be provided to the localities with the greatest number of students in critical need of transport where no other alternative is available.[28] This will test the sustainability of the approach and allow for an impact assessment on school attendance and drop out of children. Based on the outcomes of the first year implementation additional request will be added to the budget for consideration in years two and three.

---

[28] The Bedouin locality of Idqayqah in the Yatta Directorate of Hebron does not have any paved roads connecting it with other areas; the Israeli military conducts training in the surrounding area; and the community is extremely poor. There is one co-ed Idqayqah Basic School for grades 1-6. After finishing sixth grade, students must walk at least 6km to the next group of localities (Ka'abneh, Saray'a and Hathaleen) where there is a school for grades 7-12. The only options are either by foot, on donkey or if some parents have a farm tractor to occasionally drive their children part of the way. Buses cannot reach Idqayqah or drive on the dirt path; only a 4x4 jeep can travel the road. Consequently, students drop out of school. In such a conservative community, the first victims are the girls, whose parents fear they travel this long road, particularly during Israeli military trainings and the winter season. MOEHE has reported that between 2015-2018 school years, those who finished grade 6 at Idqayqah were 56 students. They were supposed to move to the other schools, but only 16 of the 56 are enrolled although not always attending. MOEHE indicated that 40 children dropped out (25 females, 15 males). As expected, the number of female dropouts is higher. The only option for the student return to school is the procurement of a 4x4 jeep (for 12 passengers) that will make the trip several times a day to transfer all 56 students. MOEHE has indicated that once the jeep is purchased, it guarantees to allocate the necessary operational funds. Moreover, MOEHE has an understanding with the Ministry of Finance to cover the following operational costs: driver, gasoline, insurance, vehicle maintenance including tire replacements.

B.   Protection and accompaniment will be provided for children on their way to school in the most affected areas of Hebron and East Jerusalem. Reflecting the Cluster principle of accountability to affected populations, this intervention will be implemented based on consultation with and demand by the community and school staff who indicated that protective presence reduces the number of incidents at checkpoints and increases children's sense of safety.

Output 1.2 Girls and boys who are out of school are able to access remedial education and support toward school re-entry.
Two key interventions will be undertaken to fulfil this output:

A.   Hospital-based education will be provided to approximately 40 pre-identified children (subject to change at time of implementation) that are undergoing lengthy medical treatment (cancer patients and children undergoing dialysis) in East Jerusalem and Hebron in 4 hospitals that are specialized in those particular treatments and that have a Determination School. The MOEHE (under the JFA programme) is currently providing mobile teachers in these schools. However, according to the MOEHE, more quality assurance and sustainability is needed through specialized support on inclusive education methods and a child-centred pedagogy with tailor made individualized support based on the specific health situation of the students. Therefore, this component complements MOEHE's intervention through the provision of educational experts in inclusive education and child-centred pedagogy, who will be selected in close cooperation with the MOEHE. Consequently this intervention will not be paying teacher salaries, but the hourly rate of the expert fees. This will guarantee furthermore the sustainability of the project through the transfer of knowledge and hands-on training to the MOEHE mobile teachers in the hospitals.

B.   Remote education will be provided to children under house arrest or released from detention in East Jerusalem and Hebron (approximately 800 children annually).[29] An innovative approach will be to test mobile classrooms and teachers while simultaneously strengthening school-based follow-up and remedial education for students who re-enter the education system after prolonged absences. To increase access and the continuity of education for children who faced detention, interventions under this output will include the assessment of student needs; the development of individualized plans for each child; the provision of tailored remedial education and psychosocial support (PSS); and the facilitation, with the MOEHE, of boys' and girls' reintegration into the formal education system. This will involve close cooperation and partnership with the MOEHE in programme implementation, especially in the delivery of instruction and the reintegration of detained boys and girls into the formal education system. UNRWA will provide these services as well in West Bank locales through the deployment of teachers, developing self-learning materials and training teachers in employing UNRWA's Self-Learning programme effectively. UNRWA will also further strengthen its Self-Learning Programme by developing printed self-learning materials based on the core concepts of the Palestinian curriculum in the core subjects of Arabic, Maths, English, and Science, developed in line with the UNRWA Curriculum Framework,

Output 1.3 Girls and boys (aged 4-17 years) including children with disabilities have access to safe quality learning spaces and materials.
Three key interventions will be undertaken to fulfil this output:

A.   Infrastructure improvements will be made to UNRWA and government schools (and where appropriate private schools) including pre-primary 0 grade classrooms and KGs in East Jerusalem, Hebron and Area C where the physical conditions of schools are preventing quality learning and pose

---

[29] The data presented in the ESSP 2017 notes case numbers for 2016 as: Arrests 135, detention 793 and injuries 778. Based on that data, the intervention will project 800 children per year totaling 2400 for 3 years (home arrests plus ex-detainees who are in need of learning support). Once identified, the children will be assessed for specific PSS needs which will be provided through our team, partners and by the counsellors for the affected children as well as for the parents concerned. For education, an assessment of the affected children will be carried out in collaboration with the MOEHE. The teachers/facilitators will be recruited and trained from within the communities based on pre-identified criteria (not staff currently on the MOEHE payroll). The training will be conducted in close coordination with the MOEHE training department. The sessions will be four to six hours after school and during week-ends depending the community request and priorities. Some of the provision to the sensitive cases will be home based. In addition to academic context extracurricular activities will be organized as well.

threats to safety of children. The interventions will include building the capacity of the EJ Directorate to carry out the rehabilitation projects and manage the delivery of education services in Waqif and private schools further strengthening the systems component as well. The scope of rehabilitation works will address the critical environment priorities including enhancement of the safety and security measurements at the school levels, improvement of labs, general maintenance including civil works (plastering, painting, doors and windows), electricity and mechanical installations. Additionally, facility improvements will include infrastructure development to provide accessibility for students with disabilities and upgrading WASH facilities especially for girls. The rehabilitation work will complement the support to Ministry efforts in re-adjusting existing classrooms to host grade 0.

B. Children will be provided with essential learning supports and equipment. UNRWA will provide learning support kits and supplies for its schools in West Bank and Gaza to enable student learning but also teacher training. Children with disabilities in all four locales will be provided assistive devices without which their participation in the education process is severely impeded. After an assessment in all schools (government and UNRWA) to determine type and number required, the appropriate assistive devices will be procured for those in need in close coordination with the Special education counselling department of the MOEHE which identified this as a high need.

C. Essential ICT equipment will be purchased for schools especially to support learning and teaching in inclusive classrooms, and based on the needs and priorities of the MOEHE. In the first year a needs assessment will be conducted in all schools in the West Bank and Gaza jointly with an individual expert and in close cooperation with the MOEHE to determine the needs for computers and tablets. Based on that assessment outcome, ICT needs will be detailed and budgeted for years two and three. The provision of technology in the classrooms is part of the digitalization plans of the MOEHE as enshrined in the Education Sector Strategic Plan (ESSP) 2017-2022 and part of the Inclusive Education policy. The use of technology will further guarantee quality assurance and further enhance teaching and learning in classrooms with teachers that are applying inclusive and child-centred teaching methods.

OUTCOME 2: Improved quality and relevance of education for girls and boys aged 6-17 years old in a safe and protective environment. Outputs and interventions under this outcome are expected to contribute to the improved learning and skills outcomes, continuity of learning, as well as to ensure the protection of the most vulnerable students affected by the ongoing humanitarian situation (ECW outcomes 3, 4 and 5). Responding to the challenges outlined in the introduction, the ECW programme will help enhance the quality of educational service provision as well as increase protection of students affected by the crisis through completing the following outputs and corresponding initiatives. (Additional details of analysis and evidence for the following interventions can be reviewed in the links provided in Annex 4).

Output 2.1 Teachers are equipped with the knowledge and skill to deliver inclusive education and quality student-centred life skills and citizenship education.

One key intervention will be undertaken to fulfil this output:

A. Partnering with the MOEHE and National Institute of Educational Training, the MYRP will invest in training teachers and education personnel on child-centred, gender-sensitive and protective pedagogy in the following:

- Life Skills and Citizenship Education (LSCE) framework: The programme will facilitate teacher and supervisor training, and implementation of innovative approaches to life skills, such as Learning Objects and DEAL (Digital entrepreneurial Adolescents Leaders) approach as a way to mainstream LSCE in formal and non-formal settings targeting children and adolescents including those at risk of dropping out or already out of school.
- Inclusive education principles: In line with the goals of the MOEHE's Inclusive Education strategy and UNRWA's Teacher and Inclusive Education Policies, training will be provided through innovative methods (including use of technology for training as noted in 1.3.3), project-based learning and action research conducted to empower teachers to respond to the specific needs of children with disabilities and address issues of gender disparities and social inclusion for government and UNRWA teachers. Through its professional development programmes, UNRWA will promote inclusive child supportive teaching and

learning practices contributing to an overall protective learning environment in both West Bank and Gaza. These include the School Based Teacher Development programmes I and II for teachers; the Leading for the Future programme, which targets school principals; and the Human Rights Conflict Resolution and Tolerance Programme for students and staff to enhance teaching and learning of human rights, conflict resolution, and tolerance. These programmes also emphasise the importance of community involvement and engagement in the education system and listening to the voices of stakeholders – which is of value for all schools in Palestine.

- The MYRP will support government and UNRWA schools simultaneously will also promote exchange of materials, toolkits and other capacity strengthening approaches that have been proven effective, between the two systems. For example, UNRWA's experience in developing a comprehensive inclusive education toolkit and a comprehensive approach can support MOEHE training and capacity development approaches.
- Support teachers to be trained in specialized techniques and deployed in UNRWA schools in Gaza and government schools in the West Bank to provide additional support to children with disabilities and additional learning needs, including for those with conflict and crisis-related injuries or chronic health needs. The support teachers working alongside class teachers will provide a target injection of support to assist the most vulnerable children from dropping out due to the emergency context in Gaza and its impact on the level of academic achievement on certain children which hinders them from transitioning to the next grade.

Output 2.2 Schools in conflict-affected districts provide adequate psychosocial supports to girls, boys and teachers.

Three key interventions will be undertaken to fulfil this output:

A. MYRP will support the recruitment, training and deployment of psychosocial counsellors in government and UNRWA facilities to increase protection and ensure quality and continuity of learning. MYRP will promote an integrated approach towards education and child protection by offering PSS to vulnerable children – such as those who struggle to participate in education activities and who require additional assistance in some form – and children exhibiting protection risks. Interventions will focus on strengthening the MOEHE's capacity to deliver PSS to the areas with a shortage of school counsellors through deploying mobile counselling services and other innovative approaches. These will include: The HEART (Healing and Education through the Arts) approach which uses expressive arts to provide psychosocial support, enhance creative learning, and facilitate fun for children affected by serious or chronic stress. The design of the programme and the implementation of activities will take into consideration all gender sensitivities.

B. MYRP will build the capacity of the MOEHE in providing PSS to students and their families during the emergency situations through the PSS School Based Emergency Teams (SBET). MOEHE established Emergency Response Team in each Directorate that comprised of 15-20 Schools' Counsellors to respond to incidents within the first 48 hours. During the initial, immediate response, the 17 SBETs across the West Bank will provide affected children and their families with psychosocial first aid (PFA); raise awareness of parents on how to support their children during emergencies; and make an initial assessment and determine follow up as needed. To ensure the different needs of boys and girls are met, the approach provides gender specific and age specific group counselling sessions and referral pathways services. In addition, specialized and continuous mental health support may be required for some cases.

C. Support will be also provided to UNRWA schools in the most vulnerable areas to ensure that they promote a welcoming environment that is supportive of the individual and diverse learning and psychosocial well-being needs of children. Building on the UNRWA inclusive education approach to the provision of PSS, activities would involve the recruitment of school counsellors, both in Gaza and the West Bank, and further capacity development for counsellors on this approach, as well as dealing with specific issues affecting children in conflict zones (such as loss and grief, severe PSS needs and violence in schools) and providing support to children with disabilities. Recreational activities will be scaled-up and in UNRWA schools in the West Bank, dedicated recreational spaces will be identified, maintained, and refurbished. UNRWA has already developed a Psychosocial Support Recreational Activities Resource Guide that could be of use in all schools in Palestine.

OUTCOME 3: Strengthened capacity of the education system to respond to chronic humanitarian needs and deliver coordinated response in crisis. This outcome seeks to ensure provision of access, continuity and a safe and protective learning environment for all crisis affected children and youth. Building on the on-going process of strengthening MOEHE capacity to responds to emergencies, the education stakeholders, at various levels of the education system, will enhance the knowledge and skills for better planning, managing and coordination of education in emergencies including data-informed decision making, monitoring and reporting, including through strengthening the existing UNRWA EMIS system. Furthermore, the MOEHE national Contingency Plan will be operationalised to ensure school level capacity for the emergency planning and management. This outcome will be achieved by focusing on the following interventions. (Additional details of analysis and evidence for the following interventions can be reviewed in the links provided in Annex 4).

