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# Final Report

Summative External Evaluation of the State of  
Palestine Education Cannot Wait / Multi-Year  
Resilience Programme  
(SoP ECW/MYRP)

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# Acronyms and Initialisms

CSO	Civil Society Organisation
DAC	Development Assistance Committee
DEAL	Digital Entrepreneurial Adolescents Leadership
DRR	Disaster Risk-Reduction
ECW	Education Cannot Wait
EiE	Education in Emergencies
EiEPC	Education in Emergencies and Protracted Crises
ESSP	Education Sector Strategic Plan
FGD	Focus Group Discussions
GPE-IIEP	Global Partnership for Education - International Institute for Educational Planning
HDN	Humanitarian – Development Nexus
HML	Health Media Lab
HRP	Humanitarian Response Plan
IP	Implementing Partner
JPAS	Joint Advocacy and Protection Strategy
KII	Key Informant Interviews
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MYRP	Multi-Year Resilience Programme
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Co-operation and Development
PMU	Programme Management Unit
PSS	Psychosocial Support
RF	Results Framework
SDG	Sustainable Development Goal
SLM	Self-Learning Materials
SoP	State of Palestine
SP	Social Protection
ToC	Theory of Change
TOR	Terms of Reference
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
WASH	Water, Sanitation, and Hygiene

# Executive Summary

## Purpose, Including Intended Audience(s)

The purpose of this external evaluation was to learn and assess the results of Education Cannot Wait (ECW) facilitated Multi Year Resilience Programme (MYRP)-2019-2021 in the State of Palestine (SoP) and provide recommendations for any future MYRP in SoP in terms of its design and implementation modality.

The main users of the evaluation are the Ministry of Education (MoE), ECW, Education Cluster partners, the Education Sector Working Group (ESWG) members, the donor community, and key education stakeholders.

## Objectives and Brief Description of Intervention

The ECW/MYRP was implemented in the West Bank and the Gaza Strip between 2019 and 2023. The programme aimed at ensuring that crisis-affected vulnerable and marginalized girls and boys (6-17 years) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments. The programme sought to achieve this through three outcomes:

- |                  |  |
|------------------|--|
| <b>Outcome 1</b> | Improved, sustained and safe equitable, inclusive and gender-responsive access to education and learning opportunities for crisis-affected vulnerable and marginalized girls and boys (6-17 years old) |
| <b>Outcome 2</b> | Improved quality and relevance of education for crisis-affected vulnerable and marginalized girls and boys (6-17 years old) in inclusive and protective environments                                   |
| <b>Outcome 3</b> | Strengthened capacity of the education system to respond to chronic humanitarian needs and to deliver a coordinated and mainstreamed response  |

## Methodology

The evaluation employed a mixed methods approach, which collects both qualitative and quantitative data. The following data collection tools were developed and deployed by the consultancy team: MYRP Beneficiary Survey, MYRP Beneficiary FGD, Teacher Training and Recruitment Survey, Implementing Staff (Teacher) KIs, and Client and Stakeholder KIs. The sample achieved includes 807 MYRP Beneficiary Surveys, 74 MYRP Beneficiary FGD (with a total of 359 participants), 123 Teacher Training and Recruitment Surveys, 75 Implementing Staff (Teacher) KIs, and 33 Client and Stakeholder KIs.

## Main Conclusions

The report identified the following conclusions, linking to each of the key evaluation questions:



### **EQ1: How relevant, appropriate, and significant is the SoP ECW/MYRP at the country level? How can these aspects be strengthened in any future MYRPs in SoP?**

A review of the approach taken to respond to, and reduce differentiated inequalities and needs (including those resulting from age, gender, geographic, disability and/or socio-economic factors), suggests that MYRP design and implementation intended to impact vulnerable groups by focusing on schools located in areas most impacted by protracted crises, where children face barriers to access and continuity of education and communities are experiencing the highest levels of poverty, limited access to services and resources, and are isolated in a manner that increases their vulnerabilities and marginalisation, while reinforcing certain tradition norms, behaviour and practices detrimental to specific groups or individuals. Further efforts to pivot programming to emergent COVID-19 needs also further promoted a view of intended responsiveness to the needs of children in target zones. The reprogramming of MYRP highlights the programme's flexibility and adaptiveness. Allocation of 'flexible funds' also highlights the responsiveness of MYRP in SoP. However, the lack of strong MEAL and outcome monitoring/documentation, and dependence on self-reporting of implementing partners, makes it challenging to establish the degree to which programming directly responded to the priority needs of children in SoP. This stems from disjointed design affecting the establishment of a harmonised MEAL framework, potentially compounded by ECW reporting requirements, i.e. 'reach' figures. A related issue is the disjointedness and fragmentation of interventions due to siloed projectisation within the wider MYRP design.





