

How is the SoP ECW/MYRP contributing to the achievement of the beneficiary collective vis-à-vis systematic outcomes?

Beneficiaries' outcomes

The SoP ECW/MYRP aims to **improve access and continuity of education** to the most vulnerable children in targeted areas by the fact that it contributes to 1) 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, 2) improving schools' infrastructure, taking into consideration inclusive access, eco-sustainable, child-friendly and universal designs ensuring the availability of spaces for children to receive education¹, 3) targeting education support to children under house arrest, ex-detainees and hospitalised children, the MYRP contributes to enable access and ensure continuity of learning to children affected by legal or health concerns, 4) improving data on children under house arrest and mechanisms for their integration into schools after they are released from house arrest or hospital is expected to contribute to the reduction of school dropouts and 5) system-level interventions to ensure that schools and communities are prepared for emergencies and have in place the capacities to continue delivering education during crises.

The SoP ECW/MYRP is envisioned to **improve the protection of the learning environment** for girls and boys in the SoP targeted areas that are characterised by protracted armed conflict, recurrent disasters, and impoverishment. SoP ECW/MYRP supports this through 1) strengthening PSS services to children and teachers affected by violence and harassment as well as children under house arrest, ex-detainees and prolonged hospitalization, 2) investments in promoting life skills education through teacher training is expected to contribute to the reduction of violence and protection of students in and out of schools, 3) transportation and protective presence interventions are expected to ensure that children's commute to school is safe and free of risks associated with their interaction with Israeli military, police or settlers, and 4) strengthening education stakeholders' capacity to collect and make available emergency-relevant education data, strengthening UNRWA EMIS and mainstreaming assessments and incident verification in order to quickly identify and respond to protection issues.

Inclusion and equity are promoted through the SoP ECW/MYRP for the most marginalised target groups. The MYRP aims to improve enrolment and prevent drop out of children and CWD living in Area C, East Jerusalem and Hebron H2 and schools at particular risk of military presence. This is done through 1) targeting communities where adolescents' girls, whose access to education is especially at risk due to unavailability of schools and/or long unsafe commutes with transportation and infrastructure improvement interventions. Adolescent boys, who may be at higher risk of harassment at checkpoint crossings, are expected to be targeted by the protective presence interventions as well, 2) the focus on life skills 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 matters². 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

¹ One of the main impediments for example, is in Area C where the distance from children's homes to their schools. These students often must walk up to 10 kilometers 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. 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.

programme aims to strengthen girls' empowerment so they can become active future economic and social actors in their communities, and 3) ECW/MYRP addresses the needs of girls and boys with disabilities through specific interventions that include the provision of assistive devices "not implemented so far due to MoE changing priorities" 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. SoP ECW/MYRP gender, CwD, refugees and TVET learners have increasingly received attention, via monitoring barriers to education and designing responsive interventions³.

SoP ECW/MYRP is contributing to **strengthening the quality of learning** through 1) 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 is supposed to be scaled up to ensure the whole system uptake. One of the approaches is DEAL (Digital entrepreneurial Adolescents Leaders), as a way to mainstream LSCE in formal and non-formal settings targeting children and adolescents⁴, and 2) the creation of the robust counselling and PSS to teachers and students affected by violence. Two innovative approaches will be further developed during the MYRP: a. 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, b. 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.

The SoP ECW/MYRP aims not only to address the immediate needs of education in crises, but also invest in EiE system-strengthening to transition from emergency into recovery, development, and resilience. To promote systemic change aspects such as education cluster/working group, emergency preparedness and disaster risk reduction are included in the response. **The SoP ECW/MYRP is contributing to the following strategies/systematic outcomes.**

Strengthened national and local capacities. SoP ECW/MYRP contributes to strengthening the capacity of the education system to respond to shocks and sustain inclusive quality provision of education during and after emergencies both in the West Bank and Gaza. The programme focuses on MoE 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. MoE and UNRWA are supported to strengthen capacities for data collection and management to ensure children can be identified, monitored and supported appropriately. The resilience of the system is strengthened by ensuring all stakeholders especially at the school level are prepared, ready for emergencies and capable of ensuring protection of children. The investments are made in the teacher professional development as well as in setting up systems to provide PSS in the most vulnerable areas. Furthermore, SoP ECW/MYRP invests in the response, coordination and share of information with the Education Cluster, EiE WG and ESWGs, that the sector uses. More specifically, the capacity of MoE in the area of HD planning, response and recovery is being built by SoP ECW/MYRP through the regular work under Outcome 3 including capacity building

³ SoP ECW/MYRP has a gender specialist that works on part time basis to ensure at least a child holistic gender sensitive approach is being followed beyond achieving gender parity.