Output 3.1 MOEHE has strengthened its capacity for crisis-sensitive planning management, monitoring and coordination of humanitarian response.

Two key interventions will be undertaken to fulfil this output:

A. Strengthen the CrisisCel at the MOEHE for preparedness, response and recovery through staff capacity development and provide guidance for establishing of Command Management Systems at 17 Directorates and at school levels as per MOEHE Contingency Plan 2017.

B. Strengthen the professional skills and competencies of MOEHE staff managing emergency response and coordination through training of the first responders at the MOEHE, Directorate and school levels. Also, training support will be tailored to the different scale and type of emergencies, profile of risks and their resulting impact.

Output 3.2 MOEHE has strengthened data collection to seek out and monitor the children most marginalized and impacted by the crisis.

Three key interventions will be undertaken to fulfil this output:

A. Build capacity, through dedicated technical support, education personnel at all levels in identifying and adapting to emerging education needs through systematically collecting and analysing and making available emergency-relevant education data, strengthening data collection processes at school, strengthening and mainstreaming rapid assessments.

B. Training of Ministry staff, including those in the various departments and in the targeted schools, on documenting education related incidents in and around schools. This intervention will also include capacity building of leading national child rights monitoring groups in monitoring, data validation and verification. This is in alignment with and in support to the MOEHE contingency plan.

C. Strengthen the application of the Agency-wide Education Management Information System (EMIS) to enable every UNRWA school to better manage its data. This would further strengthen evidence-based policymaking for UNRWA education. UNRWA is also working to strengthen its EiE data management through the development of an UNRWA Agency-wide EiE M&E Framework.

Output 3.3 Schools in targeted areas have capacity to respond to and manage gender- sensitive education provision in emergencies and crisis situations.

Two key interventions will be undertaken to fulfil this output:

A. Operationalise the MOEHE Contingency Plan through school-level resilience and capacity for emergency preparedness and response. Interventions will ensure that schools, particularly those in high-risk areas, will have standardised operating procedures for emergency response. Palestine's preparedness and response measures will take into account specific and diversified needs of girls and boys in emergencies. Students will be trained in emergency response procedures including first aid and in coordination with key partners including the Palestinian DCO, Civil Defence and PRCS. The interventions in support of this output will include training teachers on learning packages such as "The Training for Primary School Teachers in Crisis Contexts", "The Education in Emergencies Harmonized Training Package" and the "School-based Preparedness and Response."

B. Undertake 'School Risk Assessments', develop school contingency plans, and conduct specific training of school staff on safety, security, contingency planning and first aid skills in UNRWA schools. UNRWA will have a training package on safety and security in place that could be used in all schools

in the West Bank. Child participation will be an essential element in design and implementation especially in ensuring sustainability of school-based DRR, SDM, and Risk/Resource Mapping. UNRWA will also focus on developing the capacity of teachers to work in different ways in challenging conditions to ensure the continuation of education for children affected by conflict, i.e. helping teachers to effectively use alternative learning modalities, including the UNRWA Self Learning Programme.

3.2   Partnerships

Partners

Education partners have been actively involved in the development of the proposal and will play an instrumental role in its successful implementation. The ECW Task Force (TF) composed of UNICEF, Save the Children, UNRWA, UNESCO, UNDP, Representative Office of Norway to the Palestinian Authority, MOEHE and a local NGO, Pal Vision, guided the content development of the proposed MYRP. The programme's key outcomes and priority interventions have been discussed during EiE WG meetings that comprises of 47 education partners.

Partner selection

- The granting agencies will utilise their internal selection and procurement procedures to ensure timely agreements can be issued.

- Calls for proposal and expressions of interest (EOIs) will be coordinated to the extent possible, including the use of common text descriptions, establishing common timeframes, and leveraging partner long-term agreement to enable more efficient programming.

- All partners will be assessed in-line with the UN Harmonised Approach to Cash Transfers (HACT). Where capacity-building needs of local partners are identified through the assessment, ECW TF member, Save the Children, will work with the partner to help build their capacity, strengthening delivery of the MYRP and continued delivery of education activities in Palestine.

- Due diligence to context related issues will be done for each implementing partner as part of the individual agencies risk management framework.

Ways of Working

Implementation will be coordinated to maximise capacity and reach. This will include coordination on partners' selection and through the following mechanisms:

- **Partnership agreements:** To enable the timely issuing of partnership agreements, designated grant agent(s) will use their agency-approved template. To emphasise the collaboration and support of all granting agencies, and to adhere to the spirit of a joint-programming approach, common text will be placed into all programme descriptions clearly articulating the nature of the joint ECW MYRP and to the role of grant agent(s). This measure is in the spirit of Joint agreements and enables a light-weight means of underpinning these shared values.

- **Joint monitoring and reporting:** Each partnership agreement will clearly specify that only one ECW monitoring or progress report is required for each reporting phase. This single report will be shared among and submitted jointly to grant agent(s). This will be the case regardless of whether or not funding is provided to implementing partners by one or more grant agency. Grant agencies directly funding each partner will be responsible for ensuring this joint report is submitted on-time.

- **Progress and Final Reports**: Grant agent(s) will hold equal responsibility for contributing to the comprehensive ECW reports for each reporting period, as outlined in the monitoring framework. The initial drafting will be led by the ECW Programme Manager with further articulation and vetting by the grant agencies, with support from partners. Report drafts will be reviewed by the SAG ahead of submission to the Steering Committee.

- **Co-branding:** In order to demonstrate enhanced collaboration, all documentation funded through ECW contributions will follow the outlined branding guidelines. Co-branding is also to ensure implementing and operational partners who make contributions are provided with enhanced visibility and recognition for their work.

- **Accountability:** MYRP is a joint programme and the five main agencies involved (the main grantee plus the four sub-grantees) will be responsible for their respective outputs and ensuring initial levels of accountability are in place. However, UNICEF, as the lead grantee, will be accountable for the overall management of MYRP and its effective implementation.

Flexible and Adaptable Approach

The granting agent(s) will, where possible, design flexible partnership agreements and contracts that recognise the dynamic context which demands an ability to adapt delivery modalities to respond to changing needs and operational restrictions. Parameters to support additional flexibility will include:

- A six-month Course-Correct Review, building from data analysis and strategy decisions taken at the Learning Forum. Milestones will be set and reviewed to assess if mitigation strategies or pivot programming should be implemented, as well as adjust resource allocations to respond to needs aligned to the overall ECW strategy and goals. These will build from joint strategic decisions, not individual partner discussions.

- In addition to set reviews, ad hoc changes can be made to partners' programmatic agreements, provided that needs are clearly documented and clearance is provided by the corresponding granting agency, in coordination with other granting agencies and the Steering Committee.

3.3 Stakeholder Engagement

This Programme targets the following beneficiaries in the West Bank and Gaza:

- Girls and boys (4-17 years old) especially vulnerable children with disabilities, OOSC and children at risk of dropping out
- Teachers and educational personnel
- Local education stakeholders and community members

The conceptualisation and design of the ECW MYRP has been based on crucial stakeholder engagement and consultation. To ensure that the inputs for the ECW MYRP reflects current needs, but also presents a longer-term vision, as part of the ECW Scoping mission, development and humanitarian partners from 12 organisations met to discuss the needs, scope and focus of the programme and recommend activities. The proposed outline of the proposal was then presented and discussed with EiE WG partners. The ECW TF then discussed further details of the proposal including specific activities. Ongoing consultation of the ECW TF has taken place as part of the proposal development process, which has allowed for the proposed programme to be shaped by constructive and informed inputs and feedback.

Building on the robust process of stakeholder engagement in developing the programme, the implementation of the programme will be undertaken in a similar spirit. Government, partner organisations, and communities will be equally engaged in regular reviews and subsequent adaptation of the programme. Underpinning the design of the programme, is the need to adopt a flexible and adaptable approach, which will be accommodated by engagement of stakeholders through various channels. To ensure that the programme remains relevant and responsive, bi-annual consultations will be undertaken with all stakeholders to assess progress and agree on strategies needed to achieve results.

Communities will be empowered to assess the relevance of interventions and engaged in a process of designing approaches that are context appropriate. The aim is to both enable opportunities for course correction informed and led by the community, as well as reinforce community ownership of the overall programme.

- **Communities and Schools**
  Children, youth, education actors, and communities will play an important role in the success of this programme, overcoming common connotations of being regarded as beneficiaries. On the contrary, the ECW programme views communities as the primary implementers and a key decision-maker underpinning the success of the programme. Through community consultation and accountability mechanisms, communities will be empowered to guide prioritisation of activities and support the provision of quality through contributing towards the learning process and regular monitoring.

  Accountability to affected people is an active commitment that humanitarian and development workers must take into account. As part of the ECW MYRP it will be the responsibility of each implementing partner to engage communities and be accountable to those it is serving. Each partner must seek to operationalize accountability frameworks through community engagement, particularly through information provision, participation and feedback components. It is the role of the MYRP grantee and sub-grantees to ensure partners and projects are effectively mainstreaming accountability into the MYRP ECW framework. As a common mechanism, effective education response is based on active community participation - processes and activities that empower communities to engage in decision-making processes and take action on education issues. Community involvement and ownership enhance accountability, strengthen the mobilisation of local resources and support the maintenance of education services in the long term. Participation facilitates the identification of education issues and ways to address them within local contexts.

In this way, community participation in assessment, planning, implementation management and monitoring helps to ensure that education responses are appropriate and effective. The monitoring of community perceptions, the identification of communication channels and providing feedback to communities will be integral to the programme. This will also support existing feedback/complaint mechanisms.

- **Government**
  While no direct funding will be provided to the Palestinian government, the relevant line ministries and agencies will be a key partner in the implementation of the MYRP as they maintain responsibility for the overall sector. Programme activities will focus on building capacity of relevant line ministries to strengthen humanitarian response planning and improve coordination and alignment with other education agencies in the country, such as UNRWA and NGOs in the EiE WG. The overall objective of capacity building activities will be to ensure sustainability of programme outcomes beyond the programme lifecycle.

- **Implementing partners**
  Partner organisations and institutions have played an important role in the formulation of the MYRP and will be important actors in its successful roll-out and delivery. Local partners will be supported to assume more responsibility for quality assurance and programme management gradually throughout the implementation of the program

3.4   Risks and Assumptions

Against the backdrop of the ongoing humanitarian crisis in Palestine, successful implementation of the MYRP is not without risk at the contextual and operational level as well as the multiple agency level. These risks have been clearly identified and analysed and where possible mitigating actions and/or alternative arrangements have been planned. One of the greatest risks to the programme is an escalation of political tensions which may interfere in the delivery of activities through rising violence, social actions/strikes and restrictions to access enforced by the occupation for example. In order to plan for an escalation in security, MYRP partners will closely monitor the security situation in coordination with wider education partners and relevant stakeholders and conduct regular security assessments. If or when the local security situation deteriorates, the following procedure will be followed: a) Immediately inform the MOEHE/ECW Steering Committee on the situation; b) Coordinate with partners and suspend operations if necessary; c) Examine the possibilities of adopting different modalities to implement the project. In case of an escalation of insecurity, activities will be halted until the situation improves to a level that guarantees the safety of all project stakeholders. To ensure that the programme can remain flexible, UNICEF will communicate any security threats to the ECW and supporting donors so that they can support flexibility in programme modalities and relocation of activities to safer spaces where needed.

MYRP partners maintain appropriate levels of engagement (provision of information concerning our work) with the authorities to further mitigate restrictions on programming. In addition to these mitigating measures, sub-grantees will conduct capacity building activities with the MOEHE and schools in the areas of DRR, and with the development of Emergency Preparedness Plans (EPP) and staff training on the EiE approach in UNRWA schools. In the case of restrictions on movement, partners will use local workers from the site or alternative roads, if possible, to avoid staff being placed in danger.

As a programme that focusses on reaching some of the most vulnerable girls and boys in Palestine, child safeguarding is the greatest priority of the MYRP and it will ensure that all girls and boys are protected, and that the programme does not further harm children and the communities within which they live. Sub-grantees all adhere to strict Safeguarding and Child Safeguarding policies and procedures and will be responsible for ensuring that all downstream partners with whom they work are sufficiently trained in safeguarding and comply with organisational policies and procedures. In addition, the programme will have robust accountability mechanisms which will be established and sensitised amongst communities within which the programme will work so that all stakeholders are able to record complaints and/or concerns about any aspect of MYRP programming. Such complaints will be formally recorded so that appropriate action can be taken. In the event that a safeguarding incident occurs, UNICEF will notify the donor in a timely manner, as per safeguarding reporting procedures.

In addition to external risks, ensuring effective and successful implementation of activities by four sub-grantees is in itself a risk. Each sub-grantee will develop a risk management framework and will ensure regular monitoring for risk as well reporting to UNICEF. The MYRP will further mitigate these risks through regular monitoring conducted by UNICEF which will enable underperformance to be identified and a Performance Development Plan to be developed with agencies. Furthermore, UNICEF will coordinate and provide oversight for planning

and mitigating for risks identified especially for those related to multiple agency implementation. In addition to independent monitoring, as members of the Technical Steering Committee, four sub-grantees will be able to discuss obstacles and challenges at these Committee meetings allowing for mitigating actions to be developed.