**EQ2: To what extent is the SoP ECW/MYRP aligning with, complementing, and leveraging international and national humanitarian-development system(s) and related plans, policies, and frameworks? How can these aspects be strengthened in future SoP MYRPs?**

The SoP MYRP was aligned and integrated with other systems and related plans, including in the national education system and related governmental plans (Education Sector Strategic Plan, Joint Advocacy and Protection Strategy, the UNRWA Mid-Term Strategy, the Humanitarian Response Plan, and the National Inter-sectoral Violence against Children Strategy in the Context of Covid-19 2021-2023); however, this may have been (in the case of this specific MYRP) to the detriment of differentiable impact arising from ECW's seed funding, and certainly to the detriment of EiE- and nexus-focussed outcomes and impacts. The core constituency of vulnerable and marginalised children, who are the main targets as per ECW's strategic priorities and articulated in the MYRP as Bedouins, Herders etc., were not demonstrably served by its programming. Likewise, there is an apparent lack of alignment with the wider Humanitarian Response Plan (HRP). To be concrete, given that the MYRP did not appear to have its own coherent theory of change, that it was used to fund subcomponents of other siloed education programmes and activities, rather than a cohesive, holistic set of its own interventions, and that there was limited coordination between the implementing partners, clear impacts and effects arising from highly atomised ECW-funded activities were difficult to identify.



**EQ3: How does the SoP ECW/MYRP align with, complement, and leverage ECW Global strategic plan, core functions and other investment modalities (FER)? How can this be strengthened?**

There was a nominal alignment to ECW's global strategic plan and objectives described in the planning phase and initial application, namely to support in the education of 8 million children across the whole of ECW's portfolio, and to increase political support to education in crises; increase financing for education in crises; Improve joint planning and responses; strengthen capacity to respond; and improve accountability. However, given the high degree of integration/fragmentation across modality types, partners, and regions, it is challenging to establish the degree to which ECW actually contributed to the achievement of these objectives. Strengthening this alignment, and desired impacts, have been addressed in the relevant section below.



**EQ4: To what extent is the SoP ECW/MYRP managed in an efficient, timely and transparent manner? How can these aspects be strengthened in any future MYRPs?**

The efficiency of the MYRP, given the high degree of integration in other programmes implemented by the partners, can be seen as a strength of the programme, in spite of the typical bureaucratic and other hurdles faced in the course of implementation. Primary delays in implementation arise in early phases of the project, and as a result of the COVID crisis; however, partners managed to achieve required outputs before the end of the programme.



**EQ5: To what extent and how has the SoP ECW/MYRP created political commitment to address the needs of children and youth (boys/girls) affected by conflict and crisis on a global and in-country level?**

The MYRP has garnered significant political commitment from domestic leadership in SoP. This is most clearly expressed in the MoE's leading role in the MYRP's governance structure, where the Minister of Education is co-chair of the Steering Committee (SC) and a senior MoE official from the MoE's ECW Core team is the co-chair of the Technical Committee (TC) (ECW narrative report for period 01/2020 – 12/2020, 2021). Since December 2019, the MoE has taken a series of steps to affirm and consolidate its role in ECW/MYRP governance. These include creating a team of six officials to liaise with the MYRP's PMU on management issues, and fostering communication between MoE officials and the SC and TC by bringing six and 11 officials to them respectively (Ibid.). During 2021, the technical meetings including the Y3 reprogramming exercise had MoE officials at the core of discussions. The MoE's Deputy Minister led the exercise with the PMU and all five MYRP partners involved (Ibid.). UNICEF SOP's most recent narrative report to ECW states that this political commitment has helped ensure 'solid technical discussions and better information flow within the Ministry and with the ECW partners' (Ibid., p. 14). Furthermore, MoE has played a proactive leadership role, appointing a dedicated focal person, reorganising the governance structure, and providing an office space to PMU for effective coordination and decision making, such as identification of priority needs for allocation of 'Flexible Funds'.



