

# EDUCATION CLUSTER STRATEGY

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## Palestine 2020-2021



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# TABLE OF ACRONYMS

Acronym	Definition
4Ws	Who does What? Where and When
APP	Accountability to Affected Population
ARA	Access Restricted Area
CoC	Code of Conduct
CP AoR	Child Protection Area of Responsibility
CSE	Conflict Sensitive Education
CWDs	Children with Disabilities
ECW	Education Cannot Wait
EiE	Education in Emergencies
EiE TWG	Education in Emergencies Thematic Working Group
EJ	East Jerusalem
ESWG	Education Sector Working Group
FTS	Financial Tracking System
GBV	Gender Based Violence
GMR	Great Marches of Return
HC	Humanitarian Coordinator
HCT	Humanitarian Country Team
HNO	Humanitarian Needs Overview
HPC	Humanitarian Program Cycle
HRP	Humanitarian Response Plan
ICCG	Inter-Cluster Coordination Group
IDP	Internally Displaced Person
INEE	Inter-Agency Network for Education in Emergencies
MHM	Menstrual Hygiene Management
MoE	Ministry of Education
MHPSS	Mental Health and Psychosocial Support
oPt	Occupied Palestinian Territory
PSS	Psychosocial Support
PA	Palestinian Authority
SDG	Sustainable Development Goal
SDR	Secondary Data Review
TIPH	Temporary International Presence in Hebron
ToR	Terms of Reference
UN OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNICEF	United Nations International Children's Emergency Fund
UNRWA	United Nations Relief and Works Agency
WASH	Water, Sanitation and Hygiene
WB	West Bank

# RESPONSE PLAN AT A GLANCE

## CLUSTER OBJECTIVES



### Cluster Objective 1

Increase equitable safe access to inclusive, quality educational services for vulnerable children



### Cluster Objective 2

Most vulnerable schools are supported in responding to potential emergencies through preventive measures, remedial programs and school-based psychosocial services



## PEOPLE IN NEED AND TARGETED

### PEOPLE IN NEED



416 k

Gaza  
353k

West Bank  
63k

Children  
403k  
(including 18K CWDs)

Teachers  
13k

### PEOPLE TARGETED IN HRP 2020



390 k



### FINANCIAL REQUIREMENTS FOR HRP 2020

\$15.7 m



# EDUCATION CLUSTER COORDINATION

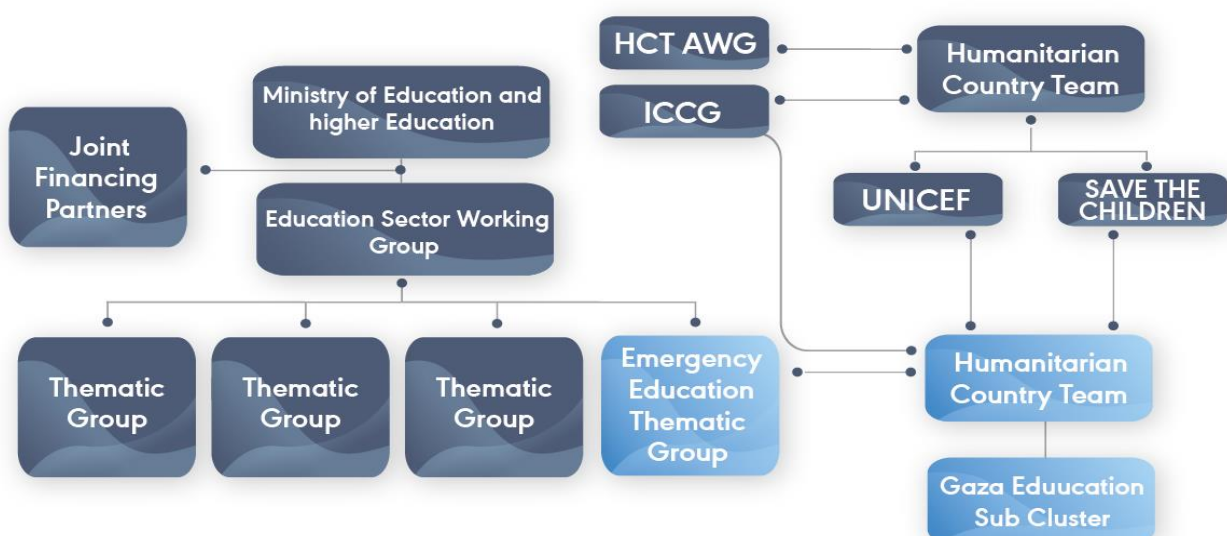
The Education Cluster is co-led by UNICEF and Save the Children and managed by a cluster coordinator currently designated by UNICEF. The National Cluster is accountable for both Gaza and West Bank including East Jerusalem. In Gaza a sub national cluster is established. The cluster team consists of a National Cluster Coordinator and a National Information Management Officer are based at UNICEF office in Jerusalem, and Gaza sub cluster coordinator based at UNICEF office in Gaza. (Full Cluster ToR can be found in Annex 1).

The overall role of the education cluster is to support and coordinate a coherent and effective Education humanitarian response. This includes the coordination of needs assessments; identifying humanitarian needs and gaps, development of a response strategy, long-term planning, cross-sector collaboration, and advocacy.

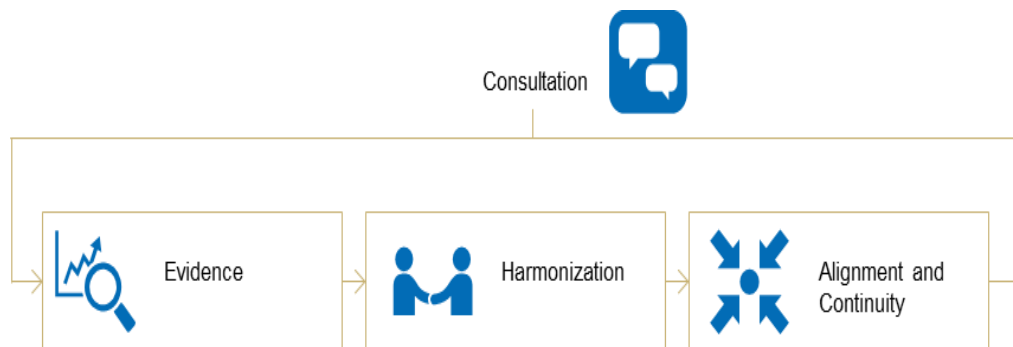
Education Cluster Objectives are to:

- Provide a national and sub-national coordination forum in which all relevant organizations can work together to address the issues relating to education in emergencies in collaboration with the MoE and UNRWA in Palestine.
- Ensure the development of a comprehensive EIE program across planning and strategy development, application of and contextualization of standards, preparedness, capacity building, emergency response through to rehabilitation and recovery, monitoring and evaluation and policy and advocacy.
- Coordinate and strengthen the education sector participation in humanitarian responses.

## OPT Education Cluster and Education Sector Organogram



# PRINCIPLES OF STRATEGY DEVELOPMENT



## Consultation

This strategy was developed through a consultative process facilitated by the cluster involving all key education stakeholders, including the MoE, Donors, UNRWA, and international and local cluster and sector partners. Furthermore, a strategy development taskforce was established to support the process, gather all developed key pieces and contribute to the writing of the strategy. The taskforce included MoE, UNRWA, UNOCHA, Save the Children, World Vision, Action Against Hunger, Afkar organization and the education cluster team.

## Evidence

The Education Cluster in Palestine recognizes the importance of a strategy based upon evidence which is in this case the 2019 HNO. In addition, a secondary data review (SDR) was carried out to provide analysis of the education context and identify information gaps in conflict affected areas in the West Bank including Jerusalem and Gaza. This review utilised the most recent information and data assessments that have been conducted and serves as a tool for all cluster partners to access all information relevant to decision making. The data collection was carried out by the cluster with support from key education stakeholders. West Bank including Jerusalem

## Harmonization

With multiple organizations responding to the education needs of children in West Bank including Jerusalem and Gaza, it is critical that there is common understanding and agreement in geographic and thematic priority areas. The Cluster's response plan provides a framework for all Cluster partners to build a common understanding of terminology, response objectives, activities and priorities.

## Alignment and continuity

The Education strategy recognises the importance of alignment with existing education plans and that the humanitarian-development nexus is a strategic concept which guides the way of working at country level. Accordingly, the strategy development process ensures EiE responses are aligned with the MoE Education Sector Strategic Plan and its emergency response component. This is especially critical for Palestine as the protracted crisis in the West Bank including

Jerusalem and Gaza seems to be deteriorating. In addition, the strategy development process ensures the involvement of other clusters, particularly the protection and WASH clusters within the broader humanitarian response plan to ensure children are provided with holistic and inclusive services.

## NEEDS Overview:

### Context Overview:

As stated in **OPT Humanitarian Response Plan**, a protracted protection crisis continues in the occupied Palestinian territory (oPt), characterized by Israel's occupation; insufficient respect for international law; the blockade on the Gaza Strip; the internal divide between the Palestinian Authority (PA) and Hamas; and recurrent escalations of hostilities between the Israeli military and Palestinian armed groups. In Gaza, the humanitarian situation remains dire, as evidenced by high rates of unemployment, poverty and food insecurity, while sporadic outbreaks of violence are threatening to ignite a wider confrontation. In the West Bank, the rate of demolitions of Palestinian-owned structures and settler violence remain high, and many Palestinians, particularly in Area C, East Jerusalem, and Hebron city (H2), continue to face the risk of forcible transfer. The deterioration in the humanitarian situation is exacerbated by significant shortfalls in donor support for humanitarian actors, especially UNRWA, as well as increased restrictions on operational space, which are undermining the ability of the international community to effectively respond to increasing need. Across the oPt, some 2.4 million Palestinians will need some form of humanitarian assistance in 2020, the majority in Gaza.<sup>1</sup>

### Gaza Strip

The overall situation in Gaza remains fragile. The Great March of Return (GMR) demonstrations continue, adding to the already high casualty toll and to the long-term health, disability and psychosocial caseload. Unemployment in Gaza increased from 43 per cent in 2018 to almost 47 per cent in the second quarter of 2019, with youth unemployment at 64 per cent. Some 46 per cent of the population live below the US\$5.5 poverty line and an estimated 62 per cent of households are severely or moderately food insecure. There is also evidence of increased resorting to negative and harmful coping mechanisms on the part of vulnerable groups, particularly children, as shown in the rise in the school dropout rates, child labour and child marriage, and about 270,000 children suffering from severe, moderate or mild forms of mental disorders.<sup>2</sup>

### West Bank

Although the humanitarian situation in the West Bank, including East Jerusalem, is less acute than the situation in the Gaza strip, economic growth in 2019 "is at the lowest level over the last five years (1.2 percent), down from 3.1 percent in 2018." Economic development is undermined by Israel's direct military occupation, administrative and physical constraint, and by limitations on Palestinian access to land and natural resources especially in Area C, which comprises over 60 per cent of the West Bank. Israeli settlement expansion continues, including in East Jerusalem, imperiling the realization of a viable two-state solution, which is compounded by more frequent declarations by Israeli political figures of annexing significant parts of the West Bank.<sup>3</sup>

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<sup>1</sup> Humanitarian Response Plan 2020

<sup>2</sup> IBID

<sup>3</sup> IBID



In East Jerusalem and Area C, a restrictive and discriminatory planning regime makes it virtually impossible for Palestinians to develop adequate housing and infrastructure. Demolition and threat of demolition of homes, schools and livelihoods; denial of service infrastructure; access restrictions on farming and grazing land; poor law enforcement on violent settlers; and revocation of residency rights, among others, create a coercive environment, which generates pressure on Palestinians to leave their communities. <sup>4</sup>



Regarding education in the oPt, access to education continues to be compromised due to the protracted occupation and recurrent conflict. Education related violations include attacks on schools, military use of schools, threats of attacks against school staff and students and interferences with access to education. In the Gaza Strip, twelve years of blockade, combined with multiple escalations of hostilities, have resulted in repeated damage and destruction to an already fragile education infrastructure. The acute humanitarian situation is exacerbated by the severe shortages in electricity, increased poverty and protection concerns. In the West Bank including Jerusalem, checkpoints and the Barrier impede access to education for children living in the “Seam Zone” and in East Jerusalem communities isolated by the Barrier. In addition, recent years witnessed an increased number of Israeli attacks on schools located in Area C and Hebron H2.

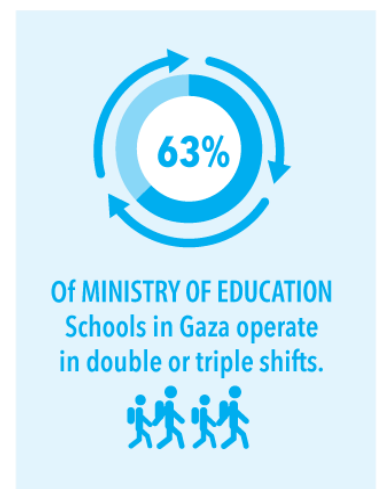
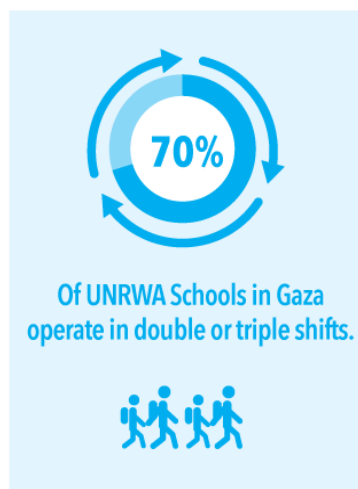
## People in Need:

The Education Cluster estimates that 416,000 people (207,300 F; 208,700 M) need Education in Emergencies humanitarian assistance across the oPt. These include 403,000 children (200,000F; 203,000 M) of whom 18,000 are children living with a disability (CWD), who face challenges in accessing quality education in a safe, child-friendly environment. Some 13,000 teachers (7,300 F; 5,700 M) are also in need of support.

## Humanitarian Needs:

### Gaza:

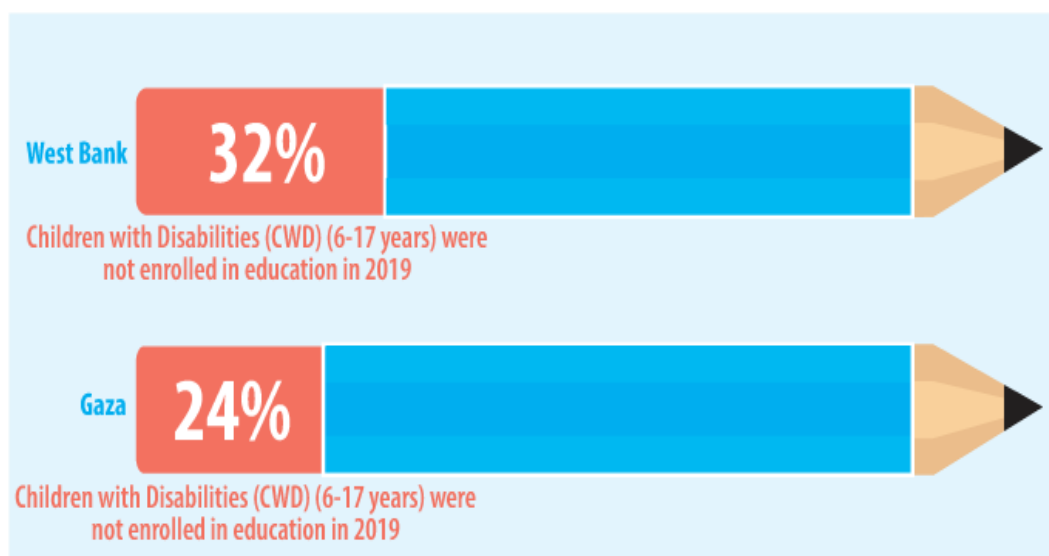
The Socio-Economic condition exacerbate the impact of conditions are exacerbated by the blockade and recurrent conflict in the Gaza Strip. The capacity of the education system to deliver adequate education to more than half a million children is compromised by deteriorating living conditions; teachers receiving partial salaries; 414 public schools (serving 50 per cent of children in Gaza) lacking operational budgets; limited accessibility, in particular for CWDs; and the psychological distress that children and teachers face. Around 70 per cent of UNRWA schools and 63 per cent of those run by the Ministry of Education already operate on a double- or triple-shift system, resulting in reduced hours in core subjects and foundation learning and still not solving the problem of crowded



<sup>4</sup> IBID

classrooms. In 2019, 27 schools sustained minor damages due to Israeli military airstrikes during different rounds of escalation. All schools (public, private and UNRWA) closed for 5 days affecting around 576,951 school students and 67,520 Preschool children. The deterioration in the humanitarian situation has pushed more families into poverty, with 54 per cent of the population in Gaza and 13.9 per cent in West Bank considered poor,<sup>5</sup> undermining the affordability of basic education supplies and transportation costs and increasing the risk of school dropout.

