

Education in Emergencies for Palestine Refugee Children

UNRWA Proposal to the Government of Belgium

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Programme Title	Education in Emergencies for Palestine Refugee Children
Programme Goal	Protect and promote the right to education of Palestine refugee children and youth in UNRWA schools whose continued access to education is affected by poverty, crisis, and conflict
Related Strategic Objectives	Medium Term Strategy (2016-21) Strategic Outcome 3: School-Aged Children Complete Quality, Equitable and Inclusive Basic Education
Lead Contact	Dr. Caroline Pontefract, Director of Education Bayader, Wadi Seer PO Box 140157 Amman 11814 c.pontefract@unrwa.org +962 6 580 8200
Area of implementation	Syria, Lebanon, Jordan, Gaza and West Bank
Duration	12 months: 1 June 2019 – 31 May 2020
Number of direct beneficiaries	282,650 UNRWA students (grades 1 – 9)
Funds requested	4,350,000 EUR

1. EXECUTIVE SUMMARY

Despite the challenges of protracted conflict, mass displacement, military occupation, recurrent armed conflicts, poverty, movement restrictions, and continued violations of basic human rights, the United Nations Relief and Works Agency (UNRWA) Education Programme has continued to provide quality and equitable learning opportunities for millions of Palestine refugees in the Middle East for nearly 70 years.

Today, UNRWA provides free basic education to 532,857 students in 708 UNRWA schools across Gaza, Jordan, Lebanon, Syria and the West Bank. The Agency also operates eight vocational training centres for more than 7,000 Palestine refugee youth and two educational science faculties providing tertiary-level teacher training.

At the heart of the UNRWA education programme is a strong commitment to providing quality, inclusive, and equitable education for Palestine refugees. To this effect, in 2011, UNRWA embarked on a systemic Agency-wide Education Reform, which sought to further strengthen the UNRWA education system in order to support each and every child in realising their full potential.

The context in which UNRWA provides education in all of its five Fields of operations continues to be challenging. In Gaza, the political and security situation remains volatile, with the ongoing land, air and sea blockade, recurrent hostilities and the recent violence in the context of the Great March of Return demonstrations. In the West Bank, Palestine refugees continue to experience difficult socioeconomic conditions and harsh occupation-related practices. In Syria, Palestine refugees are affected by the ongoing conflict, multiple displacements, and dire socioeconomic conditions. In Lebanon, the country's twelve Palestine refugee camps suffer from high rates of poverty and limited employment opportunities, and the presence of Palestine refugees from Syria continues to place a strain on the pre-existing Palestine refugee community. In Jordan, Palestine refugees suffer from the high costs of living in Jordan, high poverty levels, and overcrowding in the camps.

Despite these difficult contexts, UNRWA has continued to deliver education by being innovative in its approach. Here UNRWA conceptualized its Education in Emergencies (EiE) approach in response to major conflicts in two of its Fields, Syria and Gaza. The UNRWA EiE approach was developed to ensure continued delivery of quality education for Palestine refugee children whose access to quality education is restricted or threatened, as a result of crisis and conflict. The EiE approach seeks to strengthen the UNRWA education system, whilst complementing it with innovative approaches to respond to new and challenging contexts. In this regard, UNRWA adopts a multi-stranded approach to EiE, encompassing the following strands: 1) Access to education, 2) Safe and secure learning environments, 3) Psychosocial well-being of students 4) Relevant and quality teaching and learning, 5) Parental and community engagement and 6) Improved EiE data management.

The generous contribution of the Government of Belgium has been crucial in further developing and enhancing the impact of the UNRWA EiE approach in the past two years. The Belgium funding has helped to address the educational and psychosocial needs of more than 300,000 children in conflict-affected areas. The funding has been key in the development of sustainable resources and practices, as well as in building the preparedness and resilience of the UNRWA education system and those working within it. Given the importance and impact of the current Belgian-funded EiE Programme, it is crucial to ensure that this support continues so that practices, principles, procedures and tools are embedded and institutionalised.

This year, UNRWA confronted the most severe economic crisis in its history, putting the education of more than half a million children in the region at risk. Although the crisis has been resolved for the remainder of 2018, UNRWA will likely confront a similar economic situation in the forthcoming year. Considering this challenge and the context in the five Fields of operation, the communities and children that UNRWA serves become even more vulnerable and in need of support. This was evidenced during HQ-led education needs assessment missions conducted to Syria and Gaza to assess current and evolving needs in relation to education in crisis contexts, which identified an increase in the educational and psychosocial needs of children and youth. The need to further strengthen the resilience of the UNRWA education system is more crucial now than ever.

UNRWA is therefore seeking 4.35 million euros to address the most urgent education and psychosocial needs of UNRWA students for the 2019-2020 period, particularly given the financial instability and increased

vulnerability of the communities. Building on the achievements of the current EiE Programme, UNRWA aims to continue providing vital access to education in the current context of crisis and conflict.