**EQ6: To what extent and how has the SoP ECW/MYRP contributed directly &/or indirectly to mobilizing and leveraging funds at country level? How can the MYRPs be strengthened in this regard?**

It does not appear that additional international or national resources were mobilised in support of the broader MYRP, nor does it appear that seed funds contributed toward generation of additional funds earmarked for MYRP implementation. In fact, the opposite appears to be the case in SoP: seed funds largely contributed toward other programmes, priorities, and activities defined by the implementing partners operating in their siloes. This challenge has been described at length in other sections of the report; it does appear that this inversion of mobilisation (i.e., that

seed funds were mobilised to other strategies and priorities, rather than vice versa) resulted in the dilution of perceivable or discernible impact arising from ECW's support. Including strategic stakeholders (such as donors, multi-lateral agencies, and other resource arrangements such as JFA and the GPE) in the Steering Committee to monitor 'resource mobilisation' as one of the KPIs of MYRP requires significant restructuring of governance arrangements. The current governance arrangement face potential conflicts of interest, and are overly narrow in scope and remit.



**EQ7: To what extent and how did the SoP ECW/MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming in the State of Palestine? How can these aspects be strengthened in MYRP?**

The MYRP appears to have contributed to the strengthening of existing relationships between various partners and stakeholders across SoP through the implementation of joint programming, though there were challenges in the collection and analysis of evidence and data, and related response. Establishment of key units (like the PMU), and strengthening of existing coordination entities were also highlighted as key, positive outcomes arising from this seed fund. Since new strategies are due to be developed in the following months, the PMU could serve a coordinating role to ensure alignment of plans/programmes, including the new ESSP and MYRP, and resources from donors such as ECW, GPE, JFA, the WB, USAID etc.



**EQ8: To what extent and how did the SoP ECW/MYRP strengthen country and local capacities at individual, organizational and institutional levels for improved EiEPC programming? How can the MYRPs be strengthened in this regard?**

There were a variety of trainings provided to local authorities, which many cited as contributing directly to improved capacities at the national and local level; furthermore, many of the downstream partners for MYRP implementation were national and local in nature. However, once again, due to the high level of fragmentation of support, limited documentary evidence on outcomes and impact, and turnover of local authorities, it is a substantial challenge to point directly to the MYRP's impact on capacity, both across national and international partners. Furthermore, it is not possible to establish whether training leads to capacity building and learning outcomes without a structured, evidence- and measurement-based approach, such as pre- and post-training assessment and/or training impact assessment. Additionally, capacity improvement and systems strengthening did not form part of Results Framework (RF) as intermediate outcomes/results contributing to the overall outcomes/results. As such, there is a lack of evidence to measure and attribute the impact of training/capacity building/system strengthening inputs.



**EQ9: To what extent and how did the SoP ECW/MYRP promote and strengthen: (i) the availability of quality data on education needs/gaps in SoP, and (ii) the measurement of output and outcome results? How can the MYRPs be strengthened in this regard?**

This was one of the primary deficiencies of the programme highlighted both by investigation and by key informants. Limited evidence and data was generated, and no evidence on outcomes provided; all evidence generated was on an output basis, and this appeared to be inconsistent and unstructured, with most of it provided in laconic narrative reports and none of it independently verifiable. Lack of a unified MEAL Framework and Plan is an important gap, which originates from the fragmentation and projectisation of MYRP.



**EQ10: What is the progress made towards the different collective beneficiary results as identified in the country result frameworks (access, continuity, equity and gender equality, quality and learning, safety)? How can the MYRP be strengthened in this regard?**

Once again, results beyond outputs were a substantial challenge to establish, given (once again) the high degree of fragmentation of support, as well as the limited documentary evidence on outcomes collected in the course of the programme.



**EQ11: How is the SoP ECW/MYRP promoting and strengthening sustainable and resilient education systems and solutions so far? How can it be strengthened in this regard?**

It has been very difficult to determine the specific impact of the programme, not least in terms of its impact on resilience to crisis or conflict (which is already a very subtle, and difficult to define area). Integration in other larger responses and actions by the high quantity of implementing partners, and resulting difficulty in discerning unique or differentiable impact, have much to do with this. Similarly, the way in which the programme and its linked activities were intended to improve conflict resilience do not appear to have been well defined from the outset, making it even harder to comment concretely on this research question. Nuanced conflict analysis, vulnerability analysis, and factoring in resilience within the MYRP design and establishing indicator/s for measuring resilience could be considered for next generation of MYRP.



#### EQ12: To what extent have cross-cutting themes such as gender, age, disability, vulnerability, child and human rights, and accountability been integrated in the programme?