**CWDs**, specifically children injured during the ongoing GMR demonstrations, are the most affected by the deteriorating situation, as many of them lack the basic assistive and educational assistive devices to facilitate their learning in the classroom, as well as adequate transportation means, adapted school facilities and staff capacity to accommodate for their needs. Some 27 per cent of CWDs (6-17 years) were not enrolled in education (32 per cent in the West Bank, compared to 24 per cent in Gaza),<sup>6</sup> while those enrolled in education remain at a high risk of drop out due to the above-mentioned reasons.



## Area C

Over 60 per cent of the West Bank is considered Area C, where Israel retains near exclusive control, including over law enforcement, planning and construction. Most of Area C has been allocated for the benefit of Israeli settlements or the Israeli military, at the expense of Palestinian communities. This impedes the development of adequate housing, infrastructure and livelihoods in Palestinian communities, and has significant consequences for the entire West Bank population. Structures built without permits are regularly served with demolition orders, creating chronic uncertainty and threat, and encouraging people to leave. Where the orders are implemented, they have resulted in displacement and disruption of livelihoods, the entrenchment of poverty and increased aid dependency. The humanitarian community has faced a range of difficulties in providing aid in Area C, including the demolition and confiscation of assistance by the Israeli authorities.<sup>7</sup>

Children continue to face violence and other challenges in accessing schools and the realization of their right to education remains severely compromised due to violence and armed search operations in schools; harassment, intimidation, and violence towards students and teachers on the way to and from school; poor education infrastructure;

<sup>5</sup> Palestinian Central Bureau of Statistics (PCBS), 2017.

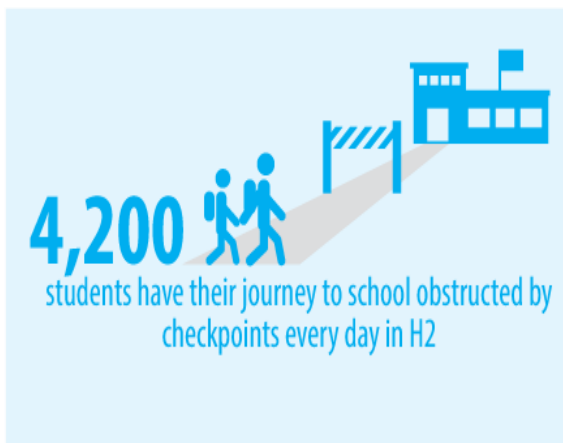
<sup>6</sup> PCBS, 2017.

<sup>7</sup> UNOCHA: <https://www.ochaopt.org/location/area-c>

demolition and stop-work orders on school buildings. Additionally, children suffer from loss of school time due to firing tear gas into the vicinity or inside schools, delays at checkpoints and continuous Israeli military presence and operations around schools. Children in more than one third of Area C communities lack access to primary schools. Children also have to walk long distances to reach the nearest school, often having to cross one or two checkpoints. In response to these threats, families may adopt “negative coping mechanisms,” such as taking children out of school to limit their exposure to Israeli violence and harassment, a practice more common among girls than boys.<sup>8</sup> Dropping out of school is further linked to “early marriage and early pregnancy.”<sup>9</sup>

## In the H2 area of Hebron

Israel exercises full administrative and security control over the 20 per cent of Hebron city known as H2, which is home to some 33,000 Palestinians and a few hundred Israeli settlers. This area has witnessed multiple cycles of violence between Israeli settlers, Israeli forces and Palestinian residents in the context of continuous settlement activities. The centre of H2 is physically separated from the rest of the city through 121 access and movement obstacles, including 21 permanently staffed checkpoints. Around, 7,000 Palestinians in these areas must cross a checkpoint when leaving and returning to their homes on foot. Israeli policies and settler violence linked to settlements and their expansion have generated a [coercive environment](#) that undermines the living conditions of Palestinians, including their security, sources of livelihoods, access to services, and family and social life, forcing thousands of residents to leave over the last two decades.<sup>10</sup>



Approximately “4,200 students, boys and girls, have their journey to school obstructed by checkpoints every day, frequently facing harassment, intimidation and delays that result in lost school time and children psychological wellbeing issues”<sup>11</sup> According to OCHA’s H2 household survey from 2018, almost 90 per cent of the surveyed households with school-age children reported that their children have faced at least one incident of delay, physical search, harassment or detention on their way to school in the previous six months<sup>12</sup>. Teachers and school personnel who need to reach H2 also report frequent harassment, searches and humiliation at checkpoints. In addition, the withdrawal of over 60 international TIPH monitors in early 2019 has increased the gap in human rights

monitoring and protection especially for school children.

<sup>8</sup> ESCWA (2019). Social and Economic Situation of Palestinian Women and Girls (July 2016 – June 2018), Beirut, 2019, p. 17. Online from: <https://reliefweb.int/sites/reliefweb.int/files/resources/social-economic-situation-palestinian-women-2016-2018-english.pdf>

<sup>9</sup> UN Women and AWRAD (2018). Caught up between a Rock & a Hard Place: Occupation, Patriarchy and Gender Relations (A Case Study of Palestinian Women in Area C & H2), March 2018, p. 19. Online from: <http://www2.unwomen.org/-/media/field%20office%20palestine/attachments/publications/2019/2/english.pdf?la=en&vs=4723>

<sup>10</sup> UNOCHA (2019): The Monthly Humanitarian Bulletin | February 2019: <https://www.ochaopt.org/content/israel-terminates-tiph-operations-h2-further-shrinking-humanitarian-space-leaves-residents>

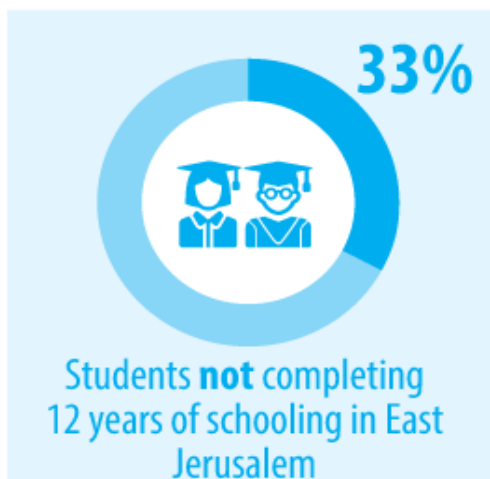
<sup>11</sup> UNOCHA (2018). Rise in incidents disrupting schooling across the West Bank, UNOCHA – oPt, 14 December 2018. Online from: <https://www.ochaopt.org/content/rise-incidents-disrupting-schooling-across-west-bank>

<sup>12</sup> OCHA 2018 H2 Household Multisectoral Survey. Online from [https://www.ochaopt.org/sites/default/files/h2\\_spotlight\\_april\\_2019.pdf](https://www.ochaopt.org/sites/default/files/h2_spotlight_april_2019.pdf)

## East Jerusalem

In East Jerusalem, a discriminatory, restrictive planning and zoning regime has allocated 2.6 per cent of the land for the development of public buildings for Palestinians, resulting in more than 2,557 classroom shortage for Palestinian students within the public-school system, while in terms of infrastructure, many schools are in rented premises. The rented schools/classrooms are normally private residential properties, not adequate to meet education requirements.

The classrooms themselves are small and children have little or no space for playgrounds, libraries or science labs. In addition to compromised spatiality of classrooms, some are also in substandard physical conditions; not fit to respond to weather conditions or provide proper ventilation and lighting.



Furthermore, children drop out rates are the highest in East Jerusalem compared with West Bank or Gaza, standing at 33% in 2017<sup>13</sup>, while around 17,000 children have never been registered in the education system in the city; (unaccounted for)<sup>14</sup>.

In the last couple of years, the Israeli government has threatened to withhold recognition, permits and funding to schools which use the PA curriculum, while the Israeli Ministry of Education has announced its intention to offer additional funding to schools willing to fully or partially adopt the Israeli curriculum. In May 2017, the Israeli Cabinet approved the implementation of a 5-year plan targeting East Jerusalem schools in offering financial incentives to switch from the Palestinian to Israeli curriculum. Such actions greatly compromise academic freedom and

institutional autonomy as essential components of the right to education in the oPt.

## CHALLENGES AND BARRIERS TO EDUCATION ACROSS THE COUNTRY:

**There is a general lack of school-based psychosocial support** for children in Gaza, Area C, Hebron H2 and East Jerusalem who face regular attacks and harassment to, from and during school, and for children in Gaza still dealing with psychological distress as a consequence of the ongoing restrictions on the movement of people and goods, and recurrent hostilities. In addition to PSS activities, children studying in these schools in particular lack opportunities to participate in extracurricular activities.

**Attacks on the right to education contribute to the prevailing coercive environment.** Israel, through a variety of mechanisms, creates a coercive environment for many Palestinian communities, by establishing “push factors” which encourage non-consensual displacement from their homes. Such “push factors” include restrictions on access to basic services such as education, including attacks on students and staff and destruction of education infrastructure, where

<sup>13</sup> On 13 November 2017, Knesset Education Committee revealed that more than a third of East Jerusalem Students do not complete 12 years of schooling: [https://knesset.gov.il/spokesman/eng/PR\\_eng.asp?PRID=13630](https://knesset.gov.il/spokesman/eng/PR_eng.asp?PRID=13630)

<sup>14</sup> Jerusalem Municipality : <https://law.acri.org.il/he/wp-content/uploads/2017/05/EJ-education-290317.pdf>

families are forced to leave their homes in order to access education for their children safely elsewhere.<sup>15</sup> This gives rise to the risk of forcible transfer of communities from their homes and lands, in violation of international humanitarian and human rights law.

IN 2019

**328 education  
related incidents  
affecting 19,913**



**students**

In 2019, the Education Cluster recorded 328 education-related incidents affecting 19,913 students. This represents an increase in the incidents targeting schools and students compared to 2018 (206 incidents). Around 33% of the reported education-related incidents (109 cases<sup>16</sup>) involved firing tear gas canisters on schools' premises and/or students while commuting to schools affecting 6,653 students. This reflects a significant increase in the number of tear gas cases compared to the year 2018 (53 cases).<sup>17</sup>

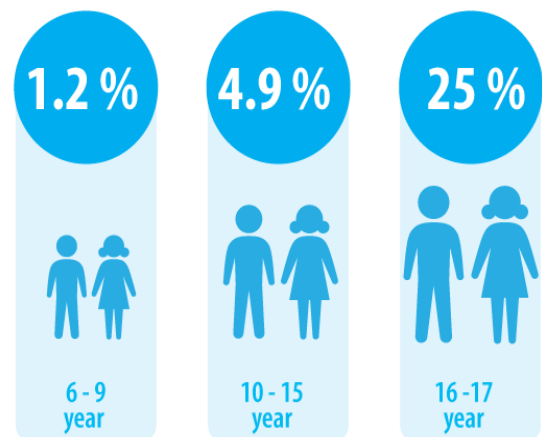
**Acutely vulnerable communities' resort to negative coping mechanisms**, including child labour and forced marriage, disrupting the right to education for boys and girls. These communities include

communities at risk of forcible transfer, IDPs, and food insecure households.

**School dropout rates** are higher for boys than for girls, as adolescent boys are expected to contribute to household income in times of crises, with this being the main reason for boys to dropout. Early marriage for girls often entails their dropping out of schools because of family pressure and/or due to protection concerns. According to the State of Palestine Country Report published by UNICEF on out-of-school children 2018, the barriers to accessing quality education are grounded in the context that includes the reality of the ongoing development of Palestine's education system, Israeli occupation and frequent episodes of armed conflict. Household vulnerability, as experienced in the form of deep poverty and unstable household composition, emerges as a constant factor for exclusion from education. An estimated 1.2 per cent of six to nine-year-old children. 4.9 per cent of 10 to 15-year-olds children and twenty-five per cent of 16 to 17 year-olds in the oPt are out of school.<sup>18</sup> Girls who drop out

are at high risk of early marriage, while boys at high risk of child labour or of participating in life-threatening activities, increasing the demands on the already overburdened protection system in the oPt.

#### SCHOOL DROPOUT IN OPT



<sup>15</sup> EiE Advocacy Working Group, Protecting Education from Attack briefing.

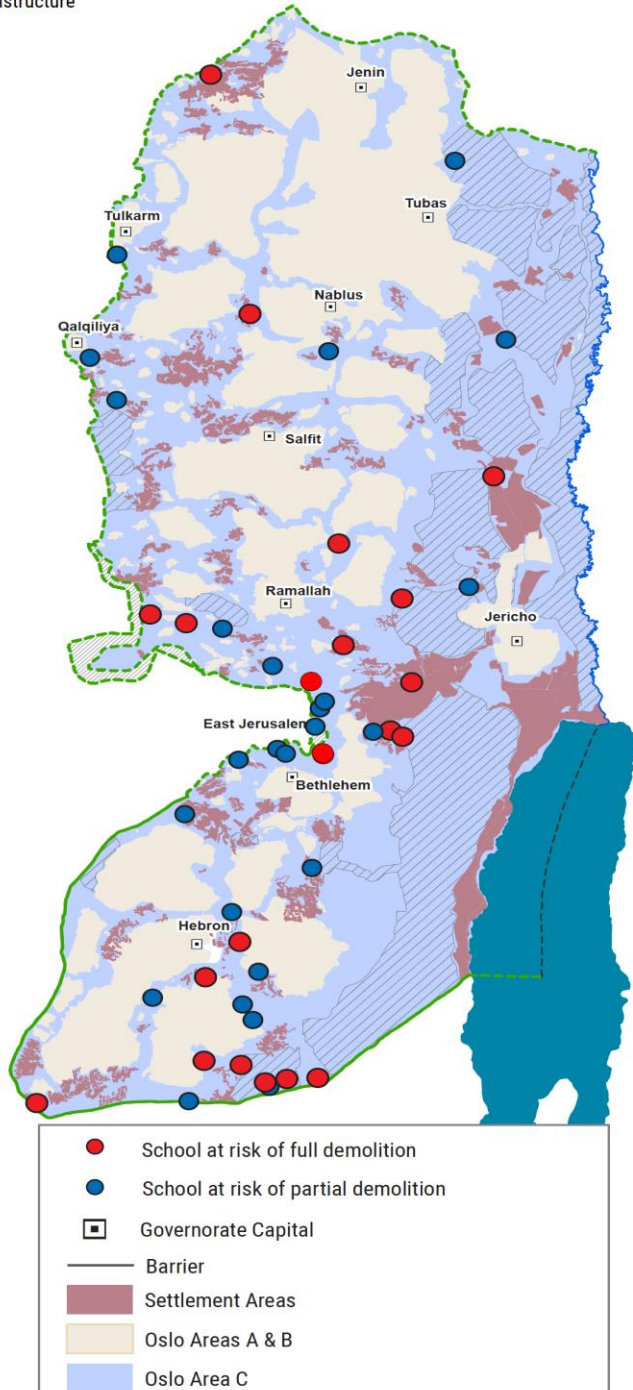
<sup>16</sup> These incidents also include cases recorded against 2 schools in the ARA in Gaza.