⁴ including those at risk of dropping out or already out of school. DEAL is an innovation approach 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.

support mostly by UNICEF, SCI and UNRWA, which is now progressing but has experienced some delays and challenges, and needing more effort and acceleration⁵.

Strengthened policies and domestic leadership. As pointed earlier under section 1.1 and section 2, the SoP ECW/MYRP is closely aligned to key national and international plans and strategies in education and brings together these strategies under the overarching MYRP coherent framework, bridging the gap between the HD work⁶ All consolidate the support to the education agenda in Palestine with emphasis on the most marginalized girls and boys. The ultimate objective is to ensure an efficient and effective response, prioritizing needs, stimulating additional funding and resilience initiatives.

In terms of domestic leadership, the MoE has clearly expressed its commitment to and the importance of the SoP ECW/MYRP to the Education sector. MoE has a leading role in ECW/MYRP including in the governance structure, where the Minister of Education is the co-chair of the SC and a senior MoE official from the MoE's ECW Core team is the co-chair of the TC. Since December 2019 ME has strengthened its role in the governance of ECW/MYRP by: 1. Creating a Core team of 6 officials within MoE, replacing a single MoE ECW focal point and putting the MoE International and Public Relations Directorate in lead for all communication, coordination and management issues with PMU, and 2. Bringing 6 senior MoE officials to the SC, and 11 MoE officials representing all relevant Directorate Generals to the TC. This ensures better buy-in, solid technical discussions and better information flow within the MoE and with the ECW partners. In addition, UNICEF is working with MoE to establish a functional EiE technical working group in Palestine (within the broader Education Sector Working Group "ESWG") to have a forum for strategic EiE discussions, to be chaired by a senior MoE official to ensure strong leadership from MoE, and accordingly has recruited a consultant to support the MoE EiE work with emphasis on SoP ECW/MYRP outcome 3.

Moreover, SoP ECW/MYRP partners have demonstrated many examples in supporting and strengthening the role of the MoE e.g. UNDP strengthened the leadership role of MoE in carrying out WASH and infrastructure needs assessments for 127 schools (Awqaf and private schools) located in EJ and provided technical assistance to the national response through participation in the school WASH task team. The Distance learning task team UNESCO and the MoE coordinated interventions and resources by the task team members and supported organisations and provided technical advice to the MoE, to identify needs and provide required support, especially for the school reopening. SCI leads the MHPSS task force and has provided concrete support to the WASH and Hygiene task teams⁷. Moreover, SoP ECW/MYRP partners support policy development through the common approaches (detailed in section 1.2)⁸. These common approaches are believed to contribute to ensuring sustainability after the completion of the programme and seek to transform the delivery of EiE, by coordinating government's, humanitarian actors' and development partners' efforts to deliver a more collaborative and rapid response to the educational needs of children and youth affected by crises. From the UNRWA side, UNRWA has delivered education to Palestine refugees for almost 70 years. Recent efforts to systematically strengthen its education delivery through the Education Reform 2011-15 subsequent EiE approach have shown success in retaining students in school and reducing student dropout⁹.

⁵ e.g. UNICEF's funds to MoE EiE capacity building in this area in 2020 were used for COVID-19 hygiene kits procurement, SCI support to school-level EiE/emergency committees started slowly and was refocused as requested by MoE (at first planned to focus on establishing 19 new committees in new schools, now strengthening 30 existing ones in 30 schools instead) and UNRWA support to this area is done through UNRWA's humanitarian/COVID-19 preparedness plan. SCI also provides MoE direct support; building its capacity in planning/analysis: for monitoring and reporting school related violations and incidents and is planning to strengthen the MoE crisis cell. Another example and in response to the COVID-19 pandemic, the MoE, supported by the Education Cluster, prepared a National Response Plan where four key focus areas were identified: distance learning, hygiene, provision of mental health and psychosocial support (MHPSS), and renovation of schools WASH facilities. Accordingly, four thematic task teams were established to support the MoE in implementing these four objectives and ensure that the MoE has the technical capacity and the financial means to implement the priority interventions identified. The SoP ECW/MYRP partners have been integral in providing COVID-19 response support as three of the technical task teams are co-led by a MYRP partner.