This key phase of the EiE Programme will target 282,650 students across all five UNRWA Fields, with a particular focus on Gaza and Syria, where the impact of conflict and crisis remains devastating, in addition to support for the most vulnerable children in the West Bank, Lebanon and Jordan. Reflecting on the different needs assessments conducted by HQ Education and a thorough analysis of the operational contexts, the following key areas will be the focus of this programme:

1. **Access to education is enhanced:** Barriers to accessing education, such as the lack of basic school materials or transportation constraints, will be reduced through the provision of stationary, uniforms, transportation services and assistive devices for children with disabilities.
2. **Safe and secure learning environments are further enhanced and maintained:** The physical safety and security of schools will be strengthened, including through School Risk Assessments, training of school staff on safety and security and the establishment of Safe Learning Spaces. Schools in need of rehabilitation, especially schools with urgent safety and security threats, will be provided with the necessary resources and maintenance to ensure they are secure and fully equipped for safe use. This will include assessments of newly reopened schools in Syria to provide a baseline for the needed rehabilitation work.
3. **The psychosocial well-being of students affected by crisis is supported:** Students in crisis affected areas will receive strengthened psychosocial support from Counsellors and teachers. School Counsellors will be deployed, and the capacity of education staff and parents will be further built to provide psychosocial support to students. External referrals for more severe psychosocial cases will be supported. Children will also benefit from targeted recreational activities through the purchase of more recreational materials and the improvement of recreational spaces.
4. **The quality of teaching and learning is sustained during emergencies:** The capacity of teachers to adapt their teaching to challenging conditions will be further strengthened and supported. This will include further development of teachers' awareness of the UNRWA Self-Learning Programme and capacity to use it to support children's learning both in regular times and times of emergency. Children who have missed out on school time will benefit from catch-up classes and summer learning programmes. Classrooms will be equipped with learning support materials, and teachers' capacity to use these resources will be increased.
5. **Community engagement and participation is further strengthened:** More parents' awareness sessions will be conducted in order to engage parents in EiE related topics, such as supporting children's learning at home through the Self-Learning Programme, psychosocial support, safety and security, and reengaging students in education. Sessions on family planning will also be conducted to promote and encourage reproductive health in crisis impacted areas. Parent-Teacher Associations (PTA) will be further activated and will play a key role in contingency planning to enhance the school preparedness for emergencies.
6. **EiE data management is improved:** An Agency-wide EiE Monitoring and Evaluation Framework with harmonized EiE indicators is being developed in order to better measure the impact of UNRWA EiE provision. This Framework will be embedded within UNRWA planning processes for emergency response. Capacity will be built on the use of this Framework both at the Field and HQ levels.

2. BACKGROUND

2.1 About UNRWA

The United Nations Relief and Works Agency (UNRWA) for Palestine Refugees in the Near East was established by United Nations General Assembly resolution 302 (IV) in 1949 with the mandate to provide assistance and

protection to Palestine refugees. UNRWA currently provides services to approximately 5.2 million Palestine refugees across Syria, Lebanon, Jordan, Gaza and the West Bank. UNRWA human development and humanitarian services encompass:

1. Education,
2. Health care,
3. Relief and social services,
4. Camp infrastructure,
5. Microfinance, and
6. Emergency assistance, including in times of armed conflict.

Despite the challenges of protracted crisis, mass displacement, armed conflict, violence, poverty, blockade, and occupation, UNRWA has provided quality and equitable learning opportunities for millions of refugees in the Middle East for nearly 70 years. Currently, over half a million students (532,857) attend 708 UNRWA schools across the five UNRWA Fields of operation (Gaza, Jordan, Lebanon, Syria and the West Bank).

UNRWA is the main provider of education in Gaza, with almost 279,000 students in its 274 schools. In the West Bank, UNRWA operates 96 schools and educates more than 46,000 students. In Syria, UNRWA is able to operate 103 schools (61 in Government, donated or rented facilities and 42 in UNRWA facilities), reaching almost 50,000 students. In Lebanon, UNRWA reaches almost 37,000 Palestine refugee students, including 5,254 Palestine refugee students from Syria (PRS), in its 66 schools across the country. In Jordan, UNRWA currently operates 169 schools, educating more than 120,000 Palestine refugee students from Jordan, including 997 PRS and 356 Syrian students.

UNRWA is committed to developing the full potential of Palestine refugees to enable them to be confident, innovative, questioning, thoughtful, tolerant and open-minded, upholding human values and religious tolerance, taking pride in their Palestinian identity, and contributing positively to the development of their society and the global community. The UNRWA Education Reform (2011-15) articulated this vision, and put in place policies, strategies and capacity development programmes aligned to this coherent vision of quality, inclusive and equitable education. The Reform has already shown impact at all levels, with improvements in the quality of teaching and learning; children achieving more academically and dropout rates decreasing.

2.2 Operational Context

The context in which UNRWA provides education is challenging in all of its five Fields of operations. **In Syria**, Palestine refugees, many of whom were poorer than Syrians before the crisis, form one of the communities worst affected by the ongoing conflict. The continued hostilities, multiple displacements, unchecked inflation, rising unemployment rates and loss of housing have all but exhausted the coping mechanisms for many Palestine refugees, and many are forced to rely on UNRWA for life-saving aid, as well as basic services, such as education and health. Of the estimated 438,000 Palestine refugees remaining inside Syria, over 95 per cent (418,000) are in critical need of sustained humanitarian assistance. Almost 254,000 are internally displaced, and an estimated 56,600 are trapped in hard-to-reach or inaccessible locations (UNRWA, 2018a).