<sup>17</sup> Source: Education Related Incidents in 2019 Report, Education Cluster, 2019

<sup>18</sup> UNICEF Country report on Out of School Children, 2018.

## SCHOOLS UNDER THE RISK OF DEMOLITION IN THE WEST BANK

A total of **51 Palestinian schools** across the West Bank have pending "stop work" or demolition orders, which place them at risk of being fully or partially demolished, due to lack of building permits which are near impossible to obtain. These include **43 schools in Area C**, affecting around **4,100 students**, and **8 schools in East Jerusalem**, affecting around **1,100 students**. The orders prevent both the maintenance and expansion of school infrastructure



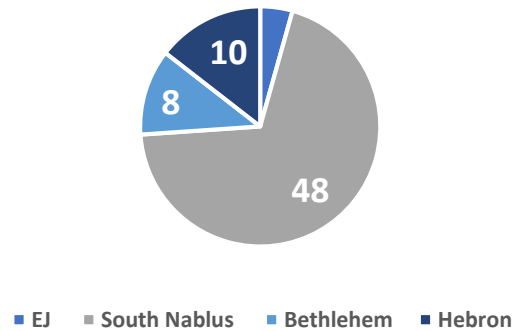
Data source: Education Cluster 2019

**Schools in Area C and East Jerusalem are also at continuing risk of stop work or demolition orders, due to lack of building permits which are near impossible to obtain.** Five incidents of demolition orders and/or stop-work orders served in 2019, and three schools partially or fully demolished in Tubas, Hebron and East Jerusalem governorates. In total, 51 schools are under threat of full or partial demolition in East Jerusalem and Area C, due to Israeli-issued demolition orders. In addition, these orders prevent rehabilitation and expansion of schools.

**Children who are arrested and detained by Israeli authorities:** Palestinian children living in Nablus, East Jerusalem and H2 face a relatively higher risk of being arrested and detained or being placed under house detention compared to their peers in the rest of the West Bank. In 2019, the Education Cluster recorded 69 cases of children detention or arrest from schools or while commuting to schools. Most of these cases were recorded in Nablus, Hebron and East Jerusalem as illustrated in the graph.

**School Learning Enviroments:** most schools in Area C and H2 area of Hebron don't meet the minmum standards for safe learning enviroments. Schools are either in rented residential buildings wich lacks facilities, safe play areas and WASH facilities. Other schools in area C are built from caranavs or tire structures and don't meet the safety safety of the Ministry of Education. For example, many schools have water leakages into the classrooms, electrical wiring issues, broken windows and undeugate classroom sizes and no safe play areas. These poor conditions for learning enviroments are considered one of the barriers to accessing safe and inclusive education.

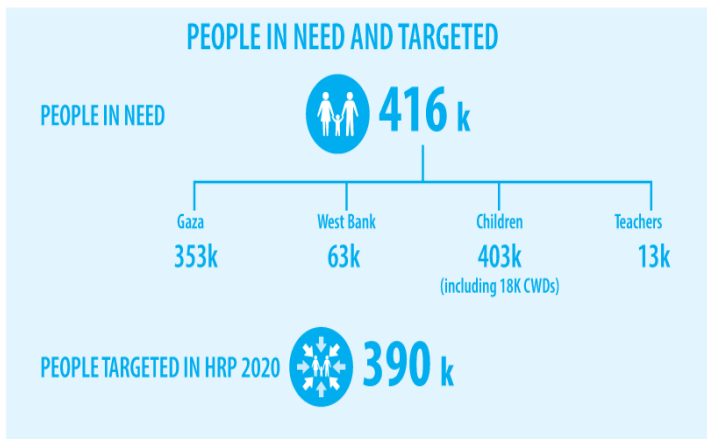
### Detention in Educational Context



## RESPONSE FRAMEWORK

### Geographic Priorities

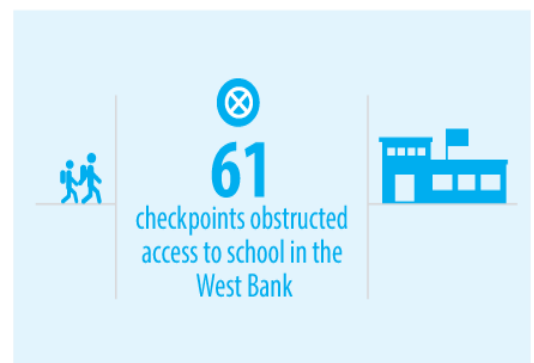
#### People Targeted and Geographical Scope



In 2020, the Education Cluster will target 390,000 children and school staff identified as in need of education assistance, with due consideration of locality, gender, age and disability status. In Gaza, children out of schools; children with disabilities and children from the most vulnerable and poorest households will be targeted, with due consideration of gender concerns. In the West Bank including Jerusalem, specific focus will be given to students and teachers who are subject to education-related violations, such as school demolitions, confiscation of school equipment, harassment or violence on their way to school, and

students who are under house arrest, injured or ex-detainees. On a national level special attention will be paid to children in need of PSS and remedial education, as a consequence of education-related violations.

In terms of geographic scope, in Gaza, the Cluster's focus is on the most vulnerable schools, including but not limited to the Access Restricted Area (ARA). In the West Bank, the focus is primarily on Area C, Hebron H2, and East Jerusalem. Priority locations include areas where students have to travel long distances to school; where students and teachers have to cross checkpoints, military areas or firing zones; areas affected by frequent violations against education; areas where there are significant shortages of education staff; areas with movement barriers (such as Hebron H2); areas where schools are at risk of being used as shelter for displaced people during emergencies (such as Gaza); or locations where there is a shortage of school infrastructure (such as parts of Gaza, Bedouin areas and parts of Area C).



#### Criteria used to prioritize interventions

In West Bank including Jerusalem, the Education Cluster and the MoE have developed a list of the most vulnerable schools, based on criteria that include obstacles and other conflict-related risks children face on the way to school, including gender-based risks; Israeli violations and attacks on schools; and proximity to Israeli settlements (Annex 6) utilizing Information Management tools such as the 4Ws and the incident reporting mechanism. In addition, the Education Cluster has prioritized supporting children out of school or at risk of dropout or children out of school as a direct result of conflict (ex-detainees, at home arrest, injured or disabled, etc.).

In Gaza, in consultation with cluster partners, the cluster has prioritized schools located in the Access Restricted Area; Children in need of MHPSS interventions; children with disabilities and out of school children.



<b>Objective 1</b>	<b>In need</b>	<b>Baseline</b>	<b>Target</b>
Increase equitable safe access to inclusive, quality educational services for vulnerable children <sup>19</sup>	<b>391,075</b>	<b>284,200</b>	<b>358,485</b>

<b>Intervention</b>	<b>OUTPUT indicators</b>	<b>In need</b>	<b>Baseline</b>	<b>Target</b>
Addressing primary barriers to safe access to schools, through transportation and protective presence	# of male and female students and teachers in vulnerable communities benefiting from protective presence and accompaniment to and from school	<b>TOTAL: 8,226</b> <b>Male: 5,142</b> <b>Female: 3,084</b> <b>Children: 8,170</b> <b>Adults: 56</b>	TOTAL: NA Male: Female: Children: Adults:	TOTAL: 6,900 Male: 4,278 Female: 2,622
	# of boys and girls in vulnerable communities benefiting from safe and accessible transportation	<b>TOTAL: 1,093</b> <b>Male: 577</b> <b>Female: 516</b> <b>Children: 1,093</b>	TOTAL: 693 Male: 356 Female: 337 Children: 693 Adults: 0	TOTAL: 0 Male: 0 Female: 0
Provision of emergency, inclusive education supplies (including stationary, student kits, teaching supplies, uniforms, solar systems or fuel etc.) for vulnerable and unserved students and teachers	# of male and female students and teachers benefiting from the provision of emergency material support, additional learning inclusive child-friendly spaces and teaching/learning supplies	<b>TOTAL: 391,075</b> <b>Male: 195,502</b> <b>Female: 195,573</b> <b>Children: 380,341</b> <b>Adults: 10,734</b>	TOTAL: 284,200 Male: 146,507 Female: 137,693 Children: 284,200 Adults: 0	TOTAL: 347,237 Male: 179,632 Female: 167,605

<sup>19</sup> Education Cluster will target children in compulsory education. This is 1-year pre school to 10<sup>th</sup> grade

<p>Provide essential and basic emergency rehabilitation to schools including the possible provision of caravans, when appropriate - to ensure that school environments are appropriate, accessible, inclusive and safe for students, be they female or male.<sup>20</sup></p>	<p># of students and teachers benefiting from emergency school rehabilitation</p>	<p><b>TOTAL: 83,118</b> <b>Male: 39,884</b> <b>Female: 43,234</b> <b>Children: 80,240</b> <b>Adults: 2,878</b></p>	<p><b>TOTAL: 17,343</b> <b>Male: 6,452</b> <b>Female: 10,891</b> <b>Children: 16,839</b> <b>Adults: 504</b></p>	<p>TOTAL: 4,070 Male: 2,021 Female: 2,049</p>
<p>Supporting school age children with disabilities with assistive devices, appropriate transportation, specialised learning materials, or adaptations to school infrastructure and building capacity of school staff to accommodate for their needs, as well as appropriate referrals in collaboration with relevant clusters.</p>	<p># of children with disabilities benefiting from the adapted education services and assistive devices</p>	<p><b>TOTAL: 6,414</b> <b>Male: 3,207</b> <b>Female: 3,207</b></p>	<p><b>TOTAL: 2,387</b> <b>Male: 1,311</b> <b>Female: 1,076</b> <b>Children: 2,387</b> <b>Adults: 0</b></p>	<p>TOTAL: 1,425 Male: 720 Female: 705</p>
<p>Strengthening documentation, monitoring, reporting to the Cluster, to generate responses and advocacy.</p>	<p># Cluster members actively engaged in monitoring and reporting conflict-related violations.  # of incidents that received a cluster-based response, or an MoE response.</p>		<p>N/A</p>	<p>TOTAL: 12</p>

<sup>20</sup> This intervention should be coordinated with WASH cluster for rehabilitation of WASH facilities and with the legal taskforce to ensure that school rehabilitation will not impose negative consequences to the school legal case

<b>Objective 2</b>	<b>In need</b>	<b>Baseline</b>	<b>Target</b>
<b>Most vulnerable schools are supported in responding to potential emergencies through preventive measures, remedial programs and school-based psychosocial services</b>	<b>280,360</b>	<b>137,974</b>	<b>169,335</b>

<b>Activities</b>	<b>OUTPUT indicators</b>	<b>In need</b>	<b>Baseline</b>	<b>Target</b>
Support the most vulnerable schools in West Bank and Gaza in responding to emergencies through structured preparedness packages and post emergency responses	% of vulnerable schools who are adequately prepared to respond to emergencies, including active Crisis Cells and school-based emergency response protocols  # of children affected by violations and attacks supported with education emergencies responses	<b>TOTAL: 304 schools (100%)</b>  <b>TOTAL: 113,083</b> <b>Male: 64,459</b> <b>Female: 48,624</b>	<b>TOTAL: 231 schools (76%)</b>	<b>TOTAL: 83 (27%)</b>  <b>TOTAL: 13,484</b> <b>Male: 6,826</b> <b>Female: 6,658</b>
Roll out capacity building and awareness raising initiatives on emergency preparedness and response for teachers, students, and community members.	# of children, teachers and community members trained on emergency preparedness and response.	<b>TOTAL: 116,852</b> <b>Male: 59,459</b> <b>Female: 57,393</b>	<b>N/A</b>	<b>TOTAL: 25,203</b> <b>Male: 16,615</b> <b>Female: 8,588</b>
Provision of school-based psychosocial support to school staff, parents and girls and boys affected by the education-related violations <sup>21</sup>	# of students, parents and school staff participating in school-based psychosocial support services	<b>TOTAL: 280,360</b> <b>Male: 145,514</b> <b>Female: 134,846</b> <b>Children:</b>	<b>TOTAL: 137,974</b> <b>Male: 75,142</b>	<b>TOTAL: 136,378</b> <b>Male: 72,835</b> <b>Female: 63,543</b>

<sup>21</sup> In coordination with Protection and Health Clusters and MHPSS service providers, ensure that children in need are referred to relevant service providers.

		<b>270,837</b>  <b>Adults: 9,523</b>	<b>Female:</b> <b>62,832</b>  <b>Children:</b> <b>137,974</b>  <b>Adults: 0</b>	
Provision of remedial education to vulnerable school aged children (for example, children who have dropped out from school, students suffering from home arrest, injury or ex-detainees, Children with a disability, IDPs children, children at risk of dropout;	# of students benefiting from remedial education services  # of out of school children supported by education services aiming at reintegrating them in the education system	<b>TOTAL: 24,789</b>  <b>Male: 12,568</b>  <b>Female: 12,221</b>  <b>Children: 24,789</b>  <b>Adults: 0</b>	<b>N/A</b>	<b>TOTAL: 19,749</b>  <b>Male: 10,407</b>  <b>Female: 9,342</b>  <b>TOTAL: 1,610</b>  <b>Male: 955</b>  <b>Female: 655</b>
Develop a mechanism of reporting and responding to education related incidents	# of reports generated by Education Cluster on violations against education  % of violations in need of response, which are adequately responded to by education cluster partners			6

**Objective 3 All duty bearers take concrete steps to protect, respect and fulfil children's right to access to education**

**Output: Israel recognises the protected status of education facilities and takes practical steps to eliminate protection risks stemming from the operations of the Israeli military around education facilities. Among these actions would be the following:**

Adopting specific measures to halt the practice of harassment and violence at checkpoints and at school gates

Adopting specific measures to halt the practice of military entry into education facilities

Adopting specific measures aimed at minimising delay for children and teachers on their way to and back from school and loss of school time due to the control of routes to schools

Adopting specific measures to cease the use of arms, including live ammunition, and tear gas in and around school premises

Endorsing the Safe Schools Declaration

Sub-objective 2. The de facto authorities in Gaza commit to implement the SSD Guidelines for Protecting Schools and Universities:

Sub-objective 3. The PA operationalises the Safe Schools Declaration action plan.

# COVID-19 RESPONSE PLAN

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All Education facilities in West Bank and Gaza are closed as a protective measure following the emergency status declaration by the PA on 6 March 2020. There 3,037 schools in Palestine, 2,300 are in the West Bank and 737 in Gaza, while 2,234 are governmental schools, 370 are UNRWA schools and 433 are private schools. In addition, there is a total of 2,017 KG (1,332 in the West Bank, and 685 in Gaza).

Total number of children affected is 1,430,000 children (1,282,000 school children and 148,000 KG children). 57% of children affected are in West Bank and 43% in Gaza. Out of the total number of children affected 51% are females.

## Needs:

- 1.43 million children in West Bank and Gaza in need for continuation of distant learning as their education has been disrupted due to education facilities closure.
- MoE is in need to e-learning materials and platforms that can be used now during the school closure to ensure continuity of learning for children while at home.
- 360,000<sup>22</sup> child in need of home-based learning materials that should be distributed to families without internet connection in remote areas in the West bank and Gaza.
- 1.43 million children in need to receive continuous age appropriate key awareness raising messages to children and their families around COVID 19, Hygiene related preventive measures and continuity of learning at home.
- 5,000 schools and KGs in need for cleaning and disinfecting in preparation for the re-opening of schools. This needs adequate supply of cleaning and disinfecting materials to all schools while they are closed.
- 215,000<sup>23</sup> children and their caregivers, and 3,000 teachers in need for psychosocial support through innovative approaches utilizing social media and phone calls.
- Latrines needs urgent rehabilitation in 402 schools and new clean drinking water points are needed in 134 in Gaza and West Bank<sup>24</sup>.