Crosscutting themes (including all of those mentioned) do appear to have broadly informed implementation of the MYRP, with nearly all stakeholders praising this aspect of programming; however, the degree to which this was intentional (rather than an incidental) effect of integration in other, established programmes led by experienced UN and international partners remained unclear, especially in light of the high degree of fragmentation mentioned in the findings section of this document. Feedback from stakeholders suggests that programme design was undermined by a lack of the use of specific tools or programming frameworks (e.g. GEDSI, etc.).

## Recommendations

The MYRP faced similar challenges across the ECW portfolio; their recent shift has resulted from their learnings in the past (many of which reflect those from the SoP MYRP): smaller but targeted beneficiary scale, offering holistic support to smaller numbers of children impacted by emergency and/or crisis; work on ensuring ECW's 'value-add' (i.e. in legitimate emergency response and/or crisis programming vs complement to development-focussed programming like GPE ESPIGs); minimising the number of partners involved; strengthening MEAL and developing a standardised MYRP level MEAL plan to ensure that reporting is consistent, up-to-date, and includes metrics of outcome in learning, access, and equity.

In line with the findings and conclusions of the evaluation, the following are presented as the key recommendations for future development and implementation of MYRPs within the Palestinian context:

- ★ **Recommendation 1: Design Strengthening**  
Adopt a targeted, strategic and crisis-focused approach, built on concrete evidence and a data-driven basis, ensuring that resilience is clearly defined, and informed by a robust multi-dimensional barrier analysis addressing the needs of vulnerable groups.
- ★ **Recommendation 2: Effective MYRP Delivery**  
Ensure that interventions are communicated effectively to beneficiary communities, and streamline partnership arrangement based on VFM, localisation of aid, and AAP principles and commitment, selecting implementing partners through open and competitive bidding process.
- ★ **Recommendation 3: Sector-wide Alignment**  
Develop a digital and centralised platform for tracking resource mobilisation and alignment, in which nexus-focussed activities are defined, specifying how they can add value.
- ★ **Recommendation 4: Effective Coordination and Resource Mobilization**  
Clearly and realistically define the scale and types of additional resources to be leveraged and how the MYRP can do so, while aligning future programming with other funding sources and mechanisms and ensuring that economies of scale are achieved where possible.
- ★ **Recommendation 5: Strengthening Governance of MYRP**  
Ensure government roles and responsibilities are clearly/well integrated from the outset of the programme, avoiding potential conflict of interests, and that the government has a leading role in leadership and oversight of programming, while building on PMU successes and capacity.
- ★ **Recommendation 6: Robust monitoring, impact measurement and accountability of MYRP**  
Partners should be actively encouraged to report on outcomes, and link programming to impact, maintaining (and sharing) quantitative data on clear and measurable outcomes, and ensuring output data is systematically collected and independently verifiable.

# Chapter 1: Context and Description of the Object of the Evaluation<sup>1</sup>

## 1.1 Intervention Context

The Education Cannot Wait (ECW) facilitated Multi Year Resilience Programme (MYRP) was implemented in the State of Palestine (SoP) between June 2019 and December 2022. The following sub-sections provide contextual information for the intervention.

### 1.1.1 Context

The State of Palestine is located in Western Asia, bordering the Mediterranean Sea, Egypt, Israel, and Jordan. The total population of the State of Palestine in 2023 is estimated to be 5,483,450 people (Palestinian Central Bureau of Statistics, 2021). As of 2021, the country's GDP was US\$18.04 Billion, with a per capita GDP of US\$3,052.6 (The World Bank, 2021). The State of Palestine is currently recognized by 138 of 193 United Nations (UN) member states. The humanitarian situation in Palestine is among the world's most long-standing protection crises.

Hebron is the largest Governorate in the West Bank in terms of area (997 km<sup>2</sup>), population (729,139 - approximately 23% of the West Bank population), and economic activity (17,661 active businesses, comprising 18% of the West Bank's total). In contrast, Hebron also has the highest poverty rate in the West Bank (not including refugee camps) with 32.5% of its population classified as poor compared to an average of 18%, with 22% of HHs either severely or moderately food insecure, compared to the West Bank average of 16%. The Governorate has been divided into Areas A, B and C since the Oslo accords of 1995. Approximately 67,850 Palestinians (11% of Hebron governorate population) live in Area C of Hebron, which also includes 51.1% of the agricultural land.

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

The total Palestinian population in Jerusalem stands at around 323,700, 76% of whom live under the poverty line including 83.4% of children.