Before the war in Syria, UNRWA was providing education to 67,000 Palestine refugee students out of a population of 490,000 Palestine refugees. This number dramatically dropped to 26,000 children at the end of February 2013 because of the Yarmouk camp crisis (UNRWA, 2018b). The conflict has rendered 70 per cent of UNRWA schools inoperative. With the support of the UNRWA EiE Programme, school enrollment returned to almost 50,000 in the 2018-2019 school year. However, the sustained conflict and internal displacement continue to impact education services across Syria, resulting in high numbers of children with disrupted access to school, or who no longer attend school at all. For all Palestine refugee students and education staff in Syria, there is a demonstrated need for psychosocial support to help them cope with the challenging circumstances and trauma they face.

Additionally, in the case of Palestine refugees returning to Syria, UNRWA will reopen its schools in newly accessible areas that are now deemed safe, including Khan Eshieh, Sbeineh, Husseinieh and Dera'a. Needs assessments of schools and facilities will be conducted, and reconstruction and rehabilitation of facilities will be implemented where necessary. As areas of Syria gradually begin to reopen, the number of displaced Palestine refugees returning to Syria is expected to increase.

In Lebanon, Palestine refugees are among the most vulnerable communities in the country, and the country's twelve Palestine refugee camps suffer from high rates of poverty, limited employment opportunities and sporadic fighting among armed fractions. In addition, the presence of Palestine refugees from Syria (PRS) continues to place a major strain on the pre-existing Palestine refugee community. Both PRS and Palestine refugees from Lebanon (PRL) remain highly dependent on UNRWA services due to their limited access to public systems in the country (UNRWA, 2018a).

As of the 2017-2018 school year, the majority of the 5,482 PRS in Lebanon have been integrated into the UNRWA school system in Lebanon and follow the Lebanese curriculum. However, PRS students still require support in adjusting to a different curriculum, especially as science and maths are delivered in a different language (English rather than Arabic). Many PRS continue to face accessibility issues, particularly in camps, and particularly with regard to sitting for national exams, as many students still lack official documentation. Given this challenge and the overall context in Lebanon, both the education and psychosocial well-being of UNRWA students, whether PRL or PRS, are likely to be impacted.

Jordan, with over two million registered Palestine refugees, is generally a stable context in terms of peace and security. However, many Palestine refugees from Jordan (PRJ) still face hardship, including sub-standard shelters and abject poverty, with those living in camps and Gazans particularly affected. Furthermore, the presence of PRS who have sought assistance from UNRWA in Jordan has compounded the vulnerability of PRJ in the country and resulted in many schools adopting double shifts in order to accommodate the number of students.

In Gaza, the recurrent hostilities (2008-09, 2012 and 2014) have exacerbated the effects of the ongoing blockade, which is now in its twelfth year. The blockade continues to have a devastating impact on people's lives, with severely restricted freedom of movement, crippling the economy, and rendering the majority of the population dependent on humanitarian aid to meet their basic needs. In the third quarter of 2017, unemployment in Gaza stood at 46.6 per cent, the highest reported unemployment rate since the 2014 hostilities. During the recent demonstrations which began in March 2018 in the context of the "Great March of Return", more than 15,500 people have been injured, of whom at least 1,136 were children - many of them UNRWA students - and over half of those injured required hospitalization. Moreover, 13 UNRWA students have been killed between March and October 2018.

These deaths and injuries strongly affect the emotional and psychosocial wellbeing of students, teachers, and their communities and, in some cases, create a challenge for some students in accessing or attending school. The dire economic situation also increases the risk of student drop out, as it puts pressure on children, particularly boys, to help support their families with additional income and leaves some families unable to pay for school materials or transportation. Therefore, there is a need to support access to education, as well as provide enhanced psychosocial support to help children cope with the difficult context.

In the West Bank, the situation is increasingly precarious. Here, Palestine refugees continue to experience difficult socioeconomic conditions due to occupation-related practices. These include a rise in the number of house demolitions, as well as access and movement restrictions. Regular military incursions and search-and-arrest conducted by the Israeli Security Forces often result in casualties, injuries, tear gas exposure, detentions and property damage. The political situation has resulted in high levels of violence, despair, trauma and anxiety amongst children, which impacts not only the security and psychosocial wellbeing of students, but also their ability to attend school on a regular basis. Further investments in safety and security and psychosocial support are therefore key.

This operational context has resulted in many obstacles to the continued delivery of quality education across all five UNRWA Fields, including the damage and destruction of education installations, repeated disruption to education services, and the negative impact on the psychosocial well-being of children, their communities and education staff. UNRWA estimates that between 2011 and 2016 at least 302 (or 44 per cent) of UNRWA schools were directly impacted by armed conflict and violence, with a number of these schools experiencing repeated incidents. These incidents include UNRWA schools that have been subject to physical attacks or situations where they have been caught in crossfire during hostilities and security operations, as well as when the schools have been used or entered by armed actors. It also includes situations in which UNRWA schools were evacuated or forced to close because of their vicinity to conflict or when they have been used as collective centres for IDPs (UNRWA, 2016).

3. RATIONALE

Through its Education in Emergencies (EiE) Programme, UNRWA helps to ensure that Palestine refugee children can continue to access their right to quality, inclusive and equitable education, even in times of crisis and conflict. Here the EiE response is to strengthen the UNRWA education system, whilst complementing it with innovative approaches to respond to new and challenging contexts. The UNRWA EiE Programme achieves this through: 'doing things differently' (delivering education in alternative ways), 'doing more of other things' (more psychosocial support to children) and 'doing things that had not been the focus before' (safety and security training for students, staff and parents).