## Response:

From early stages of the emergency, the education cluster understood the importance of developing a MoE holistic response plan (please refer to Annex 4 for the full plan) that identifies the role of the MoE, donors and the education cluster partners. In order to support the MoE in this key function, the National Education Cluster Coordinator has been deployed to the Ministry in Ramallah \ with a clear scope of supporting the MoE in developing its response plan. The plan was developed and disseminated to all stakeholders' Mid March. The Education Cluster met directly afterwards to coordinate all partners support to the MoE plan and accordingly established 4 small taskforces that will support the MoE in implementing the 4 main objectives under its response plan (distance learning, Provision of MHPSS, Hygiene promotion and renovation of schools WASH facilities and distribution of school hygiene kits) . The Education Cluster

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<sup>22</sup> Calculated based on the assumption that 25% of children don't have frequent access to internet connection

<sup>23</sup> Calculated based on the assumption that 15% of children are in need of PSS support

<sup>24</sup> Based on MoE national assessment of schools' infrastructure needs in 2019

through these taskforces will ensure that the MoE has the technical capacity and the financial means to implement the priority interventions within the Mistry's plan.

### Response Objectives:

1: School children, staff and their families and schools in West Bank and Gaza have the adequate information and resources to prevent the spread of the Pandemic.

2: School children and their parents have access to free online platforms and home-based learning (including while at quarantine facilities) for age appropriate materials, worksheets and lessons to ensure the continuation of learning by school children.

3: Support the mental health and psychosocial well-being of both students, parents and educators in West bank and Gaza.

4: Rehabilitation of school WASH facilities as an important measure to control spread of infection prior to schools re-opening.

### Taskforces:

The Education Cluster established 4 taskforces to support the implementation of the MoE. Each taskforce is led by an organization that has the adequate technical capacity in the thematic area of concern and will be the major financial contributor to the response under their taskforce. Taskforce members have both technical and financial capacity to support at scale, while support organizations can provide some sort of support wither technically or financially on a small scale. Support organizations don't normally attend all taskforce meeting, but it's the role of the lead organization to keep the information flow with them.

<b>Thematic Intervention</b>	<b>Leads</b>	<b>Task Force Members</b>	<b>Support organization</b>
<b>Distance learning</b>	<b>UNESCO</b>	<b>PSD, UNICEF</b>	TCC, NRC, War Child, UNRWA, Save the Children, Amal Rehabilitation, WV, War Child, TDH Italy, Tamer, Afkar
<b>Hygiene promotion and Kits</b>	<b>UNICEF</b>	<b>NRC, AHH, UNESCO</b>	UNRWA, GVC for materials production and design, World Vision
<b>WASH infrastructure in schools</b>	<b>AHH(ACF)</b>	<b>Save the Children, UNICEF, UNDP</b>	GVC, WV
<b>MHPSS</b>	<b>Save the Children</b>	<b>TDH Italy, Tamer, NRC, Afkar, UNESCO, War Child, PCC, TCC</b>	UNRWA, UNICEF, NRC, WV, PSD

### Constraints:

- Schools closure highly impacted Education Cluster partners ongoing projects. Partners are mapping out how they can re-allocate funds from these ongoing projects to the emergency response
- The scale and nature of this crisis is beyond the existing preparedness plans and capacities of MoE and cluster partners
- Lack of existing MoE platforms for distance learning prior to the emergency, and lack of consensus between MoE in Ramallah and Gaza over the content of the e-learning platform
- Lack of movement and access of cluster partners to schools and remote communities
- Low quality of internet in Gaza and some areas of West Bank
- Not all children have access to internet connectivity in Gaza and West Bank
- Due to movement restrictions and quarantine measures, the MoE and cluster partners are not operating in full capacities
- The closure of the MoE and Partners offices that will start on 23 March might slow down the coordination with the MoE and therefore slow down the overall response
- Funding status is not yet fully clear pending partners finishing re-allocation exercises, but it's obvious that additional funding is required to cover the essential needs agreed upon with the MoE



# OPERATIONALIZING THE RESPONSE FRAMEWORK

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## Confronting Operational Constraints:

The OPT Education Cluster strategy in 2020-2021 will focus on safe and equitable protected access to Quality Education for children in Gaza, Area C and East Jerusalem.

The cluster aims at delivering a relevant and holistic education response by promoting and integrating fundamental cross-cutting issues and principles to ensure interventions are protective and inclusive. The education cluster response is based on evidence generated through different assessments and reports developed by partners and service providers, under the umbrella of the INEE Minimum Standards for Education in Emergencies.



## Inter-Sectorial Collaboration:

Education response is built around different inter-sectoral linkages. Schools are identified across clusters as hubs for multi-sectoral interventions, so that partners can support children with a more holistic response. The linkage with the Protection Cluster includes working within schools to provide child protection referrals and school-based psychosocial support to students, teachers and parents. Legal aid and protection advocacy are also done through inter-cluster coordination.

Activities with WASH include the construction of gender-segregated school toilets, hygiene promotion sessions to students, rehabilitation of water and sanitation infrastructure in schools, establishing environment clubs, and provision of Menstrual Hygiene Management (MHM) products to female students. Collaboration with the Health Cluster ensures the provision of assistive devices for students with disabilities. Coordination with the Food Security sector is critical to prioritize support to families with children out of school. To ensure effective coordination, it has been agreed that all school-based interventions should be implemented in collaboration with the Education Cluster.

In terms of collaboration with the WASH cluster, a joint decision was made that the majority of WASH needs for schools would be provided through WASH Cluster partners in coordination with Education Cluster. WASH Cluster partners continue to offer technical support and where their resources and capacity allow, WASH agencies may take on responsibility for WASH provision when agreed with Education actors particularly in Beduin Communities of Area C and the seam zone. Where WASH partners have funding for WASH in schools, activities will be reported through the Education Cluster in collaboration with the WASH cluster.

## Linkages with the Education Sector working Group (ESWG):

Understanding the inherent overlap of and the importance of coordination between development and emergency education activities, the cluster commits to strong linkages with the education sector working group. This will be maintained through the Education in Emergencies Thematic Working Group led by MoE, which reports to the ESWG. This group consists of key donors, cluster lead agencies, National cluster Coordinator and Ministry of Education senior management to discuss policy level issues related to Education in Emergencies. This WG meets

on a quarterly basis and reports to the ESWG. The Cluster Coordinator ensures proper exchange and flow of information between the cluster and this Working Group.

The EiE TWG main mandate is to support MoE capacity to plan and respond to emergencies in Gaza and West Bank, while the Education Cluster mandate is to coordinate a national coherent and effective Education humanitarian response. Since MoE is expected to be the key service provider of EiE in the country, its contribution and participation to the cluster approach is critical and vital. The EiE TWG maintains consistent flow of information with the education cluster through the participation of the cluster coordinator in the group, and through the engagement of the MoEWG chair in the cluster meetings. It is expected that the Education Cluster will raise and discuss policy issues, propose advocacy initiatives, identify emergency response best practices recommendations and capacity building opportunities with EiE TWG, while the TWG is expected to communicate MoE expectation from cluster partners to fill advocacy and programmatic response gaps and respond to unmet needs by the Ministry. The Cluster and the TWG will work together to ensure that the Education Cluster Strategy and the MoE emergency response strategy are complementary and respond to all the EiE needs of the affected children in both Gaza and West Bank including East Jerusalem.

### Cross-cutting issues:

The strategy aims to provide a relevant and holistic education response by promoting and integrating all fundamental cross-cutting issues and principles. This will help ensure all interventions planned by partners are protective, inclusive and taking into consideration gender equity. This is particularly important due to the fact that in emergency situations, the most marginalized populations are the most affected; especially children with disabilities, females with disabilities, children from poor socioeconomic situations, and sick children. Usually, marginalization is multiplied with each factor added. Not only that children have limited access to services, but also, they lack voice. This strategy calls for special attention to this group of marginalized children as their voices remain unheard and their needs unattended to. They also need specific needs that must be highlighted and granted under their rights according to national and international laws.

The emergency education strategy in oPt is driven by protection-sensitive activities, which underpin the 2020 Education Sector Response. In addition to school-based psychosocial support, providing protective presence for students and teachers, legal aid and advocacy to help protect schools from attacks, the Education Cluster will work with the Child Protection AoR to link schools with child protection service providers to address protection needs in the most vulnerable schools.

Gender equality and gender-responsive programming is promoted through conducting gender analysis with due care to the different needs and protection concerns in health, protection and education of females and males. All data collected by the education cluster partners should be age- and gender-disaggregated. Projects will address gender discrimination in terms of access to education, as well as the different risks that boys and girls face on their way to, from and inside, school. Partners will ensure equal participation of boys and girls in student clubs and ensure that school WASH facilities are gender segregated.

Community engagement will be enhanced by the establishment of school-based safety committees, through existing community structures, in some targeted schools; to identify priorities, map existing resources within the community, prepare school-based contingency plans, and coordinate activities in the school. Parent-teacher associations will also be involved in key education advocacy, in addition to collecting feedback from community members to enhance accountability to affected populations with due consideration of gender equity. Student groups will also ensure that students' voices are integral to the design and implementation of emergency education activities. The Education Cluster will encourage partners to establish feedback and complaint mechanisms, where students and beneficiaries can raise their concerns and participate in projects' design and share recommendations.

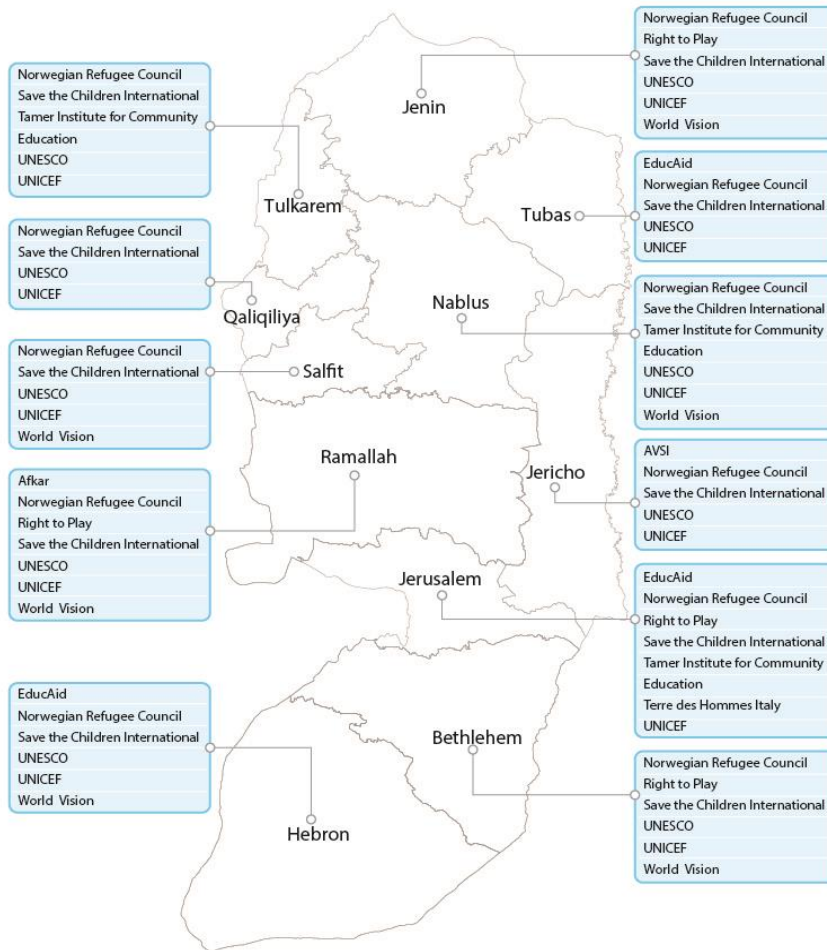
### **Conflict-sensitive programming:**

Conflictsensitive programming involves scrutiny of the operational context in which the education policy /programme takes place. Education policies and programs that focus only on technical solutions are not sufficient to address all challenges emerging in conflict-affected contexts. If attention to conflict is not integrated into education policy and programming, there is a risk that education investments will increase tensions. It is crucial that all humanitarian, development, and educational programmes respond to the context and the dynamics of the conflict by being “conflict sensitive,” both minimizing negative impacts and maximizing positive impacts. The use of the INEE guidance notes and principles on integrating conflict sensitivity process to ensure education programs and policies do not contribute to conflict and that Conflict Sensitive Education (CSE) is integrated in education policy and programming is a crucial part. The cluster will build the capacity of education partners on Conflict Sensitive Education based on the INEE CSE guidance. This will ensure (CSE mainstreaming through all policies and EiE Programming in the country.

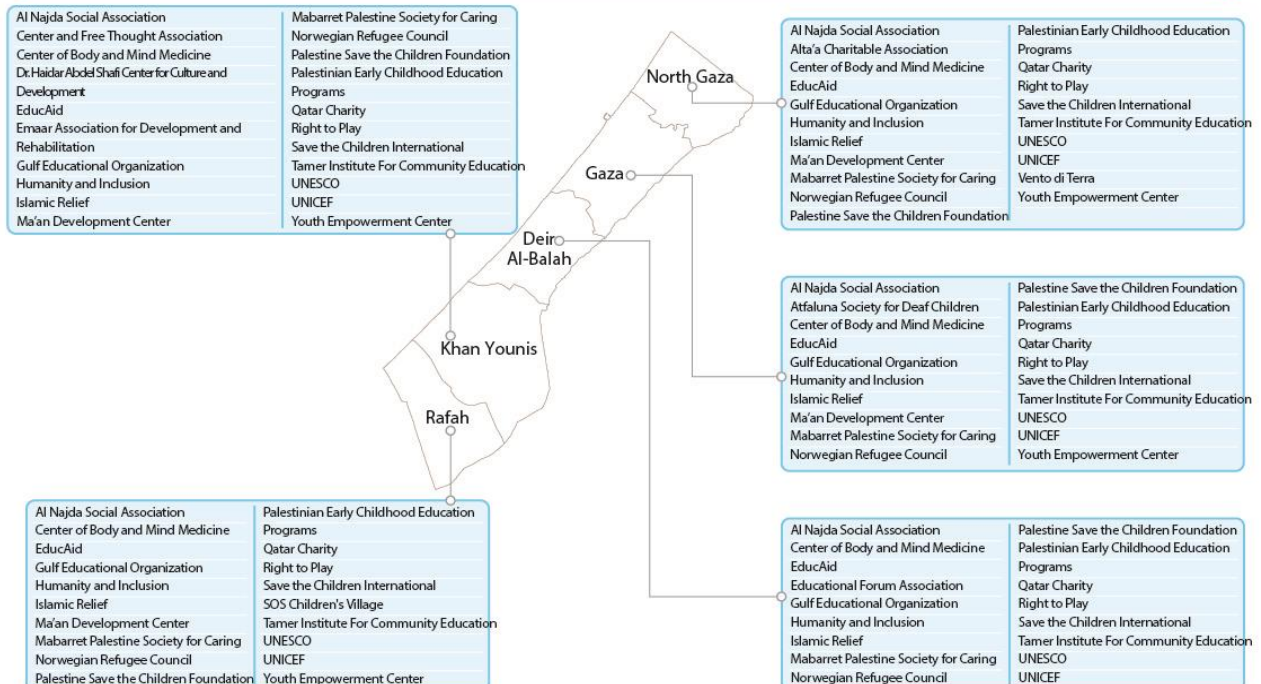
### **Advocacy:**

The education cluster will lead coordinated advocacy efforts and initiatives that aim at ensuring that all duty bearers take concrete steps to protect, respect and fulfil children’s right to access to education. A detailed EiE advocacy plan is found under Annex 2.