A full and detailed outline of identified risks can be found in the Risk Analysis Matrix annexed to this proposal (Annex 1).

3.5   Sustainability and Scaling Up

Sustainability underpins the design and delivery modalities of the MYRP. The proposed programme recognises the need to sufficiently strengthen the capacity of the MOEHE to deliver the full spectrum of education activities in Palestine – both development and humanitarian – in close coordination with existing education agencies already delivering critical educations services to vulnerable Palestinian children. Whilst direct delivery of services form part of the programme, the bulk of interventions under the MYRP will focus on strengthening and streamlining existing services across the main education providers in Palestine (MOEHE, UNRWA, UNICEF, UNESCO and CSOs) with a view to capacitating the MOEHE to take a leading role in coordinating the sector. In designing the programme, care has been taken to avoid duplication of efforts by existing education providers, and instead has focussed on supporting existing efforts with complementary activities.

MYRP brings together existing and new system strengthening efforts across the sector. Not only do MYRP outputs provide a mechanism through which the sector is able to measure progress of capacity building activities with the MOEHE and UNRWA, but they force a streamlined and coherent approach to system strengthening. To avoid further building parallel institutions whilst delivering programme activities, grantees will work through the MOEHE on system strengthening.

The programme is designed to remain flexible and responsive to the needs of the sector, with ongoing review and adaptation of programme activities. The six-month inception period, at the beginning of the programme will be one such critical period wherein needs are reviewed and activities adapted accordingly. At the heart of this ongoing review process will be education stakeholders who include the vulnerable girls and boys, families and communities that will be reached by the programme. Ongoing consultation of these groups will be built into the M&E approach to ensure that the programme is responding to their needs – whilst doing no harm to communities – and to build community ownership of programme activities to strengthen credibility and acceptance from beneficiaries.

The MYRP looks to streamline efforts across the education sector, in close coordination and consultation with education agencies outside of the programme. As such, the proposed programme should provide a mechanism through which donors that are wishing to fund education activities in Palestine can do so via the MYRP. This will assist in building sustainability of donor-funded activities within Palestine enabling the sector to have a more coherent and measurable account of such efforts. The governance structure of the MYRP has been designed with this in mind – both in its financial and technical design – enabling funds and activities to be easily scaled-up in an efficient and cost-effective manner based on identified needs by MOEHE (See section IX Governance and Management Arrangements for further details).

3.6   Research and Knowledge

Formative Research

The proposed programme has been designed using detailed analysis from ECW TF members and education sector actors in Palestine. Whilst information used is reflective of current education needs, during the six-month inception period of the programme a detailed needs assessment will be conducted throughout the targeted areas in the West Bank and Gaza. The needs assessment will provide up-to-date data on the situation highlighting any gaps in the proposed MYRP response which will allow for a revision in programme approach and/or inform the education sector stakeholders of any new developments which require a response. During the inception process, an amended and further detailed budget will be developed for the ECW funding amount and a wider programme budget for additional activities that may be needed in-line with findings from the needs analysis. During the second year of the programme, further analysis will be conducted to verify the continued needs in the West Bank and Gaza, allowing for interventions to be adapted should a change in needs occur. As noted in the previous section, at year two, the programme can be appropriately broadened in scale and scope after year one findings.

Knowledge

Producing broader knowledge products and public goods will form an important aspect of the ECW program building on the positive tone set by partners already developing materials that are utilized and shared across the Sector. To avoid duplication, it is important that already existing resources are used to the maximum extent possible. UNRWA will play a key role here in making its resources available to other education providers in

Palestine. The lessons learned that are developed as result of this response will serve as an invaluable resource for future responses. In the same light the process of developing and implementing the ECW programme will also serve as an important case study of how international partners can collaborate and coordinate an education response. INEE will serve as an important platform for disseminating information about the project. In this regard, two types of knowledge products will be created:

1. **Contextually-relevant resources:** including situational analysis, localized learning and training resources, outreach & awareness resources, placement and progression tests, and as feasible, building plan designs. This will include specifically:
   - Assessment of Effectiveness and Scalability of 4x4 transportation, as well as its impact on access of children to school in Area C
   - Needs assessment study for students in need of assistive devices at public and UNRWA schools
   - Assessment of the Effectiveness of LOBS and DEAL approaches on life skills learning
   - Assessment of the Impact of teacher training on inclusive education on access of CWD to education

2. **Globally-relevant public goods**: will place emphasis on documenting lessons learnt and promising practice studies. In addition, templates and toolkits for the ECW grants process and reporting will also be refined and shared.

All resources produced by ECW supported partners will be made publicly available under creative commons protocols to promote wider uptake and distribution through INEE and other digital platforms. Efforts will be made to maximise digital media formats including blogs, videos, podcasts, and social media to document and distribute materials in reader/viewer friendly formats. Individual partner contributions to develop these products will be acknowledged through branding, following partnership guidelines outlined in the partnership section. Bi-Annual slide-decks and programme factsheets will be produced by UNICEF. These resources will help promote streamlined messaging with key stakeholders.

IV. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

4.1 Governance and Management Structure

The ECW Task Force (TF) for Palestine (see section 3.2 for membership) proposes the following governance structures to provide streamlined and effective financial and technical management of the MYRP. The proposed model is designed to promote the active participation of a range of partners and stakeholders from across the education sector in Palestine including the MOEHE. The model will ensure transparent and clear lines of responsibility and accountability contributing to a clear technical direction for the programme with robust financial procedures.

Strong technical and overall decision making leadership will be provided by the Technical Steering Committee and overall daily management of the programme's implementation is the responsibility of UNICEF as the primary grantee. Technical advice will be sought as well from the Education Sector Working Group in Palestine who will receive periodic programme progress updates and be consulted on the strategic direction of the programme. Further details on the roles and responsibilities of the management and governance bodies are provided below. Figure 4 presents the governance and management structure.

Figure 4: Governance and Management Structure
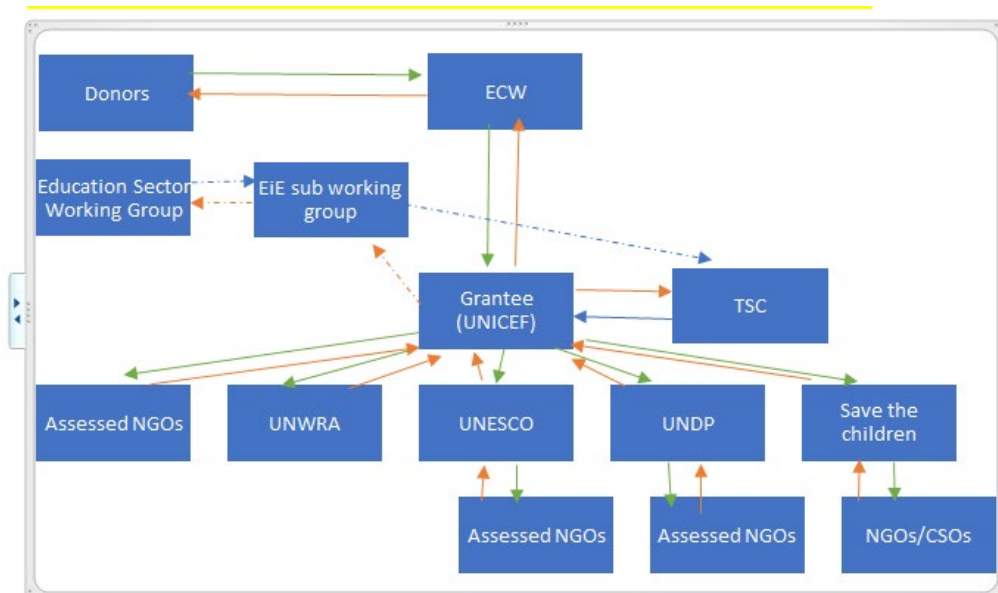
4.2   Roles and Responsibilities

ECW - The ECW provides the initial investment funds and will play a critical role in advocating for further resource contributions from other donors to reach the funding target of the multi-year programme especially in years two and three. During the implementation phase, ECW will provide political advocacy, strategic oversight and technical guidance to ensure agreed results during the duration of this multi-year programme. The ECW Secretariat also will provide: technical assistance and knowledge sharing, and oversight and quality assurance for programmatic implementation. ECW will be responsible for approving any major changes/adjustments to the program presented by the technical steering committee, reviewing high level reports on progress of the program and approving utilisation of additional donor funding.

Education Sector Working Group (ESWG) – The MYRP will work with the ESWG as a platform for presenting findings, addressing gaps and to utilise existing strategic governance mechanisms on education in Palestine. The ESWG will be updated through presentation of findings and information briefs, and consulted biannually on the progress of the MYRP. This will ensure that the interventions are a priority, relevant as well as streamlined and coordinated with activities being undertaken by partners across Palestine. ESWG will not have a reporting or decision making role.

Lead Grantee for overall MYRP Programme Management – Given its leadership role in the education sector, strong working relationships with TF members and agencies in the EiE and Education Sector Working Groups, and as a co-lead of the ECW TF, the MYRP will be managed by UNICEF. As the lead grantee, it is responsible for overall programmatic management including: coordination of the four sub-grantees, compilation of annual work plans, setting up annual targets in line with the MYRP and consolidation of programmatic and financial reports, monitoring of lead implementing partners, and reporting back to the Technical Steering Committee. UNICEF will dedicate specific resources, on behalf of the MYRP, for programme management, monitoring and evaluation, financial management, and capacity building of implementing partners on a set package of key sector standards.

UNICEF will situate the MYRP programme management under the Deputy (rather than under the Education) to ensure a direct line to UNICEF leadership and outside the Education Programme which will be managing the implementation of UNICEF's specific activities within the MYRP. UNICEF will leverage its partnership with SCI to support the overall MYRP evaluation and quality gender programming and oversight. SCI will take the lead on evaluation related work (compliance and programme) and will dedicate at least 20 percent of its Gender Expert to the MYRP.[30]

Technical Steering Committee (TSC) – The TSC is the key decision-making body for MYRP in country that is responsible for shaping the strategic direction of the programme overall. This steering committee co-led by UNICEF Representative and SCI Country Director will consist of one representative from MOEHE, UNICEF,

---

[30] ECW gender expertise will be provided up front to support inception and initial implementation work. The SCI Gender Expert, funded by Norway and Canada, will contribute initially 20 percent of her or his time to support MYRP to ensure quality gender programming and oversight. If need be in time, this percentage might be increased.

Save the Children, UNESCO, UNRWA, UNDP, one local CSO and two donor partners to be proposed by the local donor group. The TSC will oversee the ECW programme delivery and ensure strong technical guidance and strategic direction is given in a timely basis with a view to promoting coherence and effectiveness within the MYRP. UNICEF, being the lead grantee, will have the responsibility of routine management and oversight of the programme in addition to the coordination of risk and financial management of the grant. Based on the recommendation of the lead and sub-grantees, the TSC endorses the selection of the IPs. The TSC will report to the ECW Secretariat on a bi-annual basis to ensure accountability for results and disbursed funds. Members of the TSC will also be responsible for updating and consulting the wider education community in Palestine through ESWG on the programme's progress, ensuring that key stakeholders and beneficiaries are actively participating and having their voices heard in the ongoing development of the programme's strategic direction. The two donor representatives on the TSC will hold responsibility for engaging and consulting with the wider donor community to ensure harmonisation and streamlining of planned interventions with existing and forthcoming donor activities in Palestine. Engagement with the wider donor community should also look to leverage additional funding to support the MYRP's interventions and outcomes as well as working to scale-up interventions to additional locations.

Sub-grantees – UNRWA, UNDP, UNESCO and Save the Children are considered the sub-grantees and will be responsible for implementation of activities, along with UNICEF, in-line with programme outcomes receiving funds directly from the ECW to implement their own activities either directly or through downstream partners. Sub-grantees will be responsible for the timely submission of periodic and final programmatic and financial reports to UNICEF. They hold accountability for ensuring that all downstream partners are HACT assessed. Sub-grantees have technical and financial capacity to implement large multi-year programmes with the potential to scale-up, manage multiple partners, and be key partners in Palestine's education sector. Sub-grantees will develop a robust risk mitigation framework for the respective areas of interventions and will work closely with UNICEF and ECW to mitigate all potential risks.