The approach of drawing on the well-established UNRWA education system, and utilizing the tools of the Education Reform, which seek to further strengthen this system, has provided possibilities which are unique in the provision of education in emergencies. The sustainability of the EiE Programme is ensured through the embedding of the approach into the overall education system of the Agency, rather than establishing an interim or parallel structure.

This year, UNRWA confronted the most severe financial crisis in its history, putting the education of more than half a million children in the region at risk. The forthcoming year promises to be difficult yet again due to the lack of funds from the US, previously the biggest UNRWA donor. Given this financial situation and the contexts in the five Fields, the communities and children that UNRWA serves become even more vulnerable and in need of financial and psychosocial support. The EiE Programme seeks to continue to play a key role in ensuring that the education system is prepared for and able to respond to emergencies, despite the Agency-wide financial constraints. The need to further strengthen the resilience of the UNRWA education system is more crucial now than ever.

The current Belgian-funded EiE Programme (2016-2019) has helped to enable students and staff to better cope with emergencies; improved the overall emergency preparedness of the Agency at HQ, Field and school level; and strengthened overall capacity to respond to and recover from crises. Given the importance and impact of the current programme, it is considered crucial to ensure that this support continues so that practices, principles, procedures and tools are embedded and institutionalized. Supporting the educational and psychosocial needs of Palestine refugee students remains a key priority, given the continuation of conflict in the region and the worsening socio-economic conditions for Palestine refugees, including the impact of the current financial crisis facing the Agency. This need was evidenced during HQ-led education needs assessment missions conducted in late 2017 and in 2018 to Syria and Gaza respectively. The needs assessments were part of UNRWA's education efforts to regularly review the EiE Programme to ensure its responsiveness to the most critical needs in evolving contexts.

The needs assessments identified an increase in the educational and psychosocial needs of children and youth as a result of the challenging contexts. They identified socio-economic barriers to access to education as a major concern, with an increase in unmet basic needs for transportation, uniforms and basic school supplies. Education staff, students and parents all expressed a need for increased psychosocial support and resources to better help children in and outside of school in dealing with the impact of crisis and conflict. Counsellors reported increasingly severe psychosocial and protection cases, likely linked to the worsening socio-economic

situation in Gaza and the ongoing conflict in Syria. Safety and security was also a concern, as students, parents, education staff noted a need for safer and more protective school environments.

4. PROPOSED PROGRAMME

UNRWA seeks 4.35 million euros to provide key support for Palestine refugee children and youth across the five Fields of operations whose access to education is impacted by poverty, crisis and conflict. The next phase of the EiE Programme will take into account the direct needs as explained above, as well as the importance of embedding and institutionalising EiE practices, principles, procedures and tools. This Programme will serve as a vital injection of quality into the education system within a context of financial constraints. (See Annex II for a full implementation plan of the next phase of the Programme.)

4.1 Objectives

The overall objective of the Programme is to continue to promote and protect the education of Palestine refugee children and youth whose access to quality education is affected by poverty, crisis and conflict.

The UNRWA theory of change is built on the assumption that EiE for Palestine refugees can only be strengthened through a multi-stranded approach, comprising six programme strands:

- 1) Ensuring access to education
- 2) Enhancing and maintaining safe and secure learning environments
- 3) Supporting the psychosocial well-being of students affected by conflict
- 4) Sustaining quality teaching and learning during emergencies
- 5) Strengthening parent and community engagement and participation
- 6) Improving EiE data management

UNRWA seeks to invest in all six programme strands in order to strengthen its holistic approach to the provision of EiE. However, given the current needs, the emphasis of the programme will be on ensuring access to education and enhancing safe and secure learning environments.

4.2 Expected Outcomes

The next phase of the EiE Programme will target 300,000 students across all five UNRWA Fields, with a particular focus on Gaza and Syria, where the impact of conflict and crisis remains devastating, in addition to support for the most vulnerable children in the West Bank, Lebanon and Jordan. The Programme will focus on the following outcomes (see Annex I for the complete programme log frame):

Outcome 1: Access to education is ensured

In light of the protracted conflict and instability, poor living conditions and significant humanitarian needs of many Palestine refugee children, the EiE Programme will continue to address risks of vulnerable children. As education has been shown to reduce the risks of child labour, school dropout rates, child marriage, child abuse, and child recruitment in military groups, the UNRWA EiE Programme will further strengthen measures to mitigate socioeconomic challenges that create barriers to school access.

This will include support to cover basic needs, such as Back to School Kits, stationary, uniforms and transportation, to facilitate access to education for the most vulnerable children. Given the protective role that education can play in times of emergencies, UNRWA will also continue to implement Back to School campaigns to identify out of school children and re-engage them with UNRWA schooling.

Key activities include:

- Mitigating financial barriers to accessing education through the provision of school uniforms, Back to School Kits, stationary and assistive devices for children with disabilities.

- Mitigating barriers to safely commuting to school for children who have to walk long distances, often through unsafe neighborhoods and on dangerous roads, through the provision of transportation support to support families unable to cover transportation costs.
- Conducting Back to School campaigns to identify out of school Palestine refugee children and re-engage them in the education system.