### Operational Presence for Education Cluster Partners in West Bank



### Operational Presence for Education Cluster Partners in Gaza Strip



# ACCOUNTABILITY TO AFFECTED POPULATIONS

## ACCOUNTABILITY TO AFFECTED POPULATIONS

Accountability is an essential element of emergency response in Palestine and partners should ensure that this is inbuilt in their EiE programmes. While the Education Cluster works to harmonize the response at the national level, interventions must also be contextualized to match local communities' priorities. Communities should take part in identifying needs and determining the most appropriate solutions. All cluster partners will consider this type of engagement as an essential element of their accountability to affected populations measures. Similarly, cluster partners will also determine how they will share information back with the communities and schools with which they work. Communities, as the most important stakeholders in the provision of education, will also be called upon to provide the messages and organize the resources needed to return and retain children in learning. Cluster partners should not approach this through communication campaigns only but also through mustering local capacity to assist in implementation of relevant activities whenever possible.

### Examples of AAP in EiE

Prior to interventions, those who will work with the communities and with the children in particular need to be trained on: code of conduct, child safeguarding, gender mainstreaming, interviewing children or working with them, do no harm principles, get child and parent consent especially when interviewing children, taking photos, and they should be signing a code of conduct document. Other examples include:

- Involvement of affected communities including children in education assessments, prioritization and design of interventions.
- Participation of targeted communities in projects launch meetings at community level (children to be involved whenever possible)
- Organize feedback sessions during project monitoring visits with children and school staff
- Call centre/ use of hotlines for targeted communities to voice concerns
- Suggestion boxes located in schools. Stakeholders needs to be aware of the existence of these boxes, their aim and the process of responding to suggestions and complains placed in these boxes.
- Focus group discussion/ individual interviews with children, teachers and parents as part of program design and monitoring
- Empower children clubs and parents' committees to take the lead in identifying their education priorities and engage in projects implementation.

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**students were arrested or detained either from the school or while commuting.**

### Protection Mainstreaming

The emergency education strategy in oPt is driven by protection-sensitive activities, which underpin the 2020 Education Sector Response. In addition to school-based psychosocial support, a protective presence for students and teachers, and legal aid and advocacy around protecting schools from attacks, the Education Cluster will work

with the Protection Cluster to link schools with protection service providers to address protection needs in the most vulnerable schools.

### Why does protection matter in education programs?

- Hazards can change educational needs and the ability of boys and girls to attend school. Violence, natural/environmental hazards, conflict and everyday hazards challenge the achievement of literacy, numeracy and wellbeing outcomes for children. Children need to be supported to achieve these outcomes regardless of the context in which they live. Children are more affected by emergency situations and react in a different manner than adults. Emergencies and traumas could affect their academic performance and ability to learn.
- All children have a right to education. It is therefore important to make sure that everyone, including vulnerable children, can access it. Vulnerable children may include girls (including married and/or pregnant girls), street children, child heads of households, children from poor socioeconomic backgrounds, children with disability or chronic illness, ex-detainees, children under home arrest, child laborers, children in conflict with the law and children exposed to drugs and risky behaviors.
- Education programs can protect children following any hazard by reducing their vulnerability to exploitation, abuse, violence and injury, child labor or child marriage or risky behaviors. And strengthen their resilience
- Responses need to be careful to Do No Harm, and not to increase protection risks for children, e.g. exposing children to sexual harassment or exploitation while travelling to and from school, or when at school.
- Understanding the needs of vulnerable children and any barrier to their education while targeting them in education programs, helps the whole community recover faster from emergencies. Particular focus needs to be on their physical protection, resilience building, psychosocial and emotional protection, and school emergency preparedness foundations
- Girls and boys have the right to participate, are agents of change, and that duty-bearers have a responsibility to ensure schools are safe for all children and education personnel. Advocacy efforts need to be in place to ensure that duty bearers are held to account. For guidance to mainstreaming protection in Education (please refer to Annex 3)

# MONITORING PLAN

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To successfully coordinate and implement the education cluster strategy, the cluster team must receive updated information pertaining to:

1. Current needs (partner assessment data, etc.)
2. Types and locations of partner activities
3. Targets and achieved results of partner activities.

To accomplish this, the Cluster team has developed an online 4Ws Monitoring Tool for partners to use to report this information. The activities contained in the 4Ws are the same activities outlined in the Monitoring Framework above.

Each organization update its 4Ws data on a quarterly basis. Within 2 weeks of submission, the cluster team will compile and analyze the data, produce various analysis products and share these products with all relevant stakeholders. This analysis will enable the cluster to monitor the education response, formulate advocacy on behalf of partners, identify need and gaps, avoid duplication of response, and assist partners in their operational planning. This information will also be shared with donors to advocate for increased funding to education and with OCHA for inter-cluster coordination purposes.

## **Monitoring, reporting and responding to violations against Education**

The Education Cluster is ensuring timely reporting of education related incidents, through the newly established (late 2019) cluster lead mechanism that works with all cluster and human rights reporting partners to monitor, report, validate, verify, respond and disseminate data on education-related incidents in West Bank including East Jerusalem and Gaza Strip. The verified data is hosted on an accessible platform and is currently used to generate evidence to improve the advocacy efforts of donors and cluster partners towards protecting education from attack. The platform is also designed to support the Cluster to track, coordinate and monitor responses to reported incidents in coordination with the cluster partners.

This mechanism is led by the Education Cluster in coordination with UN OCHA for the technical aspects. The Cluster team continuously encourage cluster partners in identifying and reporting education-related incidents; in the schools or while commuting to schools. The system is underpinned by a field team of verifiers trained and recruited to report on education related incidents. All partners including MoE share initial incidents with the cluster team, who is responsible for: final verification of the information, circulation of frequent reports on education-related incidents and triggering responses when needed to cluster partners.

Currently, the reporting mechanism is functional with the support of 5 field officers appointed in the West Bank and the Assessment Teams in Gaza (see Annex 5) whom are responsible for data verification, initial needs assessment and reporting incidents to the Cluster. On the technical aspects, the online platform is functional with the support of UN OCHA along with dashboards for reported incidents. The dashboards with aggregated data will be accessible to all cluster partners in 2020.

On the response side, interventions are currently more consistent with the Education Cluster Coordinator managing the response among the cluster partners based on initial needs assessment identified through the field officers' reports. A tracking system for response will be developed and functional by the end of 2020.

In 2019, 6 reports and briefings were prepared based on the evidence-based information extracted from the database and disseminated among the Cluster partners. These reports form a strong base for planning programs, response and advocacy for all education partners.

#### **Linkages with MoE and partners engagement:**

The Education Cluster is compiling all the data from the various sources (MoE, UNRWA, cluster partners) and neutrally validating incidents through field visits. The field visit validation will be coordinated with the MoE to ensure access to Ministry schools and staff. Once data is validated, the Cluster will ensure that it is presented on public platforms and transferred into cluster violations reports.

International and National NGOs members of the Education Cluster are encouraged to participate in and support the reporting mechanism. Participating organizations should have presence or projects in cluster targeted areas and should be willing to share initial incident reports with the cluster in a timely fashion as per standards and protocols of reporting.



# ALIGNMENT

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This Education Cluster strategy cannot exist in a vacuum and must be aligned with other key sectors and policies, both global and national.

## **OPT HRP**

As already highlighted, this strategy is closely aligned to the the OPT HRP and document. All documents speak to the same target groups. The emphasis is on Access to quality learning opportunities and systems strengthening. Our strategy is also aligned with the response frameworks of the other 5 clusters as part of the HRP.

## **EDUCATION CANNOT WAIT MULTI YEAR RESILIENCE PROGRAM**

The Education cluster strategy is aligned and complementary to the ECW Multi Year Resilience Program in Palestine. Both plans aim at ensuring access to quality education to the most vulnerable children in Area C, East Jerusalem and Gaza.

## **National Development Plans**

The Education Cluster strategy is strongly aligned with the MoE Education Sector Strategic Plan and to the Joint Protection and Advocacy Strategy of the MoE.

## **Sustainable Development Goal 4**

This strategy is aligned to SDG4. The aim of SDG4 is ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all. This includes conflict affected children. Partners in implementing their EIE activities in OPT are contributing towards the attainment of this goal.

# RESOURCES

RESOURCE & LINK	DESCRIPTION
<p>ACAPS: The Humanitarian Needs Assessment, the Good Enough Guide</p> <p><a href="http://acaps.org/img/documents/h-humanitarian-needs-assessment-the-good-enough-guide.pdf">http://acaps.org/img/documents/h-humanitarian-needs-assessment-the-good-enough-guide.pdf</a></p>	<p>Guidelines designed to help humanitarian staff design and implement needs assessment in emergencies. This guide does not explain every activity that you will need to carry out for your assessment, but it will take you step by step through the assessment process, offering a number of useful tools and resources.</p>
<p>GEC: Education Cluster Coordination Handbook</p> <p><a href="http://educationcluster.net/?get=001197 2013/12/EC-Coordination-Handbook_low2.pdf">http://educationcluster.net/?get=001197 2013/12/EC-Coordination-Handbook_low2.pdf</a></p>	<p>This Handbook is intended to provide Education Cluster Coordinators with information that guides them in facilitating a coordinated and effective response to education needs in emergencies. It covers a wide range of issues, from an overview of co-leadership issues, tips on how to chair meetings and facilitate cluster partner collaboration, information management guidance, development of cluster plans and strategies and advocacy and resource mobilization.</p>
<p>GEC: The Joint Education Assessment Needs Toolkit</p> <p><a href="http://educationcluster.net/wp-content/uploads/2013/12/Ed_NA_Toolkit_Final.pdf">http://educationcluster.net/wp-content/uploads/2013/12/Ed_NA_Toolkit_Final.pdf</a></p>	<p>This toolkit gives guidance on secondary data that can be collected prior to a crisis and discuss the process for collectively developing needs assessment tools, as well as providing templates that can be adapted to context.</p>
<p>IASC: Cluster Coordination Reference Module</p> <p><a href="https://www.humanitarianresponse.info/en/system/files/documents/files/cluster_coordination_reference_module_2015_final.pdf">https://www.humanitarianresponse.info/en/system/files/documents/files/cluster_coordination_reference_module_2015_final.pdf</a></p>	<p>Outlines the basic elements of cluster coordination and intends to serve as a reference guide for field practitioners to help facilitate their work and improve humanitarian outcomes.</p>
<p>IASC: Emergency Response Preparedness Guidance</p> <p><a href="https://www.humanitarianresponse.info/en/system/files/documents/files/emergency_response_preparedness_2015_final.pdf">https://www.humanitarianresponse.info/en/system/files/documents/files/emergency_response_preparedness_2015_final.pdf</a></p>	<p>Enables readiness for an immediate in-country response by the broader humanitarian community and in conjunction with national action, vital in dealing with an unfolding emergency.</p>
<p>INEE Minimum Standards for Education: Preparedness, Response, Recovery</p> <p><a href="http://toolkit.ineesite.org/inee_minimum_standards">http://toolkit.ineesite.org/inee_minimum_standards</a></p>	<p>The INEE Minimum Standards Handbook is the only global tool that articulates the minimum level of educational quality and access in emergencies through to recovery. The aim of the Handbook is 1) to enhance the quality of educational preparedness, response and recovery; 2) to increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and 3) to ensure accountability and strong coordination in the provision of education in emergencies through to recovery.</p>

# ANNEXES

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## Annex 1: Education Cluster Terms of Reference

### Background

#### **National Education Cluster:**

In light of the Gaza crisis in 2009, the national education cluster was initially activated in Ramallah shortly after the end of the military operations in Gaza in early 2009, in accordance to the global cluster approach. UNICEF and Save the Children agreed to co-lead the cluster. Prior to 2009 humanitarian coordination in oPt was largely ad hoc. The education cluster ensures planning, coordination, collaboration and complementarities between agencies with respect to humanitarian activities. The cluster plays a major role in advocating for education as an integral part of the humanitarian response.

The overall role of the national education cluster is to support and coordinate a coherent and effective Education humanitarian response. This includes the coordination of needs assessments; development of a response strategy, long-term planning, cross-sector collaboration, and advocacy.

The National Cluster is co-lead by UNICEF and Save the Children and managed by a cluster coordinator currently designated by UNICEF. The National Cluster is accountable for both Gaza and West Bank including East Jerusalem and will be based in the UNICEF office in Jerusalem. National Cluster meetings will take place monthly in Ramallah with an agenda that covers the operational needs and responses in WB and Gaza, advocacy including on specific issues for Gaza, Area C, H2 and East Jerusalem, emergency preparedness, capacity building, violations against education and information sharing among members, including Ministry of Education and Higher Education and UNRWA.

#### **Cluster Objectives:**

The national cluster in oPt will have the following objectives:

1. Provide a national and sub-national coordination forum in which all relevant organizations can work together to address the issues relating to education in emergencies in coordination with the MoEHE
2. Ensure the development of a comprehensive EiE program across planning and strategy development, application of and contextualization of standards, preparedness, capacity building, emergency response through to rehabilitation and recovery, monitoring and evaluation and policy and advocacy.
3. Coordinate and strengthen the education sector contribution to humanitarian responses.

The national education cluster in Palestine will focus on the below core cluster functions and tasks:

1. **Supporting service delivery:** Providing a platform that ensures service delivery is driven by the Humanitarian Response Plan and Education in Emergencies strategic priorities. Developing and maintaining mechanisms to eliminate duplication of service delivery such as the 4Ws, FTS, quarterly reporting and cluster dashboards.
  - Facilitate effective sharing of timely information and data among education cluster partners and across other sectors and clusters to improve response and to minimize programmatic gaps;

- Ensure coordination of emergency education programs and activities amongst partners engaged in the emergency education response;
  - Support cluster members to provide timely education response during emergencies;
  - Exchange ideas, information, guidelines, statistics and other data among the members to strengthen members programs and advocacy, and sharing resources wherever possible;
  - Assess and map the education needs of the vulnerable areas, and share finding among members on a timely manner;
  - Collaborate on joint emergency needs assessment processes through the development of standardized tools, methodology and approaches;
  - Map members capacities, vulnerable schools and types of service provision to better plan the EiE response;
  - Raise, discuss and make recommendations to the EiE Technical Working Group for arising policy issues;
  - Develop standards and ensure harmonization of procedures as appropriate;
  - Encourage members to prepare joint proposals, where feasible, to ensure a consolidated response and harmonized implementation;
  - Identify members prepositioned education materials/kits and other necessary resources needed for emergency response and ensure adequate/reasonable stocking especially for recurrent emergencies;
  - Prepare the cluster meeting agendas and minutes; ensure action points are clear and followed up upon; agree with cluster members on the regularity of meetings, and update/maintain list of members;
  - Facilitate the division of labor amongst cluster members to avoid gaps and duplication of effort;
  - Maintain up to date Cluster Information Management tools such as the online 4Ws, violations against education database, education dashboards, cluster contacts list, cluster website and FTS.
2. **Informing strategic decision-making of the HC/HCT for the humanitarian response:** Supporting members in preparing sectorial needs assessments and participating in multi-sectorial assessments. Based on the up to date data formulate EiE response and advocacy priorities and inform HCT accordingly.
- Report to the HCT and ICCG and other relevant groups/agencies on the implementation of emergency education activities, and report back to the cluster relevant information or policies discussed at these forums;
  - Ensure that cross-cutting issues (related to education) are adequately addressed by other clusters and support the integration of life-saving information on nutrition, sanitation, health and protection into education cluster activities as appropriate;
3. **Planning and strategy development:** Developing sectoral plans, objectives and indicators that directly support realization of the HRP strategic priorities. Applying and adhering to common standards and guidelines. Clarifying funding requirements and agreeing on the education cluster contributions to the overall HRP.
- Provide input and proposals for the annual Humanitarian Program Cycle (HPC), including drafting of the Humanitarian Needs Overview (HNO) for the education sector and development of a Humanitarian Response Plan (HRP) with education partners;

- Work closely with other clusters, especially Child Protection Working Group (CPWG) to ensure a coordinated response to child protection needs of children at schools and communities;
4. **Monitoring and reporting:** Monitoring and reporting on activities and needs. Measuring performance against the cluster strategy and agreed results. Recommending corrective action where necessary. Lead national efforts on documenting and reporting violations against education in Gaza and West Bank including East Jerusalem.
- Track agreed upon common indicators to measure progress towards key milestones and to support consolidated reporting/advocacy on behalf of the cluster members;
  - Regularly review the progress being made by the cluster and ensure mutual understanding among members of the clusters' overall objectives;
5. **Capacity building in contingency/preparedness planning:** If needed, support MoEHE in implementing the national Contingency Strategy for Education. Also, support the cluster partners to develop their contingency plans in line with the cluster contingency plan.
- Build capacity of cluster members and other organizations involved in the provision of emergency education and global principals and standards of EiE response.
  - Provide or request guidance and capacity development for an education response that meets agreed minimum standards and is in accordance with government guidelines (reference INEE Minimum Standards for Education in Emergencies);
  - Liaise with the Cluster Co-Leads and global education clusters on policy issues and support; technical and capacity development and implementation needs; supply needs; and operational support needs;
6. **Advocacy:** Identifying concerns that contribute to HC and HCT messaging and action. Undertaking advocacy efforts on behalf of cluster members, and affected people.
- Promote safe access to education for vulnerable children in Gaza and West Bank including East Jerusalem;
  - Liaise with the donor community to further raise the profile of emergency education, to receive updates on funding opportunities, and to ensure that (potential) donors can reach out to the cluster to address over-arching/strategic issues;
  - Develop and disseminate relevant advocacy and reporting materials to protect education from attacks, and to encourage increased support for emergency education;

#### Amendments to the TOR:

These Terms of Reference will be periodically reviewed, particularly if there is a change in the situation on the ground, with a view to their modification or amendment.