Given the unique implementation environment in Palestine and the relative strengths of key actors in the field of education as well as the unique system of UNRWA, the ECW Task Force proposed that UNICEF will be the lead grantee and UNESCO, Save the Children, UNRWA and UNDP take on the sub-grantee role. All five agencies will be the primary implementers and have responsibility for the implementation of interventions that are aligned with their technical strengths and experience in Palestine as well as contextualized risk management within each of those areas of intervention and with the related implementing partners. However, UNICEF, as the lead grantee, will be accountable for the overall management of MYRP

Responsibilities of lead and sub-grantees are outlined below:

Lead Implementing Agency	Intervention/Activities	Outcome/Output
UNICEF	Protective presence	Outcome 1: Output 1.1
	LSCE training	Outcome 2: Output 2.1
	Strengthening MOEHE on crisis sensitive planning and humanitarian response	Outcome 3: Output 3.1
UNESCO	Teacher training: inclusive education	Outcome 2: Output 2.1
	Assistive devices for children with disabilities	Outcome 1: Output 1.3
	DRR: Provision of safety equipment	Outcome 3: Output 3.3
	DRR activities including: teacher training; school-base emergency preparedness and disaster management; strengthening CrisisCel at the MOEHE (if MYRP receives additional donor funds)	Outcome 3: Output 3.3
	Strengthening collection and use of emergency-relevant education data	Outcome 3: Output 3.2
	PSS case management and referral (if MYRP receives additional donor funds)	Outcome 2: Output 2.2
	Remedial education (in coordination with MOEHE)	Outcome 1: Output 1.2
	School-based emergency teams (SBET)	Outcome 2: Output 2.3
UNRWA	All activities being undertaken in UNRWA schools	Outcome 1, 2 and 3
	UNRWA EMIS	Outcome 3: Output 3.2
	Infrastructure activities	Outcome 1: Output 1.3

UNDP	Major procurement for MYRP (currently procuring on behalf of UNESCO: assistive devices; protective transportation services, tablets and computers; and DRR safety equipment)	Outcome 1, 2 and 3
Save the Children	Support of alternative education to ex-detainee and children in house arrest, and children affected by occupation violence Provision of innovative support on PSS training to counsellors Strengthening of school based emergency preparedness and response plans	Outcome 1: Output 1,2, Outcome 2: Output 2.2 Outcome 3: Output 3.3

Implementing Partners - The selected implementing partners (INGO, NGOs, civil societies) assume full programmatic and financial accountability for funds disbursed by the Grant Management Agency. They will directly implement the activities within agreements signed with the Grant Management Agency and contribute to the achievement of common targets within the multi-year programme. All partners working with UNDP, UNICEF and UNESCO will be assessed in-line with the UN Harmonised Approach to Cash Transfers (HACT). Vetting and due diligence to context related issues will be done by the grantees and coordinated by UNICEF. Agency standards will be reviewed, harmonised and utilised to ensure effective measures are in place for implementing partners on child safeguarding, compliance, fraud/corruption, reporting and other partner implementation related issues.

V.   PROGRAMME MANAGEMENT

5.1   Programme Management

The MYRP is designed to respond to needs across the education sector with a view to expanding its reach as the programme progresses onward in years two and three. Targets will be realistic and factual, and the expansion based on identified targets by MOEHE and inputs by the Annual Statistics Reports. Given this scope, the programme will be coordinated by UNICEF and will be responsible for overall programmatic oversight of the MYRP, including: coordination of sub-grantees; compilation of annual work plans; setting-up annual targets in line with the MYRP; consolidation of programmatic and financial reports; monitoring of lead implementing partners; and reporting back to the Technical Steering Committee as the main decision making body at the policy and substantive programme level. (Please see section IX Governance and Management Arrangements for further details on UNICEF's responsibilities as lead grantee.)

UNICEF will hire a full time Programme Manager, two M&E Specialists (compliance and programme) and Finance Manager. These positions will be recruited with inputs from the five agencies. UNICEF will regularly engage and coordinate with the MOEHE, especially at the technical level, to further reinforce MOEHE's integral function in the programme and its sustainability. UNICEF will have the overall coordination and oversight of the daily management of the programme implementation.

The Programme Manager will hold responsibility for overall guidance, coordination, quality assurance and risk management of MYRP activities, and will be a key point of contact for sub-grantees, the Technical Steering Committee and the ECW. The Programme Manager will also conduct advocacy of MYRP activities and report programme progress to the MOEHE, education sector partners (through forums such as the EiE Working Group and Education Sector Working Group) and wider stakeholders. Such communications activities will include the development of case studies on programme impacts for the ECW secretariat and donors

The M&E Programme Specialist will develop the detailed results framework and common indicators for intervention results and targets in the inception phase of the programme. The M&E Programme Specialist will ensure coordination and oversight for consolidated M&E processes. The Specialist will provide quality assurance to all periodic and final reports submitted to the donor and will oversee M&E activities of implementing partners ensuring best practice is adopted across all MYRP partners. The Specialist will be guided by the

overarching Results Framework and will provide coordination and oversight on mid and end evaluation processes.

The M&E Compliance Specialist will be responsible for providing technical support and quality assurance for effective risk management in accordance with established compliance mechanisms, tools and systems. The post holder also will be accountable for assessing, monitoring and helping to mitigate internal and external risks across the ECW program delivery. This post will work with all implementing partners for programmatic and financial compliance with the programme deliverables and the Harmonized Approach to Cash Transfer (HACT) policy and procedure. Financial assurance activities ensure that financial transactions are delivered in line with appropriate policies and procedures, including through due diligence reviews of partners' values and principles, micro-assessments of partners' own policies and procedures, and audits and spot checks of how partners implement their policies and procedures and undertake financial transactions. Collaborating with all grantees the post holder will ensure also systems are in place to monitor and respond to internal risks, associated with but not limited to partnerships and local NGO relationships, compliance with organizational policy and regulations, child safe guarding, fraud and corruption. Additionally, as a member of the ECW project team this post holder will contribute to the overall strategic leadership for ECW project delivery.

The Finance Manager will assist with developing a detailed budget for the programme in-line with findings from the Needs Assessment, and oversee coordination and consolidation of financial reports. Together with the PM, the Finance Manger will also have responsibility for working closely with sub-grantees to monitoring implementation of the risk management framework especially as it relates to the fiduciary risks.

Specifically in regards to risk management, UNICEF, as the main grantee, will have overall accountability, but the four sub-grantees will apply their respective risk management and fraud prevention approaches as well. For UN agencies this includes HACT and other context specific measures. Donors will spell out requirements upfront for consideration and any context specific requirements they may have, but the grantee organizations rules and regulations will apply. While risk management will be the responsibility of each grantee, this will be a standing agenda for technical steering committee. UNICEF will finalize risk matrix (see Annex 1) upon inception phase to capture common, cross cutting and area specific risks in major areas (fraud risk, reputational risk, etc.) and will update it regularly. The main grantee and four sub-grantees will commit to informing upfront the ECW donors through ECW Secretariat and the technical steering committee of any changes in the risk profile. UNICEF will act as a clearinghouse to channel donor requests on risks (reputational, fraud, etc.) to the grantees and compile responses.

5.2   Coordination

In designing the MYRP, the TF recognised that many related and/or similar activities are currently being led by different agencies in Palestine. Where such activities are well established and effective, the governance structure supports the continuation of programming by the agencies currently leading them. However, the MYRP will focus on closer coordination between agencies with a view to streamlining best practice. Closer coordination across related interventions is an essential value-add of the proposed governance structure which acknowledges and seeks to strengthen the current structure of emergency related education programming in Palestine. The governance structure seeks to avoid agencies acting in silo and demonstrate a drive to strengthen collaboration across the education sector. The main grantee and four sub-grantees will each play a key role in ensuring sufficient coordination is taking place between agencies delivering related activities, and best practice is adopted where possible. Interventions which will allow for closer coordination include:

Output(s)	Main grantees	Related Activities
Output 1.2 Girls and boys under home arrest, released from detention or hospitalised children benefit from continued education provision.	Save the Children	1.2.2 Support alternative education for children under house arrest and rehabilitation for child ex-detainees and/or children affected by occupation related violence
	UNESCO	1.2.1 Support alternative education for children hospitalised
Output 2.1 Teachers are equipped with the knowledge and skill to deliver inclusive education and quality student-centred lifeskills and citizenship education	UNICEF	2.1.1 Teachers and education staff in government schools receive training on LSCE and skills development
	UNRWA	2.1.2 Teachers and education staff in UNRWA schools receive training on the UNRWA Inclusive Education approach and tools (and responding to the needs of students with additional learning needs)

	UNESCO	2.1.3 Teachers and staff in government schools receive training on Inclusive Education
Output 2.2 Adequate PSS support is provided to boys and girls and teachers in the three target areas	Save the Children	2.2.1 Provision of counsellors' support through innovative approaches and PSS training in government schools
	UNRWA	2.2.3 Capacity building of counsellors and teachers on the provision of PSS
Output 3.1 MOEHE has strengthened its capacity for crisis-sensitive planning, management, monitoring and coordination of humanitarian response **Output 3.3 Schools in targeted areas have capacity to respond to and manage education provision in emergencies**	UNICEF	3.1.2 Strengthening the CrisisCel at the MOEHE and provide guidance for establishing of Command Management Systems at Directorates and school level
	Save the Children	3.31 Scale-up of Schools as Zones of Peace initiative (if MYRP receives additional donor funds)
Cross-outputs	UNRWA	Coordination between UNRWA and other Lead Implementers will be ensured to allow for better streamlining of interventions between UNRWA and government schools.

5.3   Cost Efficiency and Effectiveness

Programme activities will be implemented via existing education partners in Palestine many of whom are already implementing similar activities. As such, the need to set-up new programme offices will be reduced as most implementing agencies should be able to operate out of existing offices. Offices of the main grantee and four sub-grantees of the MYRP (UNICEF, UNESCO, Save the Children, UNRWA and the UNDP) are located across the West Bank and Gaza with easy access to direct programme activities and the MOEHE which is located in Ramallah.

The programme is designed to avoid duplication of education activities across the sector with many of the proposed activities building on existing programmes currently being implemented across Gaza and the West Bank. The MYRP will bring together these efforts providing coherence and a mechanism through which system strengthening can be monitored and measured. This then allows for critical review and improved coordination within the sector. The emphasis on strengthening existing efforts within the sector not only improves coordination of donor-funded activities, but will also help reduce time and financial costs associated with the start-up of new interventions.

In addition to cost-savings being realised through utilisation of existing programme systems, where possible, cost-driving processes will be streamlined within the programme. One such example is major procurement for the MYRP, all of which will be channelled through the UNDP. UNDP has an established and efficient procurement system designed to deliver time-critical large-scale procurement. Not only will utilisation of the UNDP's procurement system improve efficiency, but it will allow for cost-savings to be realised through reducing transaction and transportation costs in instances where bulk procurement on behalf of multiple partners is possible.

The results-based management approach will ensure efficiency of the programme implementation.

VI.   NEED-BASED RESULTS FRAMEWORK

The need-based result framework is generated by a participatory process with inputs from the five lead major implementers of Save the Children, UNDP, UNESCO, UNICEF and UNRWA. It also considers factors that distinguish Palestine from other ECW countries, namely:

a. Palestine is rich in education data, and in that regard is one of the leaders in the MENA region. The challenge in designing the Result Framework was more choosing the right indicator rather than data availability. The Results Framework chooses indicators that are most relevant to the Theory of Change and aligned to the ECW focus (e.g. gender) such as gross enrolment ratio (GER) for Outcome 1.

b. Palestine has relatively good access and (academic) quality when compared to other countries in the region, including those not in crisis (e.g. Gulf countries), but the gap remains evident in the inclusive education and life skills. Outcome 2 and its outputs and activities have been developed with this in mind. Several pre-post tools by MOEHE and partners have been used in Palestine. In addition, a piloting of standardized life skills measurement will be conducted in 2019 by UNICEF and the World Bank through the International Association for the Evaluation of Educational Achievement (IEA), which is also the developer of PIRLS, TIMSS and ICCS.

c. The education progress is at risk of being reversed given the political and economic deterioration since 2017. Therefore, the setting of targets admits that maintaining current situation can be an achievement. On the other hand, a higher bar is set for adolescent boys (e.g. see disaggregation for Outcome 1 in Project Specific Results) given that this is the relatively vulnerable group according to existing studies.

At the outcome level, the result indicator for Access (Outcome 1) chosen is gross enrolment ratio, for which a relatively challenging target is assigned to boys' secondary enrolment as boys' enrolment is much lower than girls' at that level. The result indicator for Quality (Outcome 2) looks at life skills instead of academic performance as the former is what the proposed activities target. And the result indicator for System Strengthening (Outcome 3) is adjusted from the one applied to ECW Syria and the capacity for its monitoring is already developed in Save the Children and UNICEF who are the lead implementers there and in Palestine. All indicators (impact, outcome, and output) will be disaggregated by gender, school level/age, status of disability and location wherever applicable. The monitoring will also ensure that the various forms of social stratification, such as that disability are disaggregated by sex.

Finally, the Impact indicator on number of beneficiaries is taken directly from the list of Mandatory ECW Core Indicators. A formula for estimating corresponding milestones and targets is provided in the Note section. The estimates have also guarded against double-counting, following the ECW guidance on beneficiary calculation. The 2019 (first-year) targets are set be relatively low with consideration of time needed for scaling up and the fact that it is already 2019 when this proposal is presented.