⁶The Education Sector Strategic Plan 2017 – 2022 (ESSP), the Humanitarian Response Plan (HRP), the Education Cluster Plans and the UNRWA Mid-Term Strategy (with its EiE components). And, international strategies such as 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 SDGs 4, 5 and 1

⁷ This is a crucial support as SCI under ECW/MYRP will be developing the PSS common approach which is why it leveraged its position and built more connections with almost every PSS-related partner and especially MoE.

⁸ Five thematic groups were formed to lead the common approach discussions and the development of policy guidelines on: i) infrastructure and renovation, led by UNDP and UNRWA; ii) inclusive education, led by UNESCO with co-chairs of DFID and MoE; iii) psychosocial support, alternative/remedial education & reintegration and school-based emergency preparedness & response, led by Save the Children; iv) safe access, led by UNICEF with UNDP; and v) life skills education, led by UNICEF.

Increased, more timely and predictable funding.

Education remains one of the least funded areas of the humanitarian response in Palestine. The SoP ECW/MYRP was designed to serve an advocacy, financing, and resource mobilization role in Palestine. The SoP ECW/MYRP is supported by the ECW Global with three years seed funding. This funding kicks off the start of the MYRP, from where onwards new resources are to be mobilized to fund the total MYRP budget envelope, which allows for scale-up and expansion to pre-identified schools/learning centers and thereby reaching more crisis-affected children and youth. The SoP ECW/MYRP rapid and flexible support to MoE in the provision of both short- and long-term responses to COVID-19 pandemic is a good start to transition the education support provided from the humanitarian relief to the recovery and development stages so to build resilient education system. Moreover, the SoP ECW/MYRP conducts advocacy of MYRP activities and presents updates on programme progress to the MoE, education sector partners and the donors' representatives in SoP (through forums such as the EiE Working Group, ESWG and specific donors' meetings updates) and wider stakeholders. These are platforms for presenting findings, addressing gaps, mobilize resources and to utilise existing strategic governance mechanisms on education in Palestine. This ensures that the interventions are a priority, relevant as well as streamlined and coordinated with activities being undertaken by partners across SoP.

However, the medium/long-term nature or predictability and flexibility of financing of the MYRP is not assured. The current funding is considered supporting short/medium-term objectives but is certainly not enough for resilience and HDN programming in long-term and it requires fundraising to go beyond the 3 years available fund. All stakeholders and partners including the MoE have shown willingness to collaborate in mobilizing resources, which is a key area of support and leadership by both SC and Partners Group/Heads of Partner Agencies as per the programme's governance structure. With their and ECW Secretariat's support, PMU and the ECW partners developed a resource mobilisation & advocacy strategy, supporting tools such as 'marketing pack/advocacy tools' and a financial investment/business case and active advocacy/fundraising activities. The Minister of Education has proposed the organization of a major event or semi-conference in 2020 that will bring together experts from the region and beyond to raise awareness about the SoP ECW/MYRP and its progress, which could be a platform for increased visibility, advocacy and resource mobilization although this is on hold due to the COVID-19 restrictions¹⁰. Furthermore, the SoP ECW/MYRP is having discussions with ECW Secretariat (donor), ensuring efficient use of funds (Value for Money), quality and timely reporting, informing the donor about progress, delays, challenges and keeps the resource mobilization needs on the ECW Secretariat's agenda, which is expected to play a critical role in advocating for further resource contributions from other donors to reach the funding target of the MYRP especially in year three.

Strengthened Joint planning and coordination. The entry point for initiating the design and implementation of the SoP ECW/MYRP was the in-country education coordination mechanisms, the development process encompassed actors across this HDN including the government and local education coordination groups e.g. the education cluster and EiE working groups. The education partners have been actively involved in the development of the SoP ECW/MYRP proposal and are playing an instrumental role in its successful implementation. An ECW Task Force (TF) was formulated to lead the development of the SoP ECW/MYRP proposal composed of the five MYRP partners, Representative Office of Norway to the Palestinian Authority, MoE and a local NGO, Pal Vision. The programme's key outcomes and priority

10 In February/March 2020 PMU also coordinated collection of inputs to the ECW Secretariat's global resource mobilisation mapping tool from the ECW partners, MoE and key education donors and partners in Palestine. Outside of MYRP but aligned to it and to the MoE's COVID-19 response plan, UNICEF and SCI directly received USD 850,000 for ECW/FER to respond to the COVID-19 pandemic. The funds are being used towards an education system-wide approach to ensure that children are kept safe and continue learning, namely, supporting a sustainable distance learning system and planning and implementing safe school operations. It is expected that all the 836,084 children enrolled in the Palestinian public schools will benefit from the FER COVID-19 funds once the interventions are completed. Moreover, UNRWA mobilized additional funds from ECW/FER of a total of one million US\$ against the UNRWA COVID-19 Flash Appeal to support Gaza, West Bank, Lebanon and Jordan. The share of the West Bank is US\$80,000 and US\$ 480,000 is for Gaza, with the project period of 6 months starting 6 April, to mostly support self-learning study and PSS.