### Leadership:

Education Cluster is co-lead by UNICEF and Save the Children. A steering committee is formed to provide overall leadership to the cluster. Members of the steering committee are UNICEF Special Representative, Save the Children Country Director, UNICEF Chief Education, Save the Children Education Specialist, and Policy, Advocacy and Communications Senior Manager, National and sub national cluster coordinators. This committee meets on a quarterly basis to:

- Provide the strategic advice and direction for the education cluster;
- Review cluster progress and achievements; provide feedback and explore development opportunities;
- Review and approve Cluster strategies and plans including Education Strategic Sector Plan, Education HNO and EiE Advocacy strategy.
- Ensure strategic engagement with the Education in Emergencies Thematic Working Group of the Education Sector Working Group of the MoEHE.
- Make decisions related to cluster ToR, structure, staffing, internal coordination mechanisms, advocacy initiatives, etc...

### Membership:

Reflecting the principle of inclusion at the global level, membership of the education cluster is open to all agencies engaged in emergency education and committed to participate in coordinated education responses in emergencies in line with agreed upon strategies, standards and best practices, and willing to actively participate in strengthening capacity in the sector. Provision could also be made within the cluster for those actors who may wish to participate as observers mainly for information sharing purposes. Ministry of Education and Higher Education is one of the key members of the national cluster that engages in identifying needs and priorities, and shares information and data with other cluster members to eliminate duplication.

### Roles and responsibilities of the members:

- Commitment to Humanitarian Principles, the Principles of Partnership, and Cluster-specific guidance.
- Readiness to participate in actions that specifically improve accountability to affected people.
- A demonstrated understanding of the responsibilities of Cluster members, as defined by these ToR.
- A commitment to actively and consistently engage in the Cluster's collective work.
- Capacity and willingness to contribute to the Cluster's strategic response plan and activities.
- Readiness to participate in joint humanitarian assessments.
- Commitment to mainstream key programmatic cross-cutting issues (incl. age, gender, protection).

- Commitment by a relevant staff member to work consistently with the cluster to fulfil its mission.
- Commitment to work cooperatively with other cluster partners to ensure an optimal and strategic use of available resources and share information on organizational resources.
- Willingness to take on leadership responsibilities in sub-national or thematic working groups as needed, subject to capacity and mandate.
- Undertake advocacy with affected communities, the HCT, donors MOEHE, and other relevant audiences using advocacy messages agreed upon by the Education Cluster.

### **Linkages with the Education Sector working Group (ESWG)**

Understanding the inherent overlap of and the importance of coordination between development and emergency education activities, the cluster commits to strong linkages with the education sector working group. This will be maintained through the Education in Emergencies Thematic Working Group led the MoEHE and reports to the ESWG. This group consists of key donors, cluster lead agencies, National cluster Coordinator and Ministry of Education and Higher Education senior management to discuss policy level issues related to Education in Emergencies. This WG meets on a quarterly basis and reports to the ESWG. The Cluster Coordinator ensures proper exchange and flow of information between the cluster and this Working Group.

### **Gaza Sub Cluster:**

The Education sub Cluster in Gaza supports members and agencies to coordinate advocacy issues, program plans, and implementation. Members share best practices, problems in implementation and gaps in programming in order to ensure the best possible educational response to the emergency in Gaza. Members collaborate on needs assessments, give feedback to appropriate agencies to improve reporting devices, and support capacity building activities. The Education sub Cluster maintains a flow of information and communication with other Clusters through Gaza ICCG, and reports to the National Education cluster based in Jerusalem.

The education cluster in Gaza has been activated with the following specific role and function:

1. **Supporting service delivery:** Providing a platform that ensures service delivery is driven by the Humanitarian Response Plan and Education in Emergencies strategic priorities. Maintaining mechanisms to eliminate duplication of service delivery such as the 4Ws, FTS, quarterly reporting and cluster dashboards.
  - Facilitate effective sharing of timely information and data among education cluster partners in Gaza and across other clusters to improve response and to minimize programmatic gaps;
  - Ensure coordination of emergency education programs and activities amongst partners engaged in the Gaza emergency education response;
  - Support cluster members to provide timely education response during emergencies;
  - Exchange ideas, information, guidelines, statistics and other data among the members to strengthen members programs and advocacy, and sharing resources wherever possible;
  - Assess and map the education needs of the vulnerable areas, and share finding among members on a timely manner;
  - Collaborate on joint emergency needs assessment processes through the development of standardized tools, methodology and approaches;
  - Maintain up to date Cluster Information Management tools such as the online 4Ws, violations against education database, education dashboards, cluster contacts list, cluster website and FTS;

- Maintain up to date Gaza specific contingency Plan and Standard Operating Procedures for the cluster;
  - Map members capacities, vulnerable schools and types of service provision to better plan the EiE response;
  - Disseminate best practices and standards and ensure harmonization of procedures as appropriate;
  - Identify members prepositioned education materials/kits and other necessary resources needed for emergency response and ensure adequate/reasonable stocking especially for recurrent emergencies;
  - Prepare the cluster meeting agendas and minutes; ensure action points are clear and followed up upon; agree with cluster members on the regularity of meetings, and update/maintain list of members;
2. **Planning and strategy development:** Developing sectoral plans, objectives and indicators that directly support realization of the HRP strategic priorities. Applying and adhering to common standards and guidelines. Clarifying funding requirements and agreeing on the education cluster contributions to the overall HRP.
- Provide input and proposals for the annual Humanitarian Program Cycle (HPC), including providing inputs for the Humanitarian Needs Overview (HNO) and the Humanitarian Response Plan (HRP);
  - Maintain a regular and consistent flow of information and open communication with the National Education Cluster.
3. **Monitoring and reporting:** Monitoring and reporting on activities and needs. Measuring performance against the cluster strategy and agreed results. Recommending corrective action where necessary
- Track agreed upon common indicators to measure progress towards key milestones and to support consolidated reporting/advocacy on behalf of the cluster members;
  - Report to the National Cluster on the implementation of emergency education activities, and share Gaza specific needs and gaps with the National Cluster and the Cluster Steering Committee;
4. **Capacity building in contingency/preparedness planning:**
- If needed, support MoEHE in implementing the national Contingency Strategy for Education. Also, support the cluster partners to develop their contingency plans in line with the cluster contingency plan.
  - In coordination with the National Cluster, build capacity of cluster members, MoEHE and other organizations involved in the provision of emergency education and global principals and standards of EiE response.



## **Annex 2: Education Cluster Advocacy Plan**

The cluster will lead coordinated advocacy efforts and initiatives that seek to ensure that duty bearers take concrete steps to protect, respect and fulfil children's right to access to education as a means of achieving the objectives of the Education Strategy, and especially Objective 1: Increase equitable safe access to inclusive, quality educational services for vulnerable children. The objectives of this advocacy strategy will therefore provide the tools to achieve change, which is outside the collective powers of the members of the cluster.

### **Advocacy Objective: All duty bearers take concrete steps to protect, respect and fulfil children's right to access to education**

Reducing and ultimately eliminating such incidents would require systemic change in Israeli military rules of engagement with regards to children in general and around schools in particular. To achieve this, the members of the Education Cluster will undertake advocacy activities aimed at influencing Israel, so that it agrees to comply with international standards, regulating military behaviour towards children and in relation to schools.

### **Sub-objective 1: Israel recognises the protected status of education facilities and takes practical steps to eliminate protection risks stemming from the operations of the Israeli military around education facilities. Among these actions would be the following:**

Adopting specific measures to halt the practice of harassment and violence at checkpoints and at school gates

Adopting specific measures to halt the practice of military entry into education facilities

Adopting specific measures aimed at minimising delay for children and teachers on their way to and back from school and loss of school time due to the control of routes to schools

Adopting specific measures to cease the use of arms, including live ammunition, and tear gas in and around school premises

Endorsing the Safe Schools Declaration

### **To achieve Sub-objective 1, in 2020 the Education Cluster lead agencies, HCT members and the HC will:**

- Organise 3 advocacy focused meetings per year to follow up on partners' progress and strategise and plan for any future initiatives
- use cluster violations data collected through the incidents reporting mechanism in eight private advocacy meetings
- use cluster data and reports of significant incidents to speak out publicly and privately and call for pressure on Israel to take steps to eliminate such incidents in line with the asks in Sub-objective 1
- utilize the data and reports generated by the mechanism in six initiatives/events organised at capital level
- produce 2 short films focusing on the impact of violations on children's wellbeing and their engagement in education
- produce one report on the impact of conflict on education in schools in the West Bank

In the Gaza Strip, there are indications of protection-related incidents linked to the behaviour of the military and police and impacting children's access to education.

**Sub-objective 2. The de-facto authorities in Gaza commit to implement the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict. As a result, we expect that the de-facto authorities will agree to:**

Adopt specific measures to eliminate military presence inside and around school premises

Since this part of the strategy requires further data gathering, the **Education Cluster lead agencies, HCT members and the HC will:**

- Use cluster violations data through the violations reporting mechanism in private advocacy. (estimated 8 different meetings)
- organize different meeting with both authorities to discuss policies and measures to implement SSD and to protection at schools and on the way to school.

As the Palestinian Authority (PA) has already committed to implementing the Safe Schools Declaration and has an action plan on the operationalisation of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict, the Education Cluster members will continue to focus on supporting the PA in its efforts to fully implement these instruments.

Palestinian children's right to education is being continuously eroded under the Israeli occupation due to attacks on schools, such as military use of educational premises, delays at checkpoints, tear gas use near schools, child arrest and detention on the way to school and at school, dropouts caused by injury and disability related to the conflict, settler-related incidents, and demolition of educational facilities.

**Sub-objective 3. The PA prioritises and continues to operationalise the Safe Schools Declaration action plan.**

**The Education Cluster lead agencies, HCT members and the HC will:**

- Continue their support for to the PA for the implementation of the plan, including through supporting attendance of training and other events
- capitalize on major events and conferences around the world to advocate for the protection of Education in Palestine.

## Annex 3: Protection Mainstreaming

# Tip Sheet for Protection Mainstreaming<sup>25</sup> In Education Programs in Gaza Strip and West Bank

### Why does protection matter in education programs?

- Hazards can change educational needs and the ability of boys and girls to attend school. Violence, natural/environmental hazards, conflict and everyday hazards challenge the achievement of literacy, numeracy and wellbeing outcomes for children. Children need to be supported to achieve these outcomes regardless of the context in which they live.
- All children have a right to education. It is therefore important to make sure that everyone, including vulnerable children, can access it. Vulnerable children may include girls (including married and/or pregnant girls), street children, child heads of households, children with disability or chronic illness, ex-detainees, home arrests, and out of school children.
- Education programs can protect children following any hazard by reducing their vulnerability to exploitation, abuse, violence and injury, child labor or child marriage.
- Responses need to be careful not to increase protection risks for children, e.g. exposing children to sexual harassment or exploitation while travelling to and from school, or when at school.
- Understanding the needs of vulnerable children and any barrier to their education while targeting them in education programs, helps the whole community recover faster from emergencies. Particular focus needs to be on their physical protection, resilience building, psychosocial and emotional protection, and school emergency preparedness foundations
- During times of conflict, governmental and community structures are often strained or broken. This leads to weak or non-existent early warning systems and less capacity to respond to disasters, making the impact even greater. That's why it's very critical to work with national authorities to improve their capacity to respond to emergencies, provide better protection and ensure the continuity of education
- Girls and boys have the right to participate, are agents of change, and that duty-bearers have a responsibility to ensure schools are safe for all children and education personnel. Advocacy efforts need to be in place to ensure the accountability of duty bearers on a national and international level.
- Teachers and children need to be supported to demonstrate self-protection knowledge, and the skills and behaviours needed for the safety and protection of children in and around school
- applying a whole school approach to ensure better protection mechanisms in place for children. This will also extend to working on a wider level to affect all stakeholders that can contribute to children protection in schools, on their way, and in the community.

### Assessment

- Consult directly with vulnerable children to make sure their concerns and needs are heard, e.g. encourage girls and boys to speak for themselves.

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<sup>25</sup> Adapted from GPC Education Programs: Tips for Protection Mainstreaming

- Assess the education needs of vulnerable children by sex, age and disability and prioritize these (e.g. include child headed households, unaccompanied children, children living on the street, displaced children and children with disability).
- Assess the number of children, number/capacity of schools and availability of both male and female teachers.
- Assess the availability/capacity of school counselors whom are key in providing PSS support for children in times of any emergency.
- Disasters can impact on children's school enrolment, attendance, achievement, wellbeing, and drop-out rates, by sex and age, so it is important to investigate how girls and boys are affected. E.g.
- Have household and care-giving responsibilities for girls or boys reduced their time for homework, or forced girls or boys to drop out of school and marry early?
- Has food insecurity forced girls or boys to drop out of school and/or take up paid work?
- Are there social norms limiting access to education, e.g. preference of boys' education over girls'?
- How are emergencies affecting the ability of CWDs to access quality learning environments?
- Assess whether learning materials are equally relevant to girls and of boys of all ages. Examine whether learning materials include a disaster risk reduction/emergency response education.
- Identify any protection risks associated with education, e.g. unsafe routes to school; or unsafe environments at school, including risk of sexual exploitation and abuse. It's equally important to examine how children and parents are involved in such processes.
- Assess governmental strategies, policies, capacities and practices in place to support children protection in education settings (construction standards, resilience and DRR education, reporting mechanisms, referral pathways, accountability procedures).

### Prioritize safety & dignity, and avoid doing harm

- Talk to children about the threats they face inside the school and as they commute to school. Talk to girls and boys separately and hold discussions with groups of children with added difficulties (e.g. with disabilities, with chronic illness), all while applying child friendly, participatory tools.
- Ensure that the location of Education facilities and routes to them are away from actual or potential threats such as violence, especially the risk or threat of gender-based violence (GBV).