This multi-year programme, assuming a full funding of over 34 million will be obtained on time, is estimated to benefit 320,000 children 4-17 years old. This number of beneficiaries exceeds the targets set in the Education Sector Strategic Plan (ESSP) 2017-2022, i.e. 316,813 for Education Objective 1 "improved access to safe and inclusive education" and 262,624 for Education Objective 2 "supported in responding to emergencies". It is 60% higher than the estimated number of beneficiaries based on the seed funding (202,400, see Annex 5), with potentially higher quality of delivery.

The four following tables present" and

- List of sub-grantees/actors;

- ECW Mandatory impact indicator;

- ECW Mandatory output indicator (there is no mandatory outcome indicator according to the ECW Indicator Guidance); and

- Project specific results with indicators matching the outcomes/outputs and aligned to the ESSP

Indicator	Sub-Grantees	Local actors	# of local actors at midterm	# of local actors at close
Please list each of your organization's sub-grantees and indicate whether they will be further sub-granting to any local organizations	Save the Children, UNDP, UNESCO, UNRWA	*TBD*	*TBD*	*TBD*

Mandatory Impact Indicator

	Baseline & Targets		Pre-Primary (KG1-2/ G0)		Primary (G1-4)		Secondary (G5-12)		Total			Note
			F	M	F	M	F	M	F	M	Total	
Total number of children and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance	Total	Baseline	0	0	0	0	0	0	0	0	0	Adolescent boys are less likely to be in school in SOP. The same targets boys vs. girls are set to reflect interventions that are more likely to reach ado boys (e.g. alternative edu for ex-detainees)
		Year 1 target	2625	2625	15750	15750	23625	23625	42000	42000	84000	
		Year 2 target	4730	4730	33784	33784	61487	61487	100000	100000	200000	
		Year 3 target	7442	7442	52093	52093	100465	100465	160000	160000	320000	
	Children with disabilities	Baseline	0	0	0	0	0	0	0	0	0	1% of enrolled students are CwD according to Disabled Individual Survey 2011 & OOSCI study 2018
		Year 1 target	26	26	158	158	236	236	420	420	840	
		Year 2 target	47	47	338	338	614	614	1000	1000	2000	
		Year 3 target	74	74	520	520	1004	998	1600	1600	3200	
	Gaza	Baseline			0	0	0	0	0	0	0	After accounting for double-counting
		Year 1 target			4000	4000	7000	7000	11000	11000	22000	
		Year 2 target			4727	4727	8273	8273	13000	13000	26000	
		Year 3 target			5455	5455	9545	9545	15000	15000	30000	
	West Bank	Baseline	0	0	0	0	0	0	0	0	0	
		Year 1 target	2625	2625	11750	11750	16625	16625	31000	31000	62000	
		Year 2 target	4730	4730	29056	29056	53214	53214	87000	87000	174000	
		Year 3 target	7442	7442	46639	46639	90919	90919	145000	145000	290000	

Mandatory Output Indicators

			Pre-Primary (KG1-2/ G0)		Primary (G1-4)		Secondary (G5-12)		Total			Note
			F	M	F	M	F	M	F	M	Total	
	Total	Baseline			0	0	0	0	0	0	0	
		Year 1 target			4000	4000	7000	7000	>11000	>11000	22132	

Indicator	Sub-category	Period								Notes
# of children and youth receiving individual learning materials (e.g., textbooks, notebooks, etc.)		Year 2 target	4727	4727	8273	8273	>13000	>13000	26500	
		Year 3 target	5455	5455	9545	9545	>15000	>15000	30750	
	Children with disabilities	Baseline	0	0	0	0	0	0	0	1% of enrolled students are CwD according to Disabled Individual Survey 2011 & OOSCI study 2018
		Year 1 target	40	40	70	70	110	110	220	
		Year 2 target	47	47	82	82	130	130	260	
		Year 3 target	55	55	95	95	150	150	300	
	Gaza	Baseline	0	0	0	0	0	0	0	
		Year 1 target	4000	4000	7000	7000	11000	11000	22000	
		Year 2 target	4727	4727	8273	8273	13000	13000	26000	
		Year 3 target	5455	5455	9545	9545	15000	15000	30000	
	West Bank	Baseline	0	0	0	0	0	0	0	Refer to students in need of re-entry to schools (e.g. home arrest, ex-detainee, etc.) so cannot arbitrarily decide level and gender.
		Year 1 target					TBD	TBD	132	
		Year 2 target					TBD	TBD	500	
		Year 3 target					TBD	TBD	750	
# of classrooms supported (e.g., blackboards, maps, school-in-a-box, WASH facilities, etc.)	Total	Baseline					0	0	0	Estimates based on class size suggested by PCBS and UNRWA reporting and beneficiaries per school assumed by sub-grantees
		Year 1 target					380	360	740	
		Year 2 target					645	600	1245	
		Year 3 target					713	630	1343	
	Gaza	Baseline					0	0	0	
		Year 1 target					280	280	560	
		Year 2 target					420	420	840	
		Year 3 target					420	420	840	
	West Bank	Baseline					0	0	0	
		Year 1 target					100	80	180	
		Year 2 target					225	180	405	
		Year 3 target					293	210	503	
# of teachers/ administrators trained, by gender (e.g., in psychosocial support, peace education, life skills, etc.)	Total	Baseline					0	0	0	Estimated from 2.1, 2.2, 3.1 and 3.2 of the project-specific RF and rounded to account for double counting; 3:2 for f/m teachers according to PCBS/ UNRWA records.
		Year 1 target					2100	1400	3500	
		Year 2 target					8550	5700	14250	
		Year 3 target					13500	9000	22500	
	Gaza	Baseline					0	0	0	
		Year 1 target					TBD	TBD	TBD	

		Year 2 target		TBD	TBD	TBD	At this stage planned trainings are in West Bank only
		Year 3 target		TBD	TBD	TBD	
	West Bank	Baseline		0	0	0	
		Year 1 target		2100	1400	3500	
		Year 2 target		8550	5700	14250	
		Year 3 target		13500	9000	22500	
# of teachers/ administrators recruited/financially supported, by gender	Total	Baseline		0	0	0	For teachers plus PSS counsellors
		Year 1 target		220	149	369	
		Year 2 target		323	219	542	
		Year 3 target		329	223	552	
	Gaza	Baseline		0	0	0	
		Year 1 target		206	140	346	
		Year 2 target		309	210	519	
		Year 3 target		309	210	519	
	West Bank	Baseline		0	0	0	
		Year 1 target		14	9	23	
		Year 2 target		14	9	23	
		Year 3 target		20	13	33	

Project Specific Results

Statement	Indicators	Baseline	Milestone 2019	Milestone 2020	Target 2021	Data Source/ Mean of Verification	Disaggregation	Reporting Parties/ Note
Impact Girls and boys aged 4-17 affected by crisis, inclusive of vulnerable groups, have continued access to complete quality education in a protective learning environment	Total number of children and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance (mandatory ECW impact indicator)	0	84,000	200,000	320,000	See Data Source/ Mean of Verification for Outputs 1.2, 1.3, 2.1 and 3.3	M: 160,000 F: 160,000 (Disaggregated by school level/age, location and disability level)	**Reported by Programme Coordination Unit** The estimates have accounted for possible double counting. They are aggregated from Output 1.2+ 1.3+ 2.1*10+ 3.3*200 and then rounded and adjusted. The multipliers of 10 and 200 are conservative estimates of intermediate beneficiaries when each teacher/ school is assisted. The estimate is a sum of direct and

							intermediate beneficiaries per ECW guidance.
Outcome 1 Improved access to and continuity of inclusive, equitable and gender responsive education and learning opportunities for girls and boys (4-17 years old)	Gross enrolment ratio in K-12	82% (2016-17) PPE 4-5Yr (B:54; G:54) Pri 6-9Yr (B:94; G:94) Sec 10-17Yr (B:80; G:88)	82.5%	83.0%	83.5%	UNESCO Institute for Statistics (UIS); MOEHE; UNRWA reporting	To at least PPE 4-5Yr (B:56; G:56) Pri 6-9Yr (B:95; G:95) Sec 10-17Yr (B:82; G:89)	**Reported by Programme Coordination Unit** The ratio is calculated by dividing K-12 enrolment by the population of children 4-17 (official K-12 age). Overall a 1.5 percentage point improvement in three years is significant given the already high ratio. UIS is the major data source since it combines MOEHE and UNRWA information with more consistent methodology in estimate. Boy's gross enrolment ratio in secondary is 79.9% in 2016-17. A rise to at least 82% in 3 years could be a big achievement.
Output 1.1 K-12 girls and boys and teachers are protected on their way to school with safe and reliable transportation services to and from schools	# of K-12 children and teachers protected with safe and reliable transportation services to and from schools through programmes funded by ECW	0	3,260	6,640	6,760	MOEHE; Programme report	M:3,370 F:3,390 (Disaggregated by school level)	**Reported by UNDP and UNICEF** Only account for beneficiaries of ECW-funded programme. There are three activity-agency-location based Indicators under this output.

Output 1.2 Girls and boys under home arrest, released from detention or hospitalized children benefit from continued education provision	# of girls and boys under home arrest, released from detention or hospitalized children benefit from continued education provision funded by ECW	0	1,290	2,580	3,870	Programme Reports; List of teachers and students; Training attendance sheets; School records and progress reports	M:1,935 F:1,935 (Disaggregated by school age)	**Reported by Save the Children, UNESCO and UNRWA** There are ten activity-agency-location based Indicators under this output.
Output 1.3 Girls and boys (aged 4-17) including children with disabilities receive education in an environment that is conducive to learning, with adequate infrastructure and equipment	# of girls and boys (aged 4-17) including children with disabilities receive education in an environment that is conducive to learning, with adequate infrastructure and equipment, through programmes funded by ECW	0	23,000	25,000	27,000	MOEHE; Engineering records; Assessment report; Procuments records, Training attendance sheets; School records; Maintenance reports	M:13,400 F:13,600 (Disaggregated by gender for CWD; Disaggregated by school age)	**Reported by UNDP, UNESCO and UNRWA** There are eleven activity-agency-location based Indicators under this output. The estimates of milestones and target have accounted for possible double counting.
Outcome 2 Improved quality and relevance of education for girls and boys (6-17 years old) in a safe and protective environment	% of children demonstrating minimum acquisition of life skills	N/A	TBD	N/A	10% improvement from the baseline	MOEHE self-reporting pre-post assessment tools and/or standardized measurement instrument on life skills and citizenship education	TBD (Disaggregated by school level)	**Reported by Programme Coordination Unit** Several pre-post tools by MOEHE and partners have been used in Palestine; plus a piloting of standardized life skills measurement will be conducted in Palestine in 2019 by UNICEF and the World Bank through the International Association for the Evaluation of Educational Achievement (IEA). Further information on life skills and its measurement can be found on http://www.lsce-mena.org/.
Output 2.1		0	3,367	10,101	16,835			

Teachers are equipped with the knowledge and skill to deliver inclusive education and quality student-centered life skills and citizenship education	# of education personnel trained on learning Objects, Inclusive Education approach, and /or quality student-centered life skills and citizenship education through programmes funded by ECW						School visits/reports; Programme reports; Training attendance sheets;	M:8,417 F:8,418 (Disaggregated by school level)	**Reported by UNESCO, UNRWA and UNICEF** Only account for beneficiaries of ECW-funded programme. There are six activity-agency-location based Indicators under this output.
Output 2.2 Adequate PSS support is provided to boys and girls and teachers in the three target areas	# of counsellors and education personnel trained on or deployed for psychosocial support funded by ECW	0	300	2,900	5,500	Pre-post tests; Photos; Training attendance sheets; Engineering records	M:2,200 F:3,300 (Disaggregated by school level for children and teachers)	**Reported by Save the Children and UNRWA** There are seven activity-agency-location based Indicators under this output. The estimates of milestones and target have accounted for possible double counting.
Outcome 3 Strengthened capacity of the education system to respond to chronic humanitarian needs and deliver coordinated response in crises	% of schools reporting improved satisfaction with monitoring, response and management at system level and at school level	N/A	N/A	55%	75%	Evaluation conducted by Programme Coordination Unit	West Bank: 75% Gaza: 75% (Disaggregated by school level)	**Reported by Programme Coordination Unit** Will be done in year 2020 and 2021, preferably a random sample of 200 schools assisted each round
Output 3.1 MOEHE has strengthened its capacity for crisis-sensitive planning, management, monitoring and coordination of humanitarian response	# of ECW-funded trainings of MOEHE staff on coordination, crisis-planning, gender responsive planning and programming in emergencies	0	4	8	12	workshop reports; pre and post surveys; Performance assessment reports	N/A	**Reported by UNICEF** Only account for beneficiaries of ECW-funded programme. There are two activity-agency-location based Indicators under this output.
Output 3.2		0	10	30	50		N/A	

Strengthened data collection and information management of emergency-relevant education data	# of trained education actors on emergency-relevant education data collection and information management through ECW-funded programmes					Incident reports; Attendance sheets; Pre-post test		**Reported by Save the Children and UNRWA** There are six activity-agency-location based Indicators under this output.
Output 3.3 Schools in targeted areas have capacity to respond to and manage education provision in emergencies	# of schools with improved capacity to respond to and manage education provision in emergencies through ECW-funded interventions	0	120	360	600	SOP written report; Training attendance sheets; Assessment sheets; Programme reports; School records	(Disaggregated by school level and location)	**Reported by Save the Children, UNDP, UNESCO and UNRWA** There are six activity-agency-location based Indicators under this output.