Outcome 2: Safe and secure learning environments are further enhanced and maintained

Children across all five Fields will be provided with safe and secure learning environments where they feel protected. The physical safety and security of children and staff will be enhanced through conducting School Risk Assessments to assess the safety and security risks in schools. Based on these assessments, maintenance and rehabilitation of schools will be carried out where necessary and most-urgent. This will include assessments and rehabilitation of newly reopened schools in Syria to ensure that they are secure and fully equipped for safe use. Capacity building of education staff on safety and security will continue to be implemented, reaching more staff and schools. Additional safe learning spaces will be built in Gaza in order to increase preparedness in the event of an emergency or conflict. These spaces will be constructed and maintained in schools that are designated as shelters in the case of an emergency.

Key activities include:

- Embedding the newly-developed governance structure for safety and security in UNRWA educational installations.
- Strengthening the capacity of Field education staff on safety and security elements (including first aid training, emergency evacuations, and emergency drills), using the newly updated safety and security training package as one of the key tools.
- Conducting school risks assessments and implementing the most urgent recommendations to mitigate the identified risks. This will include assessments and rehabilitation of newly reopened schools in Syria.
- Establishing new safe learning spaces in Gaza that will be used as shelters in specific schools in times of emergency, as well as maintaining existing spaces.

Outcome 3: The psychosocial well-being of students affected by conflict is supported

The EiE Programme will contribute to the psychosocial wellbeing of UNRWA students and strengthen their coping mechanisms in the face of traumas resulting from conflict. School Counsellors will be deployed, and the capacity of education staff and parents will be further built to provide psychosocial support to students. Children will benefit from recreational activities, including through the purchase of more recreational materials and the improvement of recreational spaces. External referrals for more severe psychosocial cases will be supported, in collaboration with the UNRWA Protection Unit and the Department of Relief and Social Services.

Key activities include:

- Recruiting School Counsellors and strengthening the capacity of School Counsellors on working with children with disabilities and children in conflict zones affected by specific issues, including loss and grief, unaccompanied children, child abuse, child recruitment, severe psychosocial needs and child self-harm.
- Furthering capacity development of School Principals, teachers, and parents on providing PSS, including practical ways to support children's psychosocial wellbeing. For SFO, this includes training for daily paid teachers who are in place to cover the lack of fixed term teachers due to the conflict.
- Scaling up recreational activities, including structured summer programmes, to support children's psychosocial wellbeing. This will include purchasing recreational materials, and improving and refurbishing dedicated recreational spaces ensuring access to children with disabilities.
- Identifying, setting up and equipping private spaces in UNRWA schools in order for Counsellors to be able to provide individual counselling sessions and other confidential support.

- Funding access to external services for children with extensive psychosocial needs, and referring them to partners providing free services when possible.

Outcome 4: The quality of teaching and learning is sustained during emergencies

The EiE Programme will continue to support the sustained quality of teaching and learning in emergencies. Here, UNRWA will work to further strengthen the use of the existing UNRWA Self-Learning Programme (SLP) resources. When children are unable to access school due to emergencies, the SLP is used to enable children to continue with their studies or catch up on missed schooling time at home or in alternative learning spaces. It is also a rich resource that teachers can draw on as a supplement to the regular school curriculum when children are attending school as normal.

UNRWA aims to increase the use of the SLP through raising awareness on the availability of the SLP and strengthening the capacity of teachers and parents to use the resource. In addition, UNRWA has made the Interactive Learning Programme (ILP) available on mobile application for Grades 1-3, which will support students who don't have access to laptops or PCs at home or don't have access to internet.

Catch-up classes and summer learning programmes will also be organized to help children make up for any school time lost during the year. In Syria, Grade 9 students will be provided with intensive learning support in preparation for their national exams.

Key activities include:

Self-Learning Programme

- Building the capacity of education staff on the delivery of the SLP, using the recently developed Guidelines for Teachers on Supporting Students' Self-Learning.

Learning support

- Continuing to organise and strengthen catch-up classes and summer programmes to make up for lost school time.
- Equipping classrooms with learning support materials, including literacy and math games, leading to improved and more individualized support for students.

Outcome 5: Community engagement and participation is enhanced

In times of emergencies, parents and the community are key in ensuring the continuation of education at home or in alternative spaces. In particular, parents play a strong role in emergency preparedness and recovery in the aftermath of an emergency. Community participation is also key to identifying and mobilizing available resources within the community and building support for UNRWA EiE programming. Parents will be regularly engaged in EiE related topics through parents' awareness sessions. Parent Teacher Associations (PTAs) will be further activated and encouraged to play a more active role in contingency planning. PTAs can also play a key role in contributing to social cohesion and integration of displaced families with local communities of Palestine refugees. The role of PTAs in emergency contexts will also be captured in the new Education Technical Instruction (ETI) on PTAs, which will be implemented in 2019. Student engagement with their broader community will also be enhanced through the further integration of the UNRWA human rights into school activities and programming.

Key activities include:

- Continuing to provide informative and interactive parents' awareness sessions to further empower families on topics relevant to education in emergencies and parenting. Such topics will include psychosocial support, student drop-out, protection, parenting skills, the UNRWA Self-Learning Programme, and reproductive health and family planning.
- Further activating Parent-Teacher Associations to empower communities to support learning in times of emergencies and find ways to address community tensions and enhance social cohesion.

- Enhancing student engagement with their local community through further integrating UNRWA human rights into school level programming and activities.