#### Notes:

- Keep in mind the distances children have to travel and the mode of transport. Do not place facilities near possible perpetrators. It is important to consult the children, community, and potential beneficiaries about their thoughts about acceptable distances for children of all ages to walk to school
- Involve all children directly (and especially adolescent girls) while discussing the safety of their travel to school.
- Consider ways to reduce/manage/cope with these threats, including changing the location, accompaniment (e.g. children walking in groups, crossing guards, etc.).
- Ensure that child-friendly spaces, learning centers, schools, classrooms, playgrounds and surrounding areas are in good condition, and pose no safety risks to children and teachers. For example, that there are no exposed wires, no dangerous materials on the ground, not in areas known to have Unexploded Ordnance (UXO), and that they are not close to busy roads, to the security fence in ARA, and military sites where there is a possibility of shelling and/ or cross fire.
- Design education programs, policies and practices to promote schools free from injury, bullying, exploitation, abuse and violence. This needs to be endorsed on a national level as well.

- Arrange appropriate policing if required (e.g. police, community patrols), or international protective presence as in the case of WB.
- See if there is a possibility to offer psycho-social support to children in the schools, teachers might also need these services.
- Include teacher training on child protection responsibilities and children's rights

- Ensure a secure environment in schools

Notes:

- Ensure that the children supervised during breaks and where possible to and from school.
- Ensure teachers are trained in first aid and that first aid kits are available/equipped.
- Ensure that teachers/counselor are trained on PFA, and that they are capacitated on dealing with emergencies.
- Ensure that Education Cluster Members all have in place a system for carrying out background checks for new staff working with children, and that all members are trained on child safeguarding policies.
- Support local authorities in developing strategies that support safe environments for children in any education setting.

- Make infrastructure adaptations such as ramps and railings to Education facilities and latrines so that all individuals and groups can access and use them in safety and dignity. Ensure there are separate, secure, hygienic and private washroom facilities for boys and girls. Use direct observation and discussion groups with persons with disabilities in the community to identify the type of adaptations that are needed.

Notes:

- Talk to the boys and girls about the design and location of latrines. Consider establishing student environmental committees. These can be responsible for monitoring the hygiene of facilities, encouraging handwashing amongst students, and can also be involved in general environmental activities (e.g. taking care of plants)
- Advocate with local authorities on developing infrastructure standards for new facilities and for any rehabilitation activity. Such standards need to be inclusive and applied.

- Ensure that the Education services are respectful and inclusive of cultural and religious practice. Ensure that women, girls and teachers are not put at risk of increased harm in the establishment and running of education services.

Notes:

- Education Authorities should carry out a risk assessment before establishing any new facilities. Based on the assessment, put in place measures to ensure the inclusiveness. Girls have an equal right to education, and their safety should be ensured.
- Employ female staff members with skills and experience working with children
- Ensure codes of conducts (CoC) established in a participatory manner with teachers, students and parents. School community should be supported in operationalizing the CoC and monitoring it as well.

- Put in place guidelines and mechanisms to monitor and report instances of safety concerns in schools, including bullying between children, interaction between teachers and other people with children, sexual exploitation and abuse, use of corporal punishment, attacks against education and other cruel or degrading punishments.

Notes:

- Ensure all staff sign and adhere to a code of conduct that includes a “whistleblower” policy. Child Protection Policies must be endorsed by the ministry signed by all staff and support the members to access training for staff on child protection. Any violations should also be monitored, reported and responded to.
- Provide teacher training and a teacher’s code of conduct on prevention of violence against children, including physical and humiliating punishment, and sexual exploitation and abuse. Set up fair and transparent systems to make teachers accountable for breaches of the Code of Conduct.
- Children should be aware of the Code of Conduct, should participate in its development, and learn how to report any cases of exploitation and abuse, including sexual abuse. Response and referral need to be ensured.
- Establish an accessible and well understood mechanism for complaints.

- In displaced communities when setting up education facilities, consult them as well as host communities about education needs so as to avoid community tensions. Make sure that there is no tension or inequality that could lead to violence and harassment of one group on another.

Notes:

- Assess whether inequitable access to education is causing tension or conflict within the community AND with other surrounding/local communities.
- In camp settings, consider providing services to the local community as well.

## Meaningful Access

- Talk to children about the barriers they face accessing Education services and take action to address them.

Notes:

- Talk to girls and boys separately and hold discussions with groups of children with added difficulties (e.g. with disabilities, with chronic illness, child heads of households or unaccompanied children). Mechanisms should be in place to ensure that children voices are always accounted for in all issues that matter to them
- Work with children, teachers, community leaders and parents to support equal and safe access to education and training opportunities without discrimination of any kind. Pay attention to the exclusion of girls, children with disabilities, and other children belonging to disadvantaged or marginalized groups.

- Ensure that the locations of schools are accessible to all.

Notes:

- Schools are located in accessible areas
- Include children and communities in school design & construction to promote a sense of ownership. Children should not be involved in the construction.
- Discuss with all representative samples of society (e.g. men, women, girls, boys, elderly, children with disabilities) that should have access to the services we provide. If necessary, adapt the location to reduce the distance and to ensure that the most vulnerable/marginalized have access.
- Advocacy efforts need to be in place to support safe locations.

- Mitigate the impact of financial barriers or administrative barriers, such as lack of documentation, which can be excluding children from accessing education and training opportunities.

Notes:

- Advocate waiving school fees for unaccompanied and affected children by conflict or a natural disaster; consider the costs of school materials (e.g. uniforms, books) and whether this prevents access. Consider solutions like cash transfer when applicable. Other solutions can include coordinations with other cluster members like for issues related to livelihood support for parents.
- If documents (such as birth records, school certificates) are prerequisite for education, work with the authorities to waive the requirement for disaster affected children or establish alternative procedure for ensuring all children have access to education.

- Ensure that education infrastructure and services can be accessed by persons with reduced mobility (e.g. persons with physical disabilities, bed-ridden children) as well as persons with non-mobility-related disabilities (e.g. the blind, hard of hearing, intellectually disabled)

Notes:

- Make access paths smooth and fit ramps for wheelchair access. Consider different physical disabilities. Different wheelchairs may require different amounts of space. Artificial limbs may make even relatively short distances difficult. Talk to children with physical disabilities about what solutions would best fit their needs.
- Provide assistive devices for children with disabilities (e.g. crutches, wheelchairs, hearing aids, Braille books)
- Train teachers on how to teach children with disabilities. Teachers should at the very least be aware of any special needs of children with disabilities to facilitate learning and are mindful of discrimination by other children
- Install seats in latrines for children with disabilities.
- If some children cannot access the services, consider what alternatives are possible (e.g. distance learning, audio-visual materials, radio or television broadcasts, books, etc.).
- Communicate information on education through different methods (e.g. extension workers, radio, SMS messaging, posters, newsletters, television or loudspeaker), so that information reaches everyone (e.g. literate, illiterate, deaf, blind or children).
- Ensure that staff is trained to work with individuals with intellectual disabilities, including on how to ensure proper confidentiality and informed consent. Local NGOs often already have the technical knowledge.

- Examine the context-specific or cultural barriers to attending school and see if it is possible to identify solutions.

Notes:

- Consider how cultural practices may limit access to education and discuss with community leaders ways to prevent discrimination, exploitation and abuse.
- Flexible hours of schooling to accommodate different needs. Children may have unavoidable commitments during the day. Adult learners may need to go to work.
- Non-formal education / after school classes for those students who need to catch-up (e.g. adults that missed some aspects of formal education, girls who may not have access to education because of traditional practice in the area)

- Ensure that beneficiaries know their right to Education, and where/how to obtain it.

Notes:

- Rights awareness should be provided in sufficient quantity in languages understandable to all beneficiaries, especially to new arrivals in displacement settings.
- Printed materials should consider literacy levels (e.g. use of pictograms instead of text). Lack of awareness about rights and services is regularly a gap identified in assessments.

- Ensure that women and girls have access to education

Notes:

- Sensitize the community about the value and benefits of girls' education. Build this into the program activities.
- Advocate for pregnant and married girls to continue their education;
- Include proactive activities to encourage equal registration of boys and girls and maintain retention rates that are specific to adolescent girls and boys because they have different reasons/pressures for quitting early
- Support non-formal education / after school classes where formal schooling for girls is not available.

- Age limits should not be enforced for disaster or conflict affected children and youth. However, there are potential safety issues of combining much older children with young children in education facilities. These can be addressed by proper supervision and where appropriate separate classrooms and/or play areas.
- Monitor access and discrimination

Notes:

- Collect and monitor data on project indicators (e.g. # of individuals accessing education services) with disaggregation by age, gender, and location or specific group (e.g. persons with disabilities, poverty).
- Compare enrollment and drop-out rates to existing demographic data. Discrepancies can tell you which groups do not have access (e.g. if 10% of children are from a specific population group)
- Involve men, women, boys, and girls, parent, students and teachers in the assessment, monitoring and reporting on education matters.
- Monitor for unintended outcomes of education programs; e.g. increased and heavy workloads for girls due to education and household responsibilities.

### Accountability, Participation & Empowerment:

- Consult with education authorities, local government, teachers, men, women, boys, and girls in the community to take into account their ideas and opinions about education needs in the community.

Notes:

- Curricula and instructional materials developed or supported should be gender-sensitive, recognize diversity and different learning needs, and promote respect for learners. Policies, curricula, textbooks and methods of learning need to be adjusted to promote tolerance, understanding and conflict resolution skills, as well as understanding of human rights, child rights, and non-discrimination.



- Identify local authorities and civil society specialized in working with persons with low mobility or disabilities. Strengthen and support their role and learn from their experience how to improve service delivery.

Notes:

- Coordinate with specialized agencies to identify low-mobility individuals and include them in the program assistance. Most countries already have national or local NGOs offering services to vulnerable groups. These may not operate in the same areas but could become a valuable resource for the training of staff and the referral of cases.
- Actors operating in the same locality could help mobilizing low-mobility individuals for key activities.

- Report and share protection concerns with the Protection cluster, including the GBV and Child Protection sub-clusters. Other actors may be able to provide assistance.

Notes:

- Cases of violations should be referred promptly and in accordance with standard operating procedures established in the area.
- Establish reporting mechanisms to report security incidents to enable proper monitoring and prevention of threats. Monitoring and reporting is vital to enable government and other actors to respond to threats to education; as well as to assist legal accountability and advocacy. Education clusters can take a lead by co-coordinating the development of such partnerships and ensuring use is made of existing human rights monitoring capacity
- Response mechanisms in place with education cluster members and in coordination with local authorities'

- Make sure to consult all layers of society and children when identifying and responding to Education needs.

Notes:

- Different criteria may affect the power dynamics. In some places it will be important to consult different socio-economic groups (e.g. ethnic or economic minorities). In all situations, one should include women, men, boys, girls, adolescents, children with disabilities, and parents to understand their needs and preferences for location, design, and methodology of Education services.
- It is not enough to just consider the needs of all layers of society. They have to be involved in identifying the solutions. In addition to making the response more relevant and potentially durable, this will build the confidence and self-esteem of the beneficiaries concerned.

- Engage children (both boys and girls) in student associations and parents (both men and women) in parent-teacher associations.

Notes:

- Empower the persons whose protection is concerned can help make response more relevant and sustainable while boosting the self-esteem and capacities of the working individuals concerned. Example: *In Pakistan, Student Committees hold several responsibilities, including monitoring school hygiene and promoting attendance for out of school children. This activity has the double benefit of benefiting others while strengthening one's own self-protection capacities.*
- Ensure children (both boys and girls) have participatory committees (student advisory boards) to regularly ensure engagement between educators and the children themselves (child participation).

- Ensure school management committees are democratic and inclusive. Involve religious or community leaders in school governance.

- Set up accessible, well understood mechanisms for suggestions and complaints

Notes:

- Do not assume an “open door” policy is enough. Make sure that there are other possibilities for submitting complaints that do not require the beneficiary exposing themselves to Education/project staff.
- RESPOND to complaints, regardless of whether corrective measures can/need to be put in place.
- Staff the mechanism with both men and women and ensure it is accessible for children.
- Organize awareness raising sessions so that all those concerned know how it works (i.e. children, students, parent committees, teachers).
- Consider a joint complaints mechanism with other sectors (e.g. Protection) to minimize confusion.
- Complaints mechanisms should be in line with Protection from Sexual Exploitation and Abusive systems.

## Annex 4: MoE Response Plan for COVID-19

### Background:

COVID-19 is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel coronavirus' or '2019-nCoV.' The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold.

The COVID-19 virus was first detected in Wuhan, China, in December 2019. On 30 January 2020, the WHO declared that the current outbreak constituted a public health emergency of international concern. On 11 March 2020, WHO announced COVID19 as pandemic with more than 118,000 cases in 114 countries outside mainland China and 4,291 deaths<sup>26</sup> mainly in South Korea, Italy and Iran.

As of 14 March, State of Palestine has currently 38 confirmed cases of COVID-19. Most are part of a cluster in Bethlehem (South West Bank) and one, for which the origin of infection is not confirmed, in Tulkarem (North West Bank). Around 3,654 are in home quarantine mainly in Bethlehem area and 64 under the supervision of the Ministry of Health (MoH). In the case of Bethlehem, MoH transferred one of the hotels in Bethlehem to a quarantine center.

State of Palestine declared a State of Emergency on March 6th after first 7 reported cases in Bethlehem. This entailed closing off Bethlehem governorate, suspending all tourism to West Bank, closing all schools for 30 days as well as public spaces, restaurants and gyms in Bethlehem and other governorates across the West Bank. Restrictions on movement between governorates were also imposed, and the disinfection of all public places including churches, mosques and touristic places throughout Palestine. Further restrictions have been announced by the Palestinian government on travelling through King Hussein Bridge.

As for education, all schools in West Bank and Gaza Strip including public, private and UNRWA schools are closed as a protective measure. The Ministry of Education is currently working on connecting teachers and students with available e-Learning platforms in order to maintain the continuity of knowledge sharing among children. These efforts are not intended to be compulsory or ensure continuity of the education process with all its components but aims at keeping children connected with the learning process and provide them with the meaningful resources for self-learning.

### Rational:

This national COVID19 emergency response plan document aims at presenting the MoE Palestine planned preparedness and response measures to ensure students safety, psychosocial wellbeing and continuity of transferring knowledge and information to all student both in Gaza and West Bank. This document is the umbrella for all interventions related to the COVID19 response and highlights areas where external need of technical and financial support from donors and partners is required.