Note:

1. The project-specific result framework is generated based on the need-based budget.

2. Ancillary indicators (out-of-school rate, survival rate, etc.) that are less relevant to the theory of change of this proposal can be found on the UNESCO Institute for Statistics website. SOP is rich in education data.

3. For risk and mitigation, please refer to the Annex.

VII.   MONITORING AND EVALUATION

In accordance with the joint programming policies and procedures, the programme will be monitored through the following monitoring and evaluation plans:

Table 1: Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
Baseline Study	To assess the current situation before the intervention takes place and to know the base-values for the agreed indicators. The baseline study will be fully coordinated with the MOEHE and UNRWA respective departments	Beginning of the project			$25,652
Track results progress	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the programme in achieving the agreed outputs. Tracking results and achievements will be fed into the MOEHE corporate M&E systems to ensure frequent reporting on results and to maximize synergies with partners.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by programme management.		$275,279
Monitor and manage risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. Audits will be conducted in accordance with Save the Children's audit policy to manage financial risk. Monitoring and reporting on risks will be an essential component in the regular progress reports.	Quarterly	Risks are identified by programme management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.		
Review, learn and make course corrections	Internal review of data and evidence from all monitoring actions to inform decision making. Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Performance data, risks, lessons and quality will be discussed by the programme board and used to make course corrections and inform management decisions.		$5,247
Annual Programme Quality Assurance	The quality of the programme will be assessed against UNICEF/SCF quality standards to identify programme strengths and weaknesses and to inform management decision making to improve the project.	Quarterly	Areas of strength and weakness will be reviewed by programme management and used to inform decisions to improve programme performance.		
Programme Report	A progress report will be presented to the Programme Steering Committee/Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual programme	Every 6 months, at the end of the			

	quality rating summary, an updated risk long with mitigation measures, and any evaluation or review reports prepared over the period.	calendar year, and at the end of the programme (final report)			
Programme Review (Steering Committee Programme Board)	The project's governance mechanism (i.e., programme steering committee/ board) will hold regular programme reviews to assess the performance of the programme against planned indicators and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Programme Board shall hold an end-of programme review to capture lessons learned and discuss opportunities for scaling up and to socialize programme results and lessons learned with relevant audiences.	Specify frequency (i.e., at least annually)	Any quality concerns or slower than expected progress should be discussed by the programme board and management actions agreed to address the issues identified.		
Accountability system Roll-out	SC has established an accountability mechanism for feedback, suggestions and complaints from the end beneficiaries or any stakeholder; this mechanism includes the Toll free (1800-724-726)	Continuous	Orientation sessions for stakeholders and beneficiaries on the importance of the accountability mechanism and on how to use SC systems, this includes printing materials …		$5,247

Table 2: Evaluation Plan

Evaluation Title	Implementer	Related Strategic Plan Output	Outcome (s)	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Mid-Term Evaluation[31]	SC		Mid-term Evaluation Report[32]	Mid-Project	All partners, beneficiaries, Line ministries	$25,652
Final Project End line and Evaluation	SC		End line and final project evaluation report[33]	End of project	All partners, beneficiaries, Line ministries	$29,150

---

[31] MY programmes must be evaluated midway through the programme

[32]   Based on the results matrix a MEAL (Monitoring Evaluation Accountability and Learning) Plan will be developed and used as a guide to monitor the progress on the project. The key performance indicators will be assessed at the midterm evaluation and any lessons learnt or changes foreseen will be presented to the PMU for approval.

[33] The final evaluation will focus on main evaluation criteria to check the effectiveness and efficiency of the project in addition to the impact it creates as whole

VIII. MULTI-YEAR WORK PLAN AND BUDGET[34]

[See separate budget attachments]

IX. LEGAL CONTEXT AND RISK MANAGEMENT

The following section is forthcoming once standard clauses are received from the ECW and based upon the TSC and ECW in-country donor agreement on specific conditions and expectations which then will be articulated in the common risk management matrix.

---

[34] Changes to a programme budget affecting the scope (outputs), completion date, or total estimated programme costs require a formal budget revision that must be signed by the programme board. In other cases, the ECW programme manager alone may sign the revision provided the other signatories have no objection. This procedure may be applied for example when the purpose of the revision is only to re-phase activities among years

X.   ANNEXES

ANNEX 1: Risk Analysis

GROSS RISK				RESIDUAL RISK		
Risk Area	**Probability**	**Impact**	**Mitigation Measures**	**Probability**	**Impact**	**Risk Owner**
Context						
Rising violence, social actions/strikes, access and movement restrictions and other disruptions resulting from the occupation and/or political context interrupting the delivery of activities	Medium-high	Moderate	Closely monitor the security situation in coordination with partners and relevant stakeholders, including information and coordination with UNDSS, and conduct security assessments. If or when the local security situation deteriorates: a) Immediately inform the MOEHE/ECW Steering Committee on the situation; b) Coordinate with partners and suspend operations if necessary; c) Examine the possibilities of adopting different modalities to implement the project. Communicate with donors to accept flexibility and support relocation of activities to safer spaces, whenever needed. UNRWA continues to invest in capacity building of education staff and students to be safe in emergency situations. The finalised ETI on safety and security with comprehensive procedures/tools will be in place by the end of 2018. The project activities also build on the established capacity in operating in emergency situations. Staff members are being trained to continue education through the multi-stranded EiE approach, including increased capacity of students, staff and parents to respond to safety and security threats and PSS to students and	Medium-high	Moderate	All agencies

GROSS RISK				RESIDUAL RISK		
			staff affected by violence and conflict. Hampered access to educational facilities will be mitigated by alternative learning modalities (UNRWA Self-Learning Programme). The EMIS system will be a key tool in efficient data collection and enhanced monitoring. Save the Children will support, as part of our school improvement planning, all schools to develop an emergency preparedness plan (EPP). In addition, schools will be encouraged to identify teachers and volunteers for extracurricular activities that live in the same community as students and would not be affected by restrictions on movement. The Save the Children Security Manager will ensure that there's an effective coordination mechanism in-place to facilitate access to project locations for programme staff. SC will coordinate training awareness sessions with the counsellors, teachers, and parents. Contingency plans/mitigation measures pre-risk assessment; close ties to humanitarian architecture to have early warning notification in the event of impending changes in governance Schools targeted, as part of their EPPs will include overall risks for the communities at large and how to mitigate these risks.			
Uncertainty in continuity of timely service delivery due to UNRWA financial crisis.	High	Severe	UNRWA will continue intensive engagement with donors and international stakeholders to ensure adequate funding to maintain operations, including education services, taking a strategic approach to fundraising.	High	Major	UNRWA
Delay/low capacity in upgrading/maintaining school infrastructure due to delayed/refused permits from the Israeli Authorities.	Medium-high	Major	UNRWA and UNDP will carefully assess every infrastructure component implemented in Area C, H2 and East Jerusalem with legal, engineering and operational advisers.	Medium-low	Moderate	UNRWA UNDP

GROSS RISK				RESIDUAL RISK		
			Selection of activities does not require approvals from Israeli Authorities, notably rehabilitation and improvement, but will evaluate the risk of obtaining permits or not for renovation. Measures to minimise visibility are in place and ongoing relationship management with Israeli Authorities. Communities are properly consulted in advance on any risks associated with infrastructure development activities.			
Delivery						
Limited access to areas of intervention due to emergencies and/or movement restrictions (Israeli military checkpoints, closures, curfews).	Medium	High	In case of the escalation of security situation or emergency, the activities will be halted until the situation improves to the level that guarantees the safety of all project participants/ beneficiaries. In case of movement restrictions, partners will use local workers from the site or use alternative roads if possible without exposing the staff to danger.	Medium-low	Medium	All agencies
Potential delays in the implementation of training programmes and/or reporting in due time linked to problems of oversight/monitoring.	Medium-Low	Moderate	Each agency team has a strong technical and M&E capacity which will ensure solid monitoring and quality assurance. The UNICEF will play a strong coordination and oversight role to this end.	Low	Minor	All agencies
Limited available internal expertise in some specialised areas of Life skills education such as Learning Object methodology, PSS, inclusive education or DRR.	Low	Minor	External training providers will be recruited to participate in the knowledge transfer and capacity building of MOEHE staff.	Low	Minor	All agencies
Lack of collaboration of MOEHE Departments, Directorate and schools staff in up-taking the coordination role and implementing	Low	Major	All agencies will ensure continued sensitisation of MOEHE staff on the importance of preparedness and MOEHE ownership of the	Low	Low	All agencies

GROSS RISK				RESIDUAL RISK		
emergency preparedness activities.			process. Close cooperation and follow-up with the MOEHE leadership.			
Delays in deployment of protective presence staff into Palestine.	Medium	Major	With other EiE WG partners and Protection Cluster, UNICEF will explore alternative provision of protective presence through, for example, UN Volunteers or local community members.	Low-Medium	Moderate	UNICEF
Lack of alternative space within or outside some schools during rehabilitation/maintenance of infrastructure.	Medium-Low	Moderate	UNRWA and UNDP will negotiate with relevant authorities/stakeholders as required (Popular Committees, municipalities, village councils etc.) to find alternative locations or aim to maintain/renovate during school holidays or in phases.	Low	Minor	UNRWA UNDP
Ensuring high quality and sustainability of PSS training provided by PSS counsellors.	Medium/ Low	High	Save the Children will coordinate training awareness sessions with counsellors, teachers, and parents. PSS training will concentrate on creating facilitators within our partners who can continue to provide the training once the project ends.	Low	Moderate	Save the Children UNRWA
Out-of-date data and inability to gain regular access to the field for data collection for emergency-relevant education data activities. In addition to the risk of ownership and commitment from the MOEHE and other stakeholders for quality data collection, verification and analysis	Moderate/Low	High	Increased agency efforts for capacity building of MOEHE staff especially Field Follow Up in data collection and verification for education related data. The work plan for this activity will be in full coordination with relevant stakeholders	Low	Moderate	All agencies
Strengthening monitoring and data validation and verification for incident reporting – risks include: piloting system for specific indicators verification and coordination between the implementing partner, OCHA, Save the Children and MOEHE on the work plan and deliverables.	Medium/Low	High	Develop work plan and get agreement in advance from the various stakeholders with clear roles and responsibilities for each. Save the Children Regional Office technical guidance on CAAC and indicators. Training will also be provided to implementing partners to ensure sustainability of activities following project completion.	Low	Moderate	All agencies

GROSS RISK				RESIDUAL RISK		
Acceptance from local communities, school staff, MOEHE and students on EPP and disaster management activities.	Medium/ Low	High	Strengthen partnership with international and local NGOs and CBOs; develop and implement EPPs and contingency planning; put in-place safety and security measures and protocols.	Low	Moderate	All agencies
Children and families, particularly in East Jerusalem and Area C, face a number of protection risks due to settler's violence and the occupation.	Medium/ Low	High	Establish DRR in schools; provide alternative learning opportunities; build the capacity of schools and communities to reach out to, and link with organisations that provide monitoring, documentation and reporting of violence by settlers and occupation. Ensure proper coordination ahead of the programme kick-off with all the relevant stakeholders, including the MOEHE, in order to agree on the work plan and identify the roles and responsibilities of each stakeholder.	Low	Moderate	All agencies
MEAL Risk: meeting deadlines required for baseline and unification of MEAL systems between Save the Children and implementing partners.	Medium/ Low	High	Design detailed work plan for baseline with identified timeframe; Harmonised national monitoring tool across the various partners; Orientation sessions on Save the Children MEAL system and tools for implementing partners	Low	Moderate	Save the Children
Safeguarding						
Children (especially girls and children with disabilities) will travel to and from school in often insecure environments.	Medium	High	Protective presence interventions implemented to safeguard against risks. Where protective presence becomes insufficient, the intervention will be linked to the safe transport intervention which is part of the MYRP.	Low	low	UNICEF
As a child protection agency, ensuring the safety and wellbeing of children reached through the MYRP is Save the Children's key priority. Any child safeguarding and sexual exploitation incidents would negatively impact the wellbeing vulnerable beneficiaries; be a serious breach of our organisational safeguarding	Medium/ Low	Severe	Mitigation measures include: enforcement of Save the Children's Child Safeguarding Policy; training of staff and partners on child safeguarding; child safeguarding focal points. An accountability hot line for beneficiaries to lodge complaints and concerns about any aspect of Save the Children programming has been established and is in use both in the West Bank and Gaza.	Low	Medium	All agencies