Outcome 6: EiE data management is further improved

UNRWA will continue to improve data management and strengthen the monitoring and evaluation of the EiE Programme. UNRWA has developed meaningful and feasible indicators to better measure the achievements of EiE provision, as well as to identify potential gaps. These indicators are being compiled into an EiE Monitoring and Evaluation Framework within the Agency's broader M&E Framework for the 2016-2021 Medium Term Strategy. Strengthening the monitoring of the Agency's EiE Programme will build on Agency-wide data collection systems, such as the Education Management Information System (EMIS).

Key activities include:

- Integrating the Agency-wide EiE M&E Framework within the UNRWA overall planning processes for emergency response.
- Embedding the Agency-wide EiE M&E Framework into the regular Agency-wide monitoring tools through further integrating key EiE indicators into EMIS and ensuring more harmonized EiE indicators across the UNRWA Emergency Appeals.
- Further capacity building on the use of the EiE M&E Framework at the Field and HQ levels.
- Strengthening Field Office capacities to develop, implement and utilise regular education needs assessments aimed at identifying and addressing barriers to access to education, especially in times of emergency.

5. VISIBILITY

UNRWA will ensure strong donor visibility of the EiE Programme and will invest in advocacy around the Programme, both regionally and internationally. UNRWA will continue to promote the Programme through the UNRWA website, social media platforms, and communication materials for internal and external stakeholders. In addition, the Agency will engage with regional and global partners on the provision of education in emergencies, including through participation in global events and exchange of best practices. This will further enhance the profile of the UNRWA EiE approach and Belgian-funded Programme in the region and beyond.

6. PROGRAMME MANAGEMENT

There will be a dedicated Programme Manager and a Reporting Officer at HQ Amman responsible for overall administrative and financial management, as well as coordination with the different Field offices. The Programme will be strategically and substantively supported by the Education Department at HQ Amman and by education staff at Field level to ensure effective oversight, coherence, quality of inputs, relevance and sustainability.

7. MONITORING AND REPORTING

UNRWA has a robust system of monitoring and evaluation, with regular reports to internal and external stakeholders at all levels. Indicators to measure education progress are captured in the Agency's Common Monitoring Framework (CMF) for the 2016-21 Medium Term Strategy. At the outcome level, these measure survival rate to the end of basic education (i.e. completion rate), drop out, repetition, academic achievement, and overall efficiency measures, such as input cost per child.

Within the CMF, the Education Programme has also developed indicators to measure qualitative dimensions of its education provision, specifically with regards to student achievement, the teaching and learning practices of UNRWA classrooms and the perceptions of its beneficiaries and other key education stakeholders regarding the Education Programme. These qualitative indicators include some explicitly linked to education in

emergencies, such as 'Percentage of students participating in at least one recreational and extracurricular activity during the year'.

The Agency is working to improve data management and strengthen the monitoring and evaluation of the EiE Programme. Building upon work with regional partners, UNRWA HQ Education is developing an EiE M&E Framework to establish harmonized EiE indicators within the Agency's broader M&E Framework for the 2016-2021 Medium Term Strategy. The output indicators in the next phase of the EiE Programme will be in alignment with the EiE M&E Framework. UNRWA will also work to further embed the Agency-wide EiE Framework within UNRWA planning processes for emergency response. The Education Management Information System (EMIS) is being further developed to include key EiE indicators in line with the EiE M&E Framework.

In addition, regular monitoring and reporting of programme activities will take place through coordination between Field EiE Focal Points and HQ. Collected data at the Field-level will be shared with the HQ EiE team for analysis and quality assurance, and to develop regular progress reports on Field and Agency-wide programme activities. UNRWA will also follow up on the programme activities during regular Field missions by HQ education staff.

8. ASSUMPTIONS AND RISK MANAGEMENT

Risk and Mitigation Strategies			
Risk Description	Impact of the risk	Likelihood of occurrence	Mitigation Measure(s)
Uncertainty in continuity of timely service delivery due to UNRWA financial crisis.	High	Medium-High	<ul style="list-style-type: none"> UNRWA is implementing regional and global fundraising efforts to ensure the continuation of all services beyond 2018.
Delay in receipt of funding	High	Medium-Low	<ul style="list-style-type: none"> UNRWA Education Department will internally plan the process for budget allocation requirements and revisit the sequencing of activities as necessary to ensure maximum delivery per year based on timing of fund receipts.
Limited availability quality equipment (e.g. assistive devices) in the local market	Low	Medium	<ul style="list-style-type: none"> UNRWA will import needed equipment that cannot be found in the local market, e.g. assistive devices. Depending on the impact of this on budget, UNRWA will adopt cost saving strategies as needed.
Insufficient quality assurance and capacity building of education staff.	Medium	Medium	<ul style="list-style-type: none"> All capacity building activities will be coordinated and monitored by the Strategic Support Units in place at UNRWA; more specifically, the Professional Development and Curriculum Unit will ensure high quality training and sustainable impact, in line with the UNRWA vision for education. Education Specialists will provide guidance to education staff at the school level.