<sup>26</sup> <https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19--11-march-2020>

<sup>27</sup> Ministry of Health Palestine

## Response Objectives:

### **During Pandemic and emergency status (schools are closed):**

- School children and their families in West Bank and Gaza have the adequate information on the Pandemic and hygiene preventive measures.
- School children and their parents have access to free online platforms for age appropriate materials, worksheets and lessons to ensure the continuation of knowledge sharing to school children.
- Support the psychosocial well-being of both students, their parents and educators in West Bank and Gaza
- Improve all schools WASH facilities including latrines, water points and availability of clean water and distribution of cleaning and hygiene kits to schools and public KGs as mean of controlling spread of pandemic

### **Post Pandemic (Schools re-open):**

- All schools and public KGs in West Bank and Gaza are cleaned and disinfected prior to re-opening
- Schools and public KGs in West Bank and Gaza have adequate hygiene kits and apply infection control measures regularly
- Smooth transition to normal education will be ensured through provision of adequate remedial education, PSS and recreational activities packages in schools.
- Special measures in place to avoid stigmatizing students and staff who may have been exposed to the virus directly or indirectly

### 1. During Pandemic and emergency status (schools are closed):

Objective	Interventions	Monitoring Indicators	MoE focal point	Type of support needed	Budget
School children and their families in West Bank and Gaza have the adequate information on the Pandemic and hygiene preventive measures.	<p>1. Utilize all social media platforms for the MoE, Directorates, Schools and partners to:</p> <ul style="list-style-type: none"> <li>- Continue disseminating WHO and MoH awareness raising materials</li> <li>- Broadcast hygiene promotion animation movies produced earlier by MoE</li> </ul>		Mr. Ihab Shukri – DG school health	<ul style="list-style-type: none"> <li>- WHO/UNICEF to keep updating MoE on the development of any new materials and guidance</li> <li>- MoE partners as part of the resource mapping to share any Arabic materials developed by their organization in the region</li> </ul>	No additional associated cost

	<ul style="list-style-type: none"> <li>- Map out relevant and appropriate child friendly materials and videos produced in the region and Palestine, and disseminate through social media</li> <li>- Liaise with Palestine TV and radio stations to broadcast the MoE messages to children and their families</li> </ul>			<ul style="list-style-type: none"> <li>- Partners to share all MoE published materials on their social media platforms and websites</li> </ul>	
<p>School children and their parents have access to free online platforms for age appropriate materials, worksheets and lessons to ensure the continuation of knowledge sharing to school children</p>	<p><b>On the short run:</b></p> <ul style="list-style-type: none"> <li>- Update the MoE e-learning platform with new content and materials and with links to external useful resources</li> </ul>		<p>Mr. Ahmad Ammar DG supervision and Mr. Jihad Dreidi DG ICT</p>	<p>Partners who have developed self-learning materials to children are encouraged to share them with the MoE</p> <ul style="list-style-type: none"> <li>- Partners to share the MoE messages in regard to self-</li> </ul>	

	<ul style="list-style-type: none"> <li>- Select a pool of supervisors and teachers to video tape classes and broadcast them on directorates and MoE YouTube channels</li> <li>- Encourage all school teachers to connect with their students through available social media platforms and support their learning efforts remotely</li> <li>- Utilize the social media platforms of the MoE and its partners to raise awareness of parents and children on the importance of home-based learning and provide caregivers with clear guidance on how to</li> </ul>			<p>learning on their social media and websites</p> <ul style="list-style-type: none"> <li>- Funding of the new e-learning platform that the MoE will be developing.</li> </ul>	
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	<p>best support their children learning and emotional needs</p> <p><b>On the long run:</b></p> <ul style="list-style-type: none"> <li>- Fully activate the MoE e-learning platform through rich, and interactive content and materials, teachers' capacity building and offering IT solutions for teachers' direct engagement with their students. MoE will take into consideration supporting vulnerable children in remote areas to have equal access to the platform.</li> </ul>				
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<p>Support the psychosocial well-being of both students, their parents and educators in West bank and Gaza</p>	<ul style="list-style-type: none"> <li>- Prepare and disseminate media and social media messages to caregivers, teachers and children on supporting children emotional and psychosocial wellbeing. Focus on gender specific issues and discrimination and stigmatization.</li> <li>- Disseminate through media and social media links to remote MHPSS service providers and hotlines</li> <li>- Encourage all school counselors and MoE PSS emergency teams to utilize school social media platforms</li> </ul>		<p>Mr. Mohammed Hawwash DG of school counselling</p>	<p>MHPSS partners to work with MoE on producing and disseminating the PSS package targeting caregivers, teachers and children.</p>	
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	to provide PSS messages and offer individual counseling to children, teachers and parents				
Improve all schools WASH facilities including latrines, water points and availability of clean water and distribution of cleaning and hygiene kits to schools and public KGs in West Bank and Gaza as mean of controlling spread of pandemic	<ul style="list-style-type: none"> <li>- Renovate latrines in 293 schools in West Bank and Gaza</li> <li>- Build additional latrines in 402 schools in West Bank and Gaza taking into consideration units for Children with Disabilities</li> <li>- Renovate the clean drinking water units at 134 school in West Bank and Gaza</li> <li>- Purchase and disseminate cleaning and hygiene packages</li> </ul>		Ms. Wisam Nakhleh DG of school building	Donors to directly support the MoE to be able to construct and renovate latrines and water points and purchase hygiene and cleaning packages. Other partners can offer support through direct implementation in their targeted schools in coordination with the ministry.	<p>\$5.2 million for renovation and construction of WASH facilities</p> <p>\$770,000 for school hygiene packages for 1 month</p>

	to all schools in West Bank and Gaza				
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## 2. Post Pandemic (Schools re-open)

Objective	Interventions	Monitoring Indicators	MoE focal point	Type of support needed	Budget
All schools and public KGs in West Bank and Gaza are cleaned and disinfected prior to re-opening	<ul style="list-style-type: none"> <li>- MoE to ensure that schools and public KGs have the adequate cleaning materials for at least the first 2 months</li> <li>- MoE with MoH disseminate the guidance for school cleaning and disinfecting to all schools and KGs (public and private) regularly</li> <li>- Liaise with the municipalities and village councils to clean and disinfect schools</li> </ul>		Mr. Ihab Shukri	Support in the purchase of the cleaning and hygiene packages. The budget is already calculated above	

<p>Schools children in West Bank and Gaza have adequate hygiene kits and schools and KGs apply infection control measures regularly</p>	<ul style="list-style-type: none"> <li>- Distribute children personal hygiene kits to vulnerable children in West Bank and Gaza schools and public KGs</li> <li>- A clear guidance package with division of tasks is distributed to all schools and KGs on all infection control measures that need to be implemented. This guidance should also be disseminated through e-school and social media to all school staff before schools are open</li> </ul>		<p>Mr. Ihab Shukri</p>	<ul style="list-style-type: none"> <li>- Support in the purchase of the personal hygiene kits</li> <li>- A small technical team to support school health department in developing and disseminating the infection control guidance package</li> </ul>	<p>\$2M for personal hygiene kits for children studying in the most vulnerable 340 schools and public KGs in WB and Gaza</p>
<p>Smooth transition to normal education will be ensured through provision of adequate remedial education, PSS and recreational activities packages in schools and public KGs</p>	<p>A detailed plan will be put in place during the school closure period, to ensure that the first days after the re-opening of schools and KGs are transitional and will consider emotional and psychological wellbeing of children in addition to</p>		<p>Mr. Mohammed Hawash DG School Counselling and Special Education and Mr. Ayoub Eliyan DG of Field Follow Up</p>	<ul style="list-style-type: none"> <li>- Specialized partners to technically support the Counselling department in developing the back to school plan.</li> <li>- MHPSS partners to support MoE through provision of</li> </ul>	

	<p>their learning needs. Interventions will include:</p> <ul style="list-style-type: none"> <li>-PSS interventions lead by the school counselor and MoE PSS teams</li> <li>- crises cells at schools to develop actions to support with post emergency interventions at schools.</li> <li>- Fun and recreational activities implemented by all teachers and school staff and partner organizations</li> <li>- Structured MHPSS interventions by specialized organizations</li> <li>- Awareness raising on nondiscrimination and stigmatization</li> <li>- Identification of vulnerable children who will need additional</li> </ul>			<p>structures MHPSS interventions</p> <p>Specialized partners to support on the remedial education programs for vulnerable children</p> <ul style="list-style-type: none"> <li>- Partners to support in organizing fun and recreational days at schools</li> </ul>	
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	learning support and remedial education programs. The support will be provided during school hours in addition to after school and weekends by MoE teachers or by specialized partners				
Special measures in place to avoid stigmatizing students and staff who may have been exposed to the virus directly or indirectly	MoE as part of the transitional period, will raise awareness of children on not to stigmatize children who were affected by the virus. These messages will also be mainstreamed by teachers in the classroom and within all recreational and PSS activities.		Mr. Mohammed Hawash DG School Counselling and Special Education	Partners can share with MoE materials that their organization has been using globally as part of the COVID 19 response related to stigma.	No additional cost required. Will be done fully through Ministry resources

## 12<sup>th</sup> Grade:

The below information is based on the scenario that schools will re-open in April. The MoE has plans for other scenarios which will be announced in due course and might need different level of support and logistical needs.

- For 12th grade the MoE has announced the following:
- The 12th grade official exams remain on the same dates.
- The Mock exams were cancelled and instead they will be shared with all students as worksheets.
- The Ministry asked 12th grade students to use these days to study and prepare for the exams.
- The official exams will be for the content covered up until first week of March.
- MoE will upload links on its website for 12th grade materials that students are encouraged to use.

The below table presents the MoE plan for West Bank and Gaza to conduct the official exams taking into consideration safety, health and protection of students and teachers.

Objective	Interventions	Monitoring Indicators	MoE focal point	Type of support needed	Budget
<p>Conduct 12<sup>th</sup> grade exam on time, considering the protection of children and educational facilities and follow all necessary precautions to prevent the potential spread of COVID-19</p>	<ul style="list-style-type: none"> <li>- Increase the number of testing halls to reduce the number of people/rooms as one of the measures to prevent potential spreads of the virus (this results in the need for more teachers to monitor the exams)</li> <li>- Ensure all testing rooms and correction centres have adequate hygiene and cleaning kits</li> <li>- Increase number of correction centres from 3 to 6, to take into account movement restrictions and number of people/rooms</li> </ul>		<p>Mr. Mohammed Awwad DG for Testing</p>	<ul style="list-style-type: none"> <li>- Direct financial support to cover the additional logistical and Human Resource needs</li> <li>- Support the Ministry in procuring Hygiene kits for all test halls and correction centres.</li> </ul>	<p>\$470,000</p>



## Communication:

### **External Communication:**

It's clear from the MoE response framework that media and social media messages are an integral intervention within the MoE emergency response, therefore the Ministry is developing a comprehensive and detailed media plan that includes all messaging around hygiene, learning, supporting children to understand, emotional support that targets parents, teachers, school management and children. This plan will be coordinated with the risk communication taskforce that includes representatives from UNICEF, WHO, MoH, BoP, and PICA and will be coordinated by the DG of Public Relations and media at the MoE. This will ensure consistent messaging and prevent duplication of efforts.

### **Internal Communication:**

Following the announcement of the emergency status, the MoE acknowledged the difficulty in communication between the school principals, directorates and the Ministry. This gap in communication forced the Ministry to use public social media platforms such as Facebook for communication and some key messages and the Ministry was not certain if to have reached all the relevant school principals. In response to this internal communication gap, the Ministry will start working on a special mobile application that allows for proper communication flow between the different layers of the structure, which can be easily accessible through smart phones. This will help us overcome the communication challenges the ministry is facing now with its schools being closed and principals not being able to access the school computers. The Ministry will seek the support of one of its partners to support in developing this mobile application.

## Administrative Emergency decisions and measures:

### **Attendance and operation of administrative teams at the MoE, and at the directorates:**

- MoE staff who live outside Ramallah Governorate are to operate from the nearest directorate to their residence city, after coordinating with the director of the unit that they are part of.
- Directorate staff who are from a different city are to be stationed in the nearest directorate in their residence city.
- Operation and work at the Bethlehem directorate is based off the crises cell decisions, and which is led by the Bethlehem governorate governor.
- Director generals at MoE and Directors of the directorates who live outside their workstation are to delegate a department's director from their departments.
- Working mothers with children in KGs, nursery, schools are to work from home after coordinating with their supervisors. All work commitments are to be shared via email.

### **School attendance:**

The school head teacher should develop a schedule with the secretary to ensure that regular monitoring for the school and its facilities is taking place and taking advantage of these days to improve school environment referencing to the national school environment mapping which MoE has recently executed.

## Annex 5: Education Cluster Assessment Team (ECAT) Terms of Reference – Gaza Strip

### Background:

In the Gaza Strip, thirteen years of blockade, combined with multiple escalations of hostilities and recurrent conflict, have resulted in repeated damage and destruction to an already fragile education infrastructure including attacks on schools.

In order to strengthen the identification of school needs and level of damage post emergency or escalation, the Education Cluster decided to form an assessment team in Gaza with the aim of conducting school-based needs assessments and education related incident reporting.

### Composition and Activation:

The assessment team is an operation group composed of 10 staff from 10 different education cluster partner organizations. Under the leadership of the education cluster coordinator, the team will be responsible for conducting needs assessment and education-related incidents verification in an effort of strengthening the cluster incidents reporting in Gaza.

The assessment team will be activated and deployed in case of emergency that causes disruption to normal education including attacks on schools, students and educational staff, school damage natural, disasters including flooding and other education-related incidents. The activation decision will be made by the education cluster team in consultation with cluster lead agencies. The assessment teams will deploy within 3-5 hours if the security situation allows, and no later than 24 hours in order to ensure timely information sharing enabling a quick and effective humanitarian education response. The timeline for the assessment will depend on operational requirements.

### Roles and Responsibilities:

#### Education Cluster Assessment Team (ECAT):

The team is tasked to rapidly assess the education humanitarian needs and verify the education-related incidents resulting from emergency situations following natural and man-made incidents (e.g. flooding, conflicts, escalations). The assessment team roles are:

- Conduct field assessment visits to timely assess nature and scale of the affected education facilities, students and educational staff. The assessment will be conducted using the agreed upon tools attached in ANNEX 1.
- Conduct field assessment visits to the affected education facilities, students and educational staff to timely verify and report incidents.
- Compile and collect basic information fundamental to analyzing education needs and scale of emergency.
- Report back assessment findings to the education cluster team.

#### General notes:

- The safety of the team members is the responsibility of their respective agencies, as the education cluster. This means that each member of the ECAT is committed to his/her organization/ agency security and safety regulations and guidance.
- The information gathered by the team is confidential and should only be shared with the education cluster team. The cluster will filter and analyse the information and share it back to cluster partners and relevant stakeholders.

#### Education Cluster Coordinator:

- Responsible for coordination and facilitation of all ECAT missions with the relevant parties (MoE, UNRWA, Cluster Partners).
- Activate, deploy, and lead the assessment team missions and analyze the education needs.
- Facilitate the ECAT assessment missions through provision of the required logistic resources.
- Compile all the information and data collected by the ECAT and report back to relevant stakeholders needs, gaps and required responses.

#### The ECAT lead Organizations:

The organizations who nominated the ECAT members are responsible to facilitate the release and effective participation of ECAT members in all the tasks mentioned above.

Organizations are responsible for the safety and security of its ECAT member as per their security protocols and procedures.

#### Ministry of Education (MoE)

- Facilitate and coordinate the EACT field assessment missions at the directorate and school level through the MoE emergency teams in the directorates.
- Ensure that MoE field staff are aware of the type of information ECAT members are gathering in order to overcome challenges at schools' level.
- MoE emergency focal point to accompany each ECAT team at directorate level.
- Provide an official facilitation/ coordination letter for the ECAT team to be used during their official assessment mission.
- Ensure coordination with all relevant ministries.

#### UNRWA:

Upon UNRWA request the ECAT teams are ready to assess the UNRWA educational facilities, and UNRWA is responsible to coordinate with its area staff and facilitate the ECAT mission inside its facilities.

#### Tools:

Team members will conduct the assessments through the Education Cluster Emergency Assessment Tool. The form will be available in hard copies and electronically through Kobo app. Using this form, team members are expected to assess the nature and scale of damages and the school and children humanitarian needs. Team members will be trained on the tools and on data collection by the education cluster team.

### Geographical Coverage

Five assessment teams will be formed, each team composed of 2 members. Team “North” will cover the North Gaza governorate, Team “Gaza” will cover Gaza governorate, Team “Middle” will cover Middle governorate, Team “Kan Younis” will cover Khan Younis governorate, Team “Rafah” will cover Rafah governorate. All teams can operate in the same area depending on operational requirements and realities on the ground.

### Logistical Arrangements

It is agreed that the teams will only commute using UN/NGO branded cars. Branded cars will be provided by UNICEF, Save the Children, NRC, Al Fajer Palestinian Youth Association, Dr. Haider Abul Shafi Center FOR Culture Development, Palestine Save the Children Foundation, Islamic Relief- Palestine and Save Youth Future Society. The Education Cluster Coordinator is responsible for coordinating logistics with all concerned parties.

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