GROSS RISK				RESIDUAL RISK		
policies; and undermine the credibility of the MYRP.			Child Protection committees (CPCs) will be formed and provided with legal training by adequate legal professionals. CPCs will follow Child Safeguarding Palestine. Support will be provided to strengthen mechanisms for referrals to legal consultations and representation for affected schools. Child Safeguarding training will be provided to all implementing partners across the MYRP.			
Operational						
Planned interventions are delayed and/or not on track.	Medium	Low	Agencies have pre-existing contractual and coordination mechanisms with national counterparts and implementing partners through which it ensures timely launch and implementation of activities.	Low	Low	All agencies
Insufficient quality assurance and capacity building of education staff.	Medium-low	Moderate	All capacity building activities will be coordinated and monitored by the respective agency Education Teams in close collaboration with the MOEHE to ensure high quality training and sustainable impact. All capacity building activities will be coordinated and monitored by the Strategic Support Units in place at UNRWA; more specifically, the Professional Development and Curriculum Unit will ensure high quality training and sustainable impact, in line with the UNRWA vision for education. To reduce the likelihood of this occurring, Save the Children will pre-identify and mobilise partners; and introduce training for communities through partners, so that activities can be community-led where possible. Organise team structures with clear tasks descriptions and lines of authority; clear and well-understood systems and processes;	Low	Low	All agencies

GROSS RISK				RESIDUAL RISK		
			comprehensive HR processes with the Regional Office (RO); and the provision of international support.			
Delay in or lack of recruitment of new strategic support cadre by UNRWA to carry out their duties in providing strategic support to education staff as a result of austerity measures in place.	Medium-High	Major	UNRWA will ensure that the current support teams are well qualified and supported to work under pressure to compensate for the missing staff. All recruitments for ECW funded posts should be able to move ahead.	Medium-low	Moderate	UNRWA
Fiduciary						
Funds entrusted to agencies to achieve results for children are not used in the most efficient and/or not intended way (real or perceived), resulting in no/low programme achievements and reputational risk for UNICEF country office and MYRP.	Low	High	Increased and rigorous implementation monitoring/HACT (macro and micro assessment of partners; ensure continuous assurance activities (MA, SCs and Audits); and capacity building plan for partners to be developed and implemented.	Low	low	All agencies
Delay in receipt of funding from ECW.	Medium-Low	Major	Agencies will plan internally how to handle budget allocation requirements and revisit the sequencing of activities as necessary to ensure maximum delivery per year based on timing of fund receipts.	Low	Moderate	All agencies
A sharp drop in the dollar exchange rate, or an unexpected rise in the price of some materials and services including rehabilitation and building maintenance	Medium-high	Major	Agencies will adopt cost-saving strategies around some planned activities.	Medium-Low	Moderate	All agencies
Cross-Cutting						
Negative impact on human rights	Minor	High	Apply human rights principles throughout the lifecycle of the project in accordance to UNDP social and Environmental overarching strategy. Advocacy and awareness plan are in place.	Minor	Low	All agencies

GROSS RISK				RESIDUAL RISK		
Negative impact on women's rights and gender equality	Minor	High	Adopt UNDP strategy for women's rights/ empowerment and gender equality. Ensure a gender perspective is appropriately integrated and monitored in all grantee and partner activities, and that programme outputs and results demonstrate that: both sexes benefit equally from interventions; women and girls' rights are promoted, women and girls' participation is included, and where possible there is an explicit focus on changing attitudes and behaviours toward gender equality Advocacy and awareness plan are in place	Minor	Low	All agencies
Negative impact on climate/environment	Minor	Low	Apply environment coping mechanisms throughout the lifecycle of the project in accordance to UNDP social and Environmental overarching strategy. Promote the deployment of green and sustainable infrastructure. Follow and implement the local environment rules and regulations.	Minor	Low	UNDP
UNICEF as lead grantee						
Regional geopolitical dynamics can impact donor priorities/international attention for development aid in Palestine. A reduction of overall aid would have knock on effects for the programme to cover additional costs	Medium	Moderate	Factors beyond any agency control but the programme will put measures in place that will enable it to adapt its programme to changing funding availability and strengthen its resource mobilization plan to tap new resources	Medium	Moderate	All agencies
Reaction of Member States to actual or perceived programme engagements can trigger additional risk management measures by donor governments of the programme and increase scrutiny of activities and partners which in certain cases can slow delivery	Medium	High	Robust monitoring and risk management measures such as HACT are in place to ensure effective and immediate oversight of institutional and civil society partner engagement	Medium	High	All agencies

GROSS RISK				RESIDUAL RISK		
Risk of overlap with other donor funded interventions in support of EiE. A multitude of international funded programmes and actors operate in the Education Sector in Palestine. There is a real risk of overlap of interventions if not properly coordinated which would negatively impact cost effectiveness and efficiency of the programme's investments	Medium	High	Ensured coordination with MOEHE specifically planning department for following up on implementation of the EiE interventions	Medium	High	All agencies
Joint programming modality is used for the implementation of this programme, aside of potential synergies and opportunities, post certain risks related to issues such as duplication of activities, reporting, cost-effectiveness or Value for Money as well as overall coherence in delivery and coordination	Low	Low	Steering Committee is established. UNICEF has strong oversight. The roles and responsibilities, work planning, reporting and accountability are fully agreed upon and will be overseen by the senior management of each agency so as to avoid any implementation risks and to maximise opportunities and synergies of the partnership. The five agencies have designed an organisational structure that allows for maximum pooling of resources and capacities	Low	Low	All agencies
Fiduciary, corruption and financial mismanagement pf the programme	Low	Low	Steering Committee is established to oversee implementation and UNICEF has oversight. Procurement, anti-corruption and internal controls are part of the UN rules and regulations as approved by the UN Secretary General	Low	Low	All agencies
Beneficiaries are targeted with multiple interventions at the same time causing confusion and disengagement from interventions (e.g. multiple teacher training efforts in different thematic areas might overload)	Medium	Medium	All activities will be coordinated through the MOEHE and properly sequenced through the UNICEF	Medium	Medium	All agencies

GROSS RISK				RESIDUAL RISK		
Counter Terrorism and legislation (CTL) issues and perception of affiliation	Medium	High	Setting up robust systems and high level of oversight on the smear campaign related issues by implementing agencies and supported by UNICEF	Medium	High	All Agencies
Risks arise from external communications by individual agencies, and having varying visibility of the project components	Low	High	UNICEF will have clear visibility guidelines and joint communication and advocacy strategies	Low	Low	All agencies

ANNEX 2: Programme Coordination Unit Terms of Reference and TORs of key management positions

ToR for the UNICEF and key management positions, including the Programme Manager, two M&E Specialists (Compliance and Programme), and Finance Manager will be finalised once the proposed governance structure has been reviewed and approved by the ECW Board.

ANNEX 3: Activity, Agency, and Location-based Monitoring Framework

[See separate attachment]

ANNEX 4: Supplemental analysis and evidence base for ECW programme (i.e. in addition to what is referenced already in proposal)
- Common Country Analysis Palestine:
  https://reliefweb.int/report/occupied-palestinian-territory/common-country-analysis-2016-leave-no-one-behind-perspective
- MOEHE and UNICEF (2018) Out of School Children Study –
  Palestine https://www.unicef.org/mena/reports/state-palestine-out-school-children
- MOEHE: Palestine Inclusive Education policy: https://www.eenet.org.uk/resources/docs/English%20-%20IE%20Policy.pdf
- OCHA Gender Analysis: https://www.ochaopt.org/content/gender-analysis-and-priority-gender-needs-occupied-palestinian-territory
- UNICEF (2017) Life skills and Citizenship Education, Conceptual and Programmatic Framework:
  http://education2030-arab-states.org/PDF/d816129f-5d08-40d1-9984-d587631e1b14_report1.pdf
- UNSCO (2016) Joint UN Strategy for
  Hebron: https://unsco.unmissions.org/sites/default/files/joint_un_strategy_for_hebron.pdf
- UNICEFs OOSC report (https://www.unicef.org/mena/sites/unicef.org.mena/files/2018-07/OOSC_SoP_Full%20Report_EN_2.pdf)
- UNESCO: A guide for ensuring inclusion and equity in education:
  http://unesdoc.unesco.org/images/0024/002482/248254e.pdf
- UNESCO: Model Policy for Inclusive ICT's in Education for persons with disabilities:
  http://unesdoc.unesco.org/images/0022/002272/227229e.pdf
- UNESCO Strategic Framework for Education in Emergencies in the Arab Region (2018-2021):
   http://unesdoc.unesco.org/images/0026/002614/261404e.pdf
- UNESCO: School Related Gender Based Violence, Palestine Case Study (2018):
  http://unesdoc.unesco.org/images/0023/002321/232107E.pdf
- UNRWA Inclusive Education Policy: https://www.unrwa.org/resources/about-unrwa/inclusive-education
- UNRWA School Based Teacher Development Programme I: https://www.unrwa.org/sbtd
- UNRWA School Based Teacher Development Programme II: https://www.unrwa.org/newsroom/press-releases/unrwa-launches-school-based-teacher-development-sbtd-ii-programme-schools
- UNRWA Leading for the Future Programme: This is a leadership development programme for Head teachers and Principals of UNRWA schools. https://www.unrwa.org/lftf
- UNRWA Annual Operational Report 2017: The report includes evidence of achievements in support of the proposed UNRWA interventions. See pages 34-39 in following link https://www.unrwa.org/resources/reports/annual-operational-report-2017
- UN Women: Gender analysis East Jerusalem:
  http://www2.unwomen.org/-/media/field%20office%20palestine/attachments/publications/2016/in%20the%20absence%20of%20justice_report.pdf?la=en&vs=509
- World Bank gender analysis and programmatic recommendations Palestine:
  http://documents.worldbank.org/curated/en/446441520342346745/pdf/123946-WP-P160288-PUBLIC-Country-Gender-Action-Plan-II-for-Palestinian-Territories-Final-002.pdf

ANNEX 5: Seed funding results framework

The seed funding-based result framework is generated by a participatory process with inputs from the five lead major implementers of Save the Children, UNDP, UNESCO, UNICEF and UNRWA. It also considers factors that distinguish Palestine from other ECW countries, namely:

d. Palestine is rich in education data, and in that regard is one of the leaders in the MENA region. The challenge in designing the Result Framework was more choosing the right indicator rather than data availability. The Results Framework chooses indicators that are most relevant to the Theory of Change and aligned to the ECW focus (e.g. gender) such as gross enrolment ratio (GER) for Outcome 1.

e. Palestine has relatively good access and (academic) quality when compared to other countries in the region, including those not in crisis (e.g. Gulf countries), but the gap remains evident in the inclusive education and life skills. Outcome 2 and its outputs and activities have been developed with this in mind. Several pre-post tools by MOEHE and partners have been used in Palestine. In addition, a piloting of standardized life skills measurement will be conducted in 2019 by UNICEF and the World Bank through the International Association for the Evaluation of Educational Achievement (IEA), which is also the developer of PIRLS, TIMSS and ICCS.

f. The education progress is at risk of being reversed given the political and economic deterioration since 2017. Therefore, the setting of targets admits that maintaining current situation can be an achievement. On the other hand, a higher bar is set for adolescent boys (e.g. see disaggregation for Outcome 1 in Project Specific Results) given that this is the relatively vulnerable group according to existing studies.

At the outcome level, the result indicator for Access (Outcome 1) chosen is gross enrolment ratio, for which a relatively challenging target is assigned to boys' secondary enrolment as boys' enrolment is much lower than girls' at that level. The result indicator for Quality (Outcome 2) looks at life skills instead of academic performance as the former is what the proposed activities target. And the result indicator for System Strengthening (Outcome 3) is adjusted from the one applied to ECW Syria and the capacity for its monitoring is already developed in Save the Children and UNICEF who are the lead implementers there and in Palestine. All indicators (impact, outcome, and output) will be disaggregated by gender, school level/age, status of disability and location wherever applicable. The monitoring will also ensure that the various forms of social stratification, such as that disability are disaggregated by sex.

Finally, the Impact indicator on number of beneficiaries is taken directly from the list of Mandatory ECW Core Indicators. A formula for estimating corresponding milestones and targets is provided in the Note section. The estimates have also guarded against double-counting, following the ECW guidance on beneficiary calculation. The 2019 (first-year) targets are set be relatively low with consideration of time needed for scaling up and the fact that it is already 2019 when this proposal is presented.

The four following tables present

- List of sub-grantees/actors;

- ECW Mandatory impact indicator;

- ECW Mandatory output indicator (there is no mandatory outcome indicator according to the ECW Indicator Guidance); and

- Project specific results with indicators matching the outcomes/outputs and aligned to the Education Sector Strategic Plan (2017-2022).