interventions have been discussed during EiE WG meetings that comprises of 47 education partners. Given its leadership role in the education sector, strong working relationships with TF members and agencies in the EiE and ESWG, and as a co-lead of the ECW TF, the MYRP is managed by UNICEF. As the lead grantee, it is responsible for overall programmatic management¹¹. Following the SoP ECW/MYRP approval by ECW's ExCom, oversight of the programme was handled by the SC led by the government. The SoP ECW/MYRP has a clear and functioning governance structure with specific ToRs (please refer to section 2.4).

In line with the ECW global holistic 'whole-of-system' approach to joint programming, the SoP ECW/MYRP adopted a context-specific approach to education, where a revised 2 years consolidated work plan was developed jointly by MoE and the five partners to position the MYRP strategically within the HDN. Moreover, a Y3 fund was approved/granted by the ECW Secretariate "Global" and accordingly a joint Y3 reprogramming request was developed, submitted, and approved.

Moreover, the entire MYRP funding modality structure entails closely working together for improved coordination to ensure more impact for children. The work planning and development of key documents such as the governance structure and the respective ToRs have been done in collaboration with the relevant partners and stakeholders and linkages between the MYRP, MoE ESSP and HRP, among other things, and ensuring presentation of ECW guidance on the integration of gender, disability and inclusion. This strengthens the added value of the programme and supports delivery of collective outcomes and creates the possibility for models and systems that can be mainstreamed and scaled up where no single agency can deliver the totality of the education response required. SoP ECW/MYRP continues efforts on joint planning for the common approaches¹², in close collaboration with MoE with the thematic groups to lead the common approaches discussions and the development of policy guidelines. Furthermore, the collaborative approach, where partners came together to discuss and plan the Baseline and Needs Assessment study for the MYRP and defined the key performance indicators that are used to measure success throughout the life of the programme, and continued this participatory consultative process until a final study was developed¹³. Another example is the quarterly /monthly planning and progress updates of partners as reported in the M&E, risks and financial tools and in the regular monthly joint TC meetings which are a platform for partners' knowledge sharing, progress reporting, analysis, discussion on results of the different initiatives conducted by the MYRP partners and joint planning and coordination needs on issues such as the COVID-19 effect, reprogramming and response, the ECW/MYRP Gaza flexible emergency funds, the ECW/MYRP communication and advocacy strategy etc. The partners also collaborate on specific data collection, assessments, and joint interventions¹⁴, that were

11 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 dedicates specific resources, on behalf of the MYRP, for programme management, M&E, financial management, and capacity building of implementing partners on a set package of key sector standards

12 It was agreed amongst partners to adopt the following definition for common approach based on its international experience in education and protection: developing minimum standards based on the existing work, best practices and lessons learned to guide development of policy guidelines with MoE. It was also agreed that at least within the ECW/MYRP the policy guidelines should be applied, and that the policy guidelines will be an important deliverable by ECW/MYRP to MoE and Education sector, and if adapted and used, they can support the Ministry and the sector beyond and after ECW/MYRP. The possibility of joint planning is great in the planned common approaches, in close collaboration with MoE with the thematic groups that include MoE and more than one MYRP partner to lead the common approaches discussions and the development of policy guidelines. The common approaches support is planned initially for 8 technical areas, with key partners coming together with MoE, and developing the common approach and policy guidelines for MoE, e.g. for inclusive education, PSS, life skills education, safe access to school, infrastructure, etc.

13 The assessment establishes disaggregated baseline data, determines needs and targeted locations, schools and beneficiaries, this will contribute to better convergence and coordination of interventions. The baseline and needs assessment exercise is an example of joint planning and analysis. It was led by MYRP PMU, partners and the MoE Director of the National Center for Educational Research and Development and a core team from all relevant MoE departments. On the national level the MoE lead intensive consultation and coordination between different research partners to avoid any duplication or overloading of schools with data collection. The output is primary information that informs evidence-based programming by the MYRP partners and provides updated, reliable sex, disability, grade, school and governorate disaggregated data that can be utilized by MoE, local and international partners, donors and the Education Cluster partners to access updated educational nation-wide data in EiE and ensure a relevant and rapid response. It provides evidence to understand the education needs and gaps through consulting communities on their needs. This is expected to reduce duplication and inspire key stakeholders to engage in complementary research and activities with emphasis on learning outcomes for children. Moreover, the baseline study will provide data on girls' and boys' minimum acquisition of life skills. Accordingly, this will allow partners to measure change overtime in students' social and life skills.

