

SoP ECW-MYRP 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.

<p>Based on the problem statement and root causes detailed in the previous section, the Theory of Change statement focuses on:</p> <p>If students can safely and regularly access quality and appropriately equipped learning spaces; and</p> <p>If teachers and schools are enabled to provide relevant quality education supports and inclusivity including life skills and PSS; and</p> <p>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</p>	<p>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</p>	<p>Series of assumptions:</p> <ul style="list-style-type: none"> • 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 system 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.
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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. These 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 dropouts.

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.¹ 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

¹ CEDAW Committee 2017

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.

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

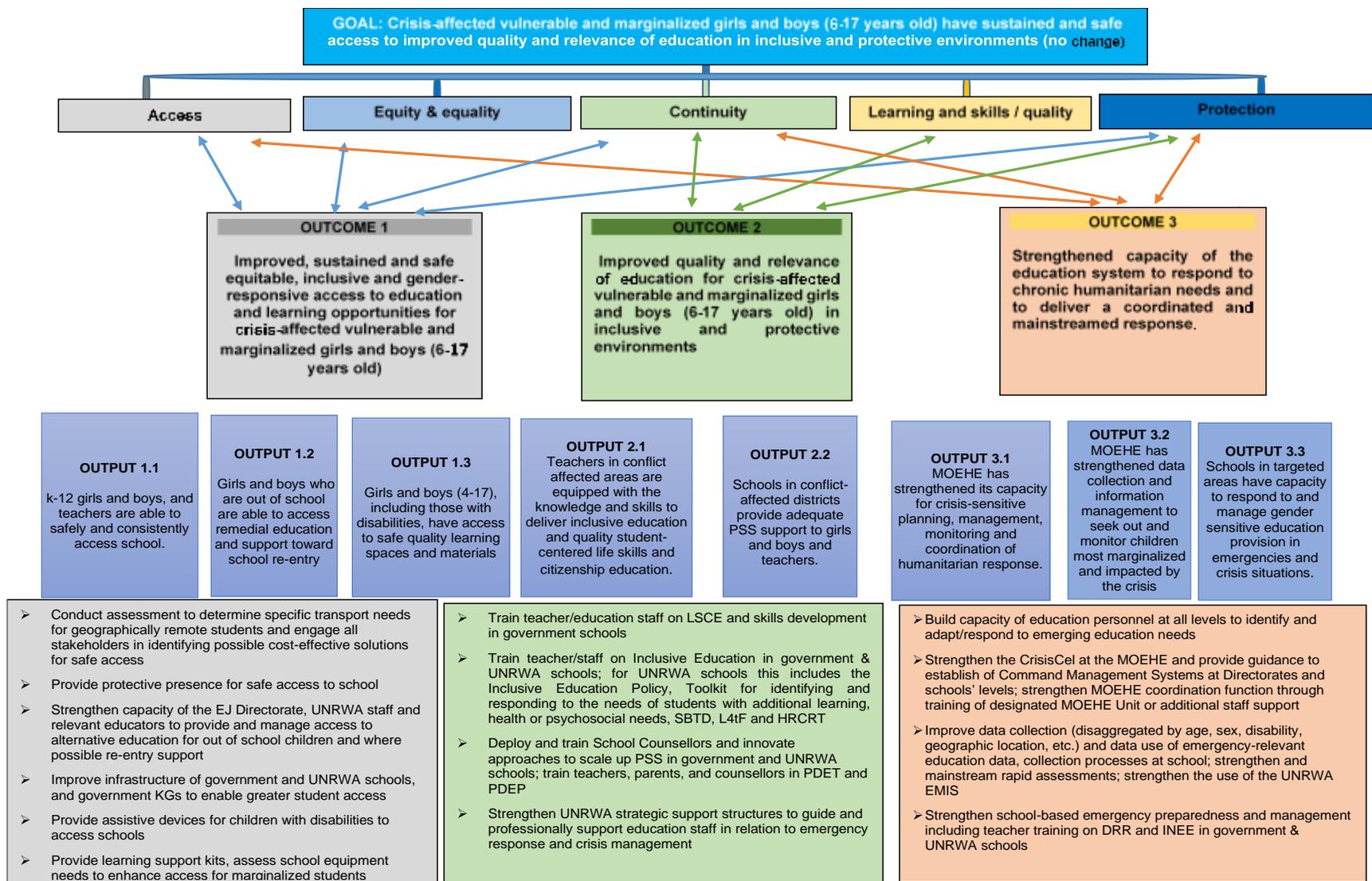
The Programme will contribute to strengthening the quality of learning through teacher-supervisors and principals training and development of pedagogical materials to strengthen integration of life skills and inclusive education into the teaching and learning practice as well as approaches for PSS. Innovative 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.²

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.

² 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.



Please use the shared folder link to access SoP ECW/MYRP annual narrative report 31.3.2021, Progress report 31.6.2021, Results, Risks and Financial Frameworks.