Indicator	Sub-Grantees	Local actors	# of local actors at midterm	# of local actors at close
Please list each of your organization's sub-grantees and indicate whether they will be further sub-granting to any local organizations	Save the Children, UNDP, UNESCO, UNRWA	*TBD*	*TBD*	*TBD*

Mandatory Impact Indicator

	Baseline & Targets		Pre-Primary (KG1-2/ G0)		Primary (G1-4)		Secondary (G5-12)		Total			Note
			F	M	F	M	F	M	F	M	Total	
Total number of children and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance	Total	Baseline	0	0	0	0	0	0	0	0	0	Adolescent boys are less likely to be in school in SOP. The same targets boys vs. girls are set to reflect interventions that are more likely to reach ado boys (e.g. alternative edu for ex-detainees)
		Year 1 target	2625	2625	15750	15750	23625	23625	42000	42000	84000	
		Year 2 target	3410	3410	24358	24358	44332	44332	72100	72100	144200	
		Year 3 target	4707	4707	32949	32949	63544	63544	101200	101200	202400	
	Children with disabilities	Baseline	0	0	0	0	0	0	0	0	0	1% of enrolled students are CwD according to Disabled Individual Survey 2011 & OOSCI study 2018
		Year 1 target	26	26	158	158	236	236	420	420	840	
		Year 2 target	34	34	244	244	443	443	721	721	1442	
		Year 3 target	47	47	329	329	635	631	1012	1012	2024	
	Gaza	Baseline			0	0	0	0	0	0	0	After accounting for double-counting
		Year 1 target			4000	4000	7000	7000	11000	11000	22000	
		Year 2 target			4000	4000	7000	7000	11000	11000	22000	
		Year 3 target			4000	4000	7000	7000	11000	11000	22000	
	West Bank	Baseline	0	0	0	0	0	0	0	0	0	
		Year 1 target	2625	2625	11750	11750	16625	16625	31000	31000	62000	
		Year 2 target	3410	3410	20358	20358	37332	37332	61100	61100	122200	
		Year 3 target	4707	4707	28949	28949	56544	56544	90200	90200	180400	

Mandatory Output Indicators

			Pre-Primary (KG1-2/ G0)		Primary (G1-4)		Secondary (G5-12)		Total			Note
			F	M	F	M	F	M	F	M	Total	
	Total	Baseline			0	0	0	0	0	0	0	
		Year 1 target			4000	4000	7000	7000	>11000	>11000	22132	

Indicator	Category	Metric								Notes
# of children and youth receiving individual learning materials (e.g., textbooks, notebooks, etc.)		Year 2 target	4000	4000	7000	7000	>11000	>11000	22264	
		Year 3 target	4000	4000	7000	7000	>11000	>11000	22396	
	Children with disabilities	Baseline	0	0	0	0	0	0	0	1% of enrolled students are CwD according to Disabled Individual Survey 2011 & OOSCI study 2018
		Year 1 target	40	40	70	70	110	110	220	
		Year 2 target	40	40	70	70	110	110	220	
		Year 3 target	40	40	70	70	110	110	220	
	Gaza	Baseline	0	0	0	0	0	0	0	
		Year 1 target	4000	4000	7000	7000	11000	11000	22000	
		Year 2 target	4000	4000	7000	7000	11000	11000	22000	
		Year 3 target	4000	4000	7000	7000	11000	11000	22000	
	West Bank	Baseline	0	0	0	0	0	0	0	Refer to students in need of re-entry to schools (e.g. home arrest, ex-detainee, etc.) so cannot arbitrarily decide level and gender.
		Year 1 target					TBD	TBD	132	
		Year 2 target					TBD	TBD	264	
		Year 3 target					TBD	TBD	396	
# of classrooms supported (e.g., blackboards, maps, school-in-a-box, WASH facilities, etc.)	Total	Baseline					0	0	0	Estimates based on class size suggested by PCBS and UNRWA reporting and beneficiaries per school assumed by sub-grantees
		Year 1 target					380	360	740	
		Year 2 target					430	400	830	
		Year 3 target					475	420	895	
	Gaza	Baseline					0	0	0	
		Year 1 target					280	280	560	
		Year 2 target					280	280	560	
		Year 3 target					280	280	560	
	West Bank	Baseline					0	0	0	
		Year 1 target					100	80	180	
		Year 2 target					150	120	270	
		Year 3 target					195	140	335	
# of teachers/ administrators trained, by gender (e.g., in psychosocial support, peace	Total	Baseline					0	0	0	Estimated from 2.1, 2.2, 3.1 and 3.2 pf the project-specific RF and rounded to account for double counting; 3:2 for f/m teachers according to PCBS/ UNRWA records.
		Year 1 target					2100	1400	3500	
		Year 2 target					5700	3800	9500	
		Year 3 target					9000	6000	15000	

education, life skills, etc.)	Gaza	Baseline		0	0	0	
		Year 1 target		TBD	TBD	TBD	At this stage planned trainings are in West Bank only
		Year 2 target		TBD	TBD	TBD	
		Year 3 target		TBD	TBD	TBD	
	West Bank	Baseline		0	0	0	
		Year 1 target		2100	1400	3500	
		Year 2 target		5700	3800	9500	
		Year 3 target		9000	6000	15000	
# of teachers/ administrators recruited/financially supported, by gender	Total	Baseline		0	0	0	
		Year 1 target		220	149	369	For teachers plus PSS counsellors
		Year 2 target		220	149	369	
		Year 3 target		226	153	379	
	Gaza	Baseline		0	0	0	
		Year 1 target		206	140	346	
		Year 2 target		206	140	346	
		Year 3 target		206	140	346	
	West Bank	Baseline		0	0	0	
		Year 1 target		14	9	23	
		Year 2 target		14	9	23	
		Year 3 target		20	13	33	

Project Specific Results

Statement	Indicators	Baseline	Milestone 2019	Milestone 2020	Target 2021	Data Source/ Mean of Verification	Disaggregation	Reporting Parties/ Note
Impact Girls and boys aged 4-17 affected by crisis, inclusive of vulnerable groups, have continued access to complete quality education in a protective learning environment	Total number of children and youth in school or equivalent non-school based settings, including pre-primary education, reached with ECW assistance (mandatory ECW impact indicator)	0	84,000	144,200	202,400	See Data Source/ Mean of Verification for Outputs 1.2, 1.3, 2.1 and 3.3	M: 101,200 F: 101,200 (Disaggregated by school level/age, location and disability level)	**Reported by Programme Coordination Unit** The estimates have accounted for possible double counting. They are aggregated from Output 1.2+ 1.3+ 2.1*10+ 3.3*200 and then rounded to ,000. The multipliers of 10 and 200 are conservative estimates of intermediate beneficiaries when each

								teacher/ school is assisted. The estimate is a sum of direct and intermediate beneficiaries per ECW guidance.
Outcome 1 Improved access to and continuity of inclusive, equitable and gender responsive education and learning opportunities for girls and boys (4-17 years old)	Gross enrolment ratio in K-12	82% (2016-17) PPE 4-5Yr (B:54; G:54) Pri 6-9Yr (B:94; G:94) Sec 10-17Yr (B:80; G:88)	82.5%	83.0%	83.5%	UNESCO Institute for Statistics (UIS); MOEHE; UNRWA reporting	To at least PPE 4-5Yr (B:56; G:56) Pri 6-9Yr (B:95; G:95) Sec 10-17Yr (B:82; G:89)	**Reported by Programme Coordination Unit** The ratio is calculated by dividing K-12 enrolment by the population of children 4-17 (official K-12 age). Overall a 1.5 percentage point improvement in three years is significant given the already high ratio. UIS is the major data source since it combines MOEHE and UNRWA information with more consistent methodology in estimate. Boy's gross enrolment ratio in secondary is 79.9% in 2016-17. A rise to at least 82% in 3 years could be a big achievement.
Output 1.1 K-12 girls and boys and teachers are protected on their way to school with safe and reliable transportation services to and from schools	# of K-12 children and teachers protected with safe and reliable transportation services to and from schools through programmes funded by ECW	0	3,260	3,320	3,380	MOEHE; Programme report	M:1,680 F:1,700 (Disaggregated by school level)	**Reported by UNDP and UNICEF** Only account for beneficiaries of ECW-funded programme. There are three activity-agency-location based Indicators under this output.

Output 1.2 Girls and boys under home arrest, released from detention or hospitalized children benefit from continued education provision	# of girls and boys under home arrest, released from detention or hospitalized children benefit from continued education provision funded by ECW	0	1,290	2,580	3,870	Programme Reports; List of teachers and students; Training attendance sheets; School records and progress reports	M:1,935 F:1,935 (Disaggregated by school age)	**Reported by Save the Children, UNESCO and UNRWA** There are ten activity-agency-location based Indicators under this output.
Output 1.3 Girls and boys (aged 4-17) including children with disabilities receive education in an environment that is conducive to learning, with adequate infrastructure and equipment	# of girls and boys (aged 4-17) including children with disabilities receive education in an environment that is conducive to learning, with adequate infrastructure and equipment, through programmes funded by ECW	0	23,000	24,000	25,000	MOEHE; Engineering records; Assessment report; Procuments records, Training attendance sheets; School records; Maintenance reports	M:12,400 F:12,600 (Disaggregated by gender for CWD; Disaggregated by school age)	**Reported by UNDP, UNESCO and UNRWA** There are eleven activity-agency-location based Indicators under this output. The estimates of milestones and target have accounted for possible double counting.
Outcome 2 Improved quality and relevance of education for girls and boys (6-17 years old) in a safe and protective environment	% of children demonstrating minimum acquisition of life skills	N/A	TBD	N/A	10% improvement from the baseline	MOEHE self-reporting pre-post assessment tools and/or standardized measurement instrument on life skills and citizenship education	TBD (Disaggregated by school level)	**Reported by Programme Coordination Unit** Several pre-post tools by MOEHE and partners have been used in Palestine; plus a piloting of standardized life skills measurement will be conducted in Palestine in 2019 by UNICEF and the World Bank through the International Association for the Evaluation of Educational Achievement (IEA). Further information on life skills and its measurement can

Output 2.1 Teachers are equipped with the knowledge and skill to deliver inclusive education and quality student-centered life skills and citizenship education	# of education personnel trained on learning Objects, Inclusive Education approach, and /or quality student-centered life skills and citizenship education through programmes funded by ECW	0	3,367	6,734	10,101	School visits/reports; Programme reports; Training attendance sheets;	M:4040 F:6061 (Disaggregated by school level)	**Reported by UNESCO, UNRWA and UNICEF** Only account for beneficiaries of ECW-funded programme. There are six activity-agency-location based Indicators under this output.
Output 2.2 Adequate PSS support is provided to boys and girls and teachers in the three target areas	# of counsellors and education personnel trained on or deployed for psychosocial support funded by ECW	0	300	2,900	5,500	Pre-post tests; Photos; Training attendance sheets; Engineering records	M:2,200 F:3,300 (Disaggregated by school level for children and teachers)	**Reported by Save the Children and UNRWA** There are seven activity-agency-location based Indicators under this output. The estimates of milestones and target have accounted for possible double counting.
Outcome 3 Strengthened capacity of the education system to respond to chronic humanitarian needs and deliver	% of schools reporting improved satisfaction with monitoring, response and management at system level and at school level	N/A	N/A	55%	75%	Evaluation conducted by Programme Coordination Unit	West Bank: 75% Gaza: 75% (Disaggregated by school level)	**Reported by Programme Coordination Unit** Will be done in year 2020 and 2021, preferably a random sample of 200 schools assisted each round

coordinated response in crises								
Output 3.1 MOEHE has strengthened its capacity for crisis-sensitive planning, management, monitoring and coordination of humanitarian response	# of ECW-funded trainings of MOEHE staff on coordination, crisis-planning, gender responsive planning and programming in emergencies	0	4	8	12	workshop reports; pre and post surveys; Performance assessment reports	N/A	**Reported by UNICEF** Only account for beneficiaries of ECW-funded programme. There are two activity-agency-location based Indicators under this output.
Output 3.2 Strengthened data collection and information management of emergency-relevant education data	# of trained education actors on emergency-relevant education data collection and information management through ECW-funded programmes	0	10	24	39	Incident reports; Attendance sheets; Pre-post test	N/A	**Reported by Save the Children and UNRWA** There are six activity-agency-location based Indicators under this output.
Output 3.3 Schools in targeted areas have capacity to respond to and manage education provision in emergencies	# of schools with improved capacity to respond to and manage education provision in emergencies through ECW-funded interventions	0	120	240	360	SOP written report; Training attendance sheets; Assessment sheets; Programme reports; School records	(Disaggregated by school level and location)	**Reported by Save the Children, UNDP, UNESCO and UNRWA** There are six activity-agency-location based Indicators under this output.

Note:
1. The project-specific result framework is generated based on the seed-funding budget.
2. For detailed activity, agency, and location-based indicators, please refer to the Annex; for budget corresponding to each output, please refer to the chapter of Multi-Year Work Plan and Budget table.
3. Ancillary indicators (out-of-school rate, survival rate, etc.) that are less relevant to the theory of change of this proposal can be found on the UNESCO Institute for Statistics website. SOP is rich in education data.
4. For risk and mitigation, please refer to the Annex.