A sharp drop in the euro exchange rate, or an unexpected rise in the price of some materials and services (also affecting maintenance/rehabilitation works).	High	Medium	<ul style="list-style-type: none"> UNRWA will adopt cost-saving strategies around some planned activities, including reducing the scope of works under maintenance/rehabilitation works on schools, if required.
Rising violence and insecurity, or access and movement restrictions, interrupting the implementation of programme activities and the collection of data.	High	Medium	<ul style="list-style-type: none"> UNRWA, in cooperation with other UN agencies, will mitigate this risk, by developing effective risk-averse structures and mechanisms to help ensure the continued provision of services to Palestine refugees. The programme will be implemented within these structures and will do much to address the loss of education for Palestine refugees and the implications this has on their well-being and future life chances. UNRWA builds on the established capacity in operating in emergency situations but will further invest in safety and security support to children and education staff. Hampered access to educational facilities will be mitigated by alternative learning modalities (UNRWA Self-Learning Programme). Parents and the community will play a key role in the continuation of education in alternative community spaces.

9. REFERENCES

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10. Annexes

Annex I: Programme Log Frame

EDUCATION IN EMERGENCIES FOR PALESTINE REFUGEE CHILDREN

LOG FRAME FOR SECOND PHASE OF THE BELGIAN-FUNDED EiE PROGRAMME (June 2019 – May 2020)

Indicator	Sources of Verification	Disaggregation	Responsible	Collection schedule	Total
Programme objective / goal: The right to education for Palestine Refugee children, whose education is affected by poverty, crisis, and conflict, is protected and promoted					
Number of school-aged UNRWA students benefiting from at least one project activity	School/Field records; UNRWA Education Management Information System (EMIS)	By grade, sex and Field	HQ EiE PM, Field Education focal points	Semi-annual at Field level (reporting schedule to HQ: semi-annual)	282,650
Outcome 1: Access to education is enhanced					
Output 1.1 Barriers to access education are reduced					
# of children provided with at least one form of material support (e.g. provision of stationary, school uniforms, etc.)	Field records, purchase lists, distribution lists	By gender, disability and Field	Field Education focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	80,900
# of children provided with support for transportation	Field records, transportation contracts	By gender, grade, Field, area and disability	Field Education focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	1,066
# of Back to School Campaigns to identify and enroll out-of-school children	Field records	By gender, grade, Field and disability	Field Education focal points	Annual at Field level (reporting schedule to HQ: semi-annual)	5
# of injured students due to conflict supported with at least one assistive device	Field records	By gender, grade, Field and disability	Field Education focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	525
Outcome 2: Safe and secure learning environments are further enhanced and maintained, addressing the physical needs of children					
Output 2.1: The physical safety and security of children is enhanced					
# of safe learning spaces established	Reports from Field Education and ICIP, construction contracts	N/A	Field Education and ICIP focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	2
# of safe learning spaces maintained	Reports from Field Education and ICIP, construction contracts	N/A	Field Education and ICIP focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	2

# of School Principals/Deputy School Principals engaged at least once in training on newly established governance structures for safety and security (ETI)	Training plan per Field, lists of participants, training reports, feedback forms	By gender and Field	Field Education focal points and PDC Units	Monthly at Field level (reporting schedule to HQ: semi-annual)	792
# of education staff trained on safety and security at least once	Training plan per Field, lists of participants, training reports, feedback forms	By gender, role and Field	Field Education focal points and PDC Units	Monthly at Field level (reporting schedule to HQ: semi-annual)	665
# of School Risk Assessments conducted	School Risk Assessment reports	N/A	Field Education and FSRM focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	60
# of schools rehabilitated or maintained based on identified mitigation measures	School Risk Assessment recommendations, Reports from FSRM and ICIP, purchase lists, construction contracts	N/A	Field Education, FSRM and ICIP focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	35
Outcome 3: The psychosocial well-being of students affected by conflict is supported.					
Output 3.1: Capacity of the education system is further strengthened with regard to the provision of psychosocial support to children, including children with disabilities					
# of education staff (teachers, School Principals and Counsellors) engaged at least once in training on the UNRWA Inclusive Education Approach/PSS Framework and other topics, including group and individual counselling, etc.	Training plan per Field, lists of participants, training reports, feedback forms	By gender and Field	Field Education focal points and PDC Units	Monthly at Field level (reporting schedule to HQ: semi-annual)	965
# of School Counsellors recruited under the project	HR Contracts	By gender and Field	Field HR and Education focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	134
# of children with extensive psychosocial needs (identified through the IE Identification Toolkit) who are referred to external services and receive treatment	Field records	By gender, Field and disability	Field Education focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	135
Output 3.2: Children benefit from recreational activities					
# of recreational kits purchased	Field Finance records, purchase lists, distribution lists per Field	N/A	Field Finance and Education focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	641
# of children participating in recreational activities at least once a year	Plan for recreational activities, lists of participants	By gender, grade, Field and disability	Field Education focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	261,195
# of dedicated recreational spaces improved and refurbished	Reports from Field Education and ICIP, purchase lists, construction contracts	N/A	Field Education and ICIP focal points	Monthly at Field level (reporting schedule to HQ: semi-annual)	9
Outcome 4: The quality of teaching and learning is sustained during emergencies					