14 For instance partners work in full collaboration with MoE on: 1- UNDP conducted a joint need assessment with MoE for school renovation, 2- MoE/UNESCO/UNDP work on assessing the needs, procuring and providing training for DRR equipment for schools and assistive devices for CWD, 3- UNICEF and UNESCO are collaborating on the inclusive and life skills citizenship education and the distance learning components, to ensure synergy and avoid overlap in the schools, 4-UNICEF's evaluation on the protective presence intervention, 5-UNDP's need assessment for WASH priorities in East Jerusalem, 6-UNESCO's needs assessment for determination schools "to be finalized", 7- SCI work on collecting and documenting violations against the right to education including student arrest, 8-UNDP effectiveness analysis of the vehicle use for school transport (UNDP), 9-2020 COVID-19 related ECW/MYRP reprogramming was based on quick joint analysis and planning by all ECW partners, fully aligned to the MoE/Education Cluster COVID-19 plan, 10-The Planning of this 2021 final evaluation which will be an external/neutral joint exercise, managed by PMU and all partners together.

presented/shared with all other partners including the education cluster. This established a solid platform for knowledge sharing and designing responses. Moreover, this facilitates MoE coordination and follow up on all types of responses, ensuring proper referrals and avoiding duplications.

Although joint analysis and planning require more time and good coordination/management, still partners believe they are cost efficient and effective as each partner has its expertise and areas of niche, which MYRP has exploited and built on, i.e. UNDP for procurement and infrastructure, UNRWA for UNRWA schools/refugees, UNESCO for leading inclusive education and being an adviser to MoE; SCI and UNICEF being Cluster leads etc.

Increased availability of quality data, evidence, and research. The baseline and needs assessment exercise are an example of joint analysis and increase availability of quality evidence-based data. It was led by PMU, MYRP partners and a core team from all relevant MoE departments. The regular monthly joint TC meetings are a platform for knowledge sharing, analysis and results of the different initiatives conducted by the MYRP partners¹⁵. Moreover, MYRP supports MoE data collection and management to ensure children can be identified, monitored, and supported appropriately as explained earlier through Save the Children and their local partners' support. SoP ECW-MYRP partners conducted several specific data collection and assessments that were presented/shared with all other partners including the education cluster. This established a solid platform for knowledge sharing and designing responses. This also facilitates MoE coordination and follow up on all types of responses, ensuring proper referrals and avoiding duplications¹⁶. The 2020 COVID-19 related ECW/MYRP reprogramming was based on quick joint analysis and planning by all ECW partners, fully aligned to the MoE/Education Cluster COVID-19 plan. The joint end of Y2 partnership review of key achievements, challenges, unexpected results or developments, lessons learned and recommendations. And, this 2022 final evaluation is expected to be an external/neutral joint exercise, managed by PMU and all partners together.

¹⁵ On the national level the MoE lead an intensive consultation and coordination between different research partners to avoid any duplication or overloading of schools with data collection. The output is primary information that informs evidence-based programming by the MYRP partners and provides updated, reliable sex, disability, grade, school and governorate disaggregated data that can be utilized by MoE, local and international partners, donors and the Education Cluster partners to access updated educational nation-wide data in EIE, and ensure a relevant and rapid response. It provides evidence to understand the education needs and gaps through consulting communities on their needs. This is expected to reduce duplication and inspire key stakeholders to engage in complementary research and activities with emphasis on learning outcomes for children. Moreover, the baseline study will provide data on girls' and boys' minimum acquisition of life skills. Accordingly, this will allow partners to measure change overtime in students' social and life skills.

¹⁶ e.g. UNICEF's evaluation on the protective presence intervention, UNDP's need assessment for WASH priorities in East Jerusalem, UNESCO's needs assessment for determination schools "to be finalized", SCI's work on collecting and documenting violations against the right to education including student arrest. Other smaller exercises done by some individual partners together with MoE for the programme, e.g. DRR equipment needs analysis (by UNDP, UNESCO), assistive devices needs for CWD (by UNESCO), effectiveness analysis of the vehicle use for school transport (by UNDP).