Output 4.1: Use of the Self-Learning Programme (SLP) is further strengthened					
# of new Interactive Learning Programme games developed on mobile application for Arabic and Maths	Development plans, ILP modules, Field reports	N/A	Fields Education focal points, PDC Unit Gaza and HQA Curriculum team	Monthly at Field level (reporting schedule to HQ: semi-annual)	1,050
# of education staff engaged at least once in training on the Self-Learning Programme	Training plans, lists of participants, workshop reports, feedback forms	By gender, role and Field	Field Education focal points and PDC Units	Monthly at Field level (reporting schedule: semi-annual)	2,977
Output 4.2: Children benefit from catch-up classes and summer learning programmes					
# of children benefitting from at least one catch-up class	Field reports, attendance lists	By gender, grade and Field	Field Education focal points and Heads EDC	Monthly at Field level (reporting schedule: semi-annual)	4,765
# of children benefitting from summer learning programmes	Field reports, attendance lists	By gender, grade and Field	Field Education focal points and Heads EDC	Monthly at Field level (reporting schedule: semi-annual)	12,000
Output 4.3: Classrooms are equipped with learning support materials					
# of children benefiting from learning support materials (literacy and numeracy games, etc.) at least once	Field Finance records, purchase lists, distribution lists	By grade, gender and Field	Field Finance and Education focal points, Heads EDC	Monthly at Field level (reporting schedule: semi-annual)	41,998
Outcome 5: Community engagement and participation is further enhanced and maintained					
Output 5.1: Parents' awareness sessions are conducted to engage parents in EiE related topics					
# of parents who have participated in at least one awareness session on EiE related topics (PSS, safety and security, SLP, etc.)	Awareness session plans, attendance sheets, feedback forms	By gender and Field	Field Education focal points	Monthly at Field level (reporting schedule: semi-annual)	17,300
Output 5.2: Parent-Teacher Associations (PTA) are activated and prepared for emergencies					
# of Parent-Teacher Associations conducting at least one EiE-related activity per school year, in line with the PTA ETI	School records for PTAs, Field consolidated reports	By Field	Field Education focal points	Monthly at Field level (reporting schedule: semi-annual)	521
Outcome 6: EiE data management, assessment and analysis is further improved					
Output 6.1: Agency-wide EiE monitoring and evaluation framework embedded within UNRWA planning processes for emergency response					
# of UNRWA staff whose capacity is built on the EiE M&E Framework	Field reports, training plans, participant lists	By role, gender and Field	Field Education focal points and M&E focal points	Monthly at Field level (reporting schedule: semi-annual)	453
Output 6.2: EiE needs assessments are regularly carried out					
# of education needs assessments carried out at the Field level	Field reports, reports of focus group discussions, surveys	N/A	Education focal points and HQ EiE team	Annual	7

Annex II: Implementation Plan (1 June 2019 – 31 May 2020)

		1	2	3	4	5	6	7	8	9	10	11	12
Outcome 1	Access to education is enhanced												
Output 1.1	Barriers to accessing education are reduced												
Outcome 2	Safe and secure learning environments are further enhanced and maintained, addressing the physical needs of children												
Output 2.1	The physical safety and security of children is enhanced												
Outcome 3	The psychosocial well-being of students affected by conflict is supported												
Output 3.1	Capacity of the education system is further strengthened with regard to the provision of psychosocial support to children, including children with disabilities												
Output 3.2	Children benefit from recreational activities												
Outcome 4	The quality of teaching and learning is sustained during emergencies												
Output 4.1	Use of the Self-Learning Programme (SLP) is further strengthened												
Output 4.2	Children benefit from catch-up classes and summer learning programmes												
Output 4.3	Classrooms are equipped with learning support materials												
Outcome 5	Community engagement and participation is further enhanced and maintained												
Output 5.1	Parents' awareness sessions conducted to engage parents in EiE related topics												
Output 5.2	Parent-Teacher Associations (PTA) activated and prepared for emergencies												
Outcome 6	EiE data management, assessment and analysis is further improved												
Output 6.1	Agency-wide EiE monitoring and evaluation framework embedded within UNRWA planning processes for emergency response												
Output 6.2	EiE needs assessments are regularly carried out												

Annex III: Indicative Funding Breakdown

Programme Strand	Total Amount (EUR) ¹	Total Amount (USD)
1) Access to education is ensured	917,173	1,034,017
2) Safe and secure learning environments are further enhanced and maintained, addressing the physical needs of children.	277,613	312,979
3) The psychosocial well-being of students affected by conflict is enhanced.	2,296,923	2,589,541
4) The quality of teaching and learning is sustained during emergencies.	205,475	231,651
5) Community engagement and participation is further enhanced and maintained.	132,671	149,573
6) EiE Data management, assessment and analysis is further improved.	89,064	100,410
Total direct costs	3,918,919	4,418,172
Indirect support costs 11%	431,081	485,999
Total programme costs	4,350,000	4,904,171

Field	Total Amount (EUR)	Total Amount (USD)
HQA	300,760	339,075
Gaza	1,818,998	2,050,730
Jordan	125,091	141,027
Lebanon	504,425	568,686
Syria	1,307,787	1,474,393
West Bank	292,941	330,261
Total	4,350,000	4,904,171

Any unutilized balances or savings realized from the activities outlined under the project and/or due to exchange rate fluctuations upon receiving the funds will be utilized within the overall project objectives and activities and may lead to slight increase in the final number of beneficiaries reached. Similarly, any unexpected shortfall due to

¹ Official UNRWA exchange rate for April 2019 is 0.887 EURO to 1 USD

exchange rate losses may lead to a slight decrease in the number of beneficiaries reached. Accordingly, actual expenditure and figures will be reported to the Government of Belgium through narrative and financial reports in due course.