1.9 million Palestinians live in Gaza, of which 1.3 million people are registered refugees with UNRWA. Gazans face a socioeconomic crisis that puts them in a state of de-development. The socioeconomic conditions in Gaza are characterized by a high unemployment rate of 53.7 percent (41.1 percent for men and 71.5 percent for women). In addition to the high

Figure 1: UN OCHA State of Palestine Map<sup>2</sup>



SOURCE: UN OCHA MAPS, AVAILABLE AT:  
[HTTPS://WWW.OCHAOPT.ORG/MAPS](https://www.ochaopt.org/maps)

<sup>1</sup> The content in this section is largely drawn and adapted from the Terms of Reference: Final Evaluation of the State of Palestine Education Cannot Wait Multi-Year Resilience Programme (SoP ECW/MYRP) (See Annexure 1), and the Programme Proposal (ECW, 2019).

<sup>2</sup> The map in Figure 1 has been included at the express request of UNICEF, which takes full responsibility for its inclusion. Its inclusion does not constitute an endorsement of any content therein by the Evaluation Team.

unemployment and gloomy economic outlook, conditions in Gaza are worsened by electricity cuts of between 16-20 hours/day, and reduced access to clean water.

### 1.1.2 Sectoral Context / Policy Framework

The Palestinian education system is comprised of pre-school education, basic education, secondary education, and non-formal education. Pre-school education consists of two years and is not compulsory. Pre-school education is primarily delivered by for-profit or non-profit private providers. Basic education includes grades 1-9 and consists of two levels: preparatory stage (1st-4th grades) and empowerment stage (5th-10th grades). Basic education is compulsory and provided by three types of schools: (1) public schools managed by the MOEHE; (2) schools managed by UNRWA; and (3) private schools managed by for-profit and non-profit entities which are registered with and monitored by the MOEHE. Secondary education includes academic and vocation education for 10-12 grades and is provided by public schools managed by the MOEHE, as well as private schools managed by for-profit and non-profit entities which are registered with and monitored by the MOEHE. Finally, non-formal education (NFE) consists of parallel education programs and literacy programs provided in non-formal education centres run by the MOEHE or in vocational training centres run by the Ministry of Social Development (MoSD), the Ministry of Social Affairs (MoSA), the Ministry of Labour (MoL), UNRWA, or for-profit and non-profit nongovernmental actors.

The State of Palestine Child Law and new Basic Education Law guarantee every child the right to free education until the completion of secondary school. However, the protracted conflict and violent episodes of escalation in the West Bank, including East Jerusalem, the closure of the Gaza Strip, and physical access restrictions, have had a substantial impact on children in the region, posing significant challenges to the fulfilment of their rights.

Children aged 0 to 17 years represent 43.5 percent (2,115,317) of the population, of which 1,083,720 are boys and 1,031,650 are girls. There are approximately 1.3 million children enrolled in 2,963 primary and secondary schools in the State of Palestine (2,249 schools in the West Bank and 714 in the Gaza Strip). Out of those, 319,188 children attend 370 UNRWA schools, whilst the remainder attend 2,203 government or 420 private schools.

Almost half a million children need humanitarian assistance to access quality education. Both girls and boys face obstacles to access education and at times cannot participate regularly in learning activities due to restrictions in movement, distance from school, military check points, harassment and sometimes violence by civilians, arbitrary detention, limited or debilitated school infrastructure, and lack of classroom space and materials. In addition to the education-related obstacles, these same communities experience the highest levels of poverty, unemployment and limited access to services and resources, and are isolated in a manner that increases traditional practices such as child marriage that has a negative impact, especially on girls.

Moreover, due to the shortage of adequate infrastructure in the Gaza Strip, around 65 per cent of schools operate on a double-shift system, resulting in reduced hours in core subjects and foundation learning. Children's ability to access education, both at school and at home, is also undermined by the Gaza Strip's chronic electricity and internet deficit. These challenges have been significantly compounded by the outbreak of the COVID- 19, which has led to the prolonged closures of schools and kindergartens as part of the measures to contain the pandemic. Adding to this, the political unrest that escalated in the 2nd quarter of 2021 resulted in some children being killed and others injured, school infrastructure damaged, students in the Gaza Strip suffering learning loss, in addition to the psychosocial consequences as a result of the conflict, where girls and boys suffer trauma and experience developmental challenges which, if left unaddressed, will negatively impact their educational attainment. For students with disabilities, prolonged hospitalized children, ex-detainee children and children under home arrest, such negative consequences are compounded by their need for assistive devices and/or customized learning support that are largely unavailable due to financial constraints and a shortage of properly trained teachers. The cumulative result is a significant student population that is vulnerable, out-of-school, without psychosocial support and specific skills relevant for their educational and developmental needs.

The overarching framework for humanitarian and development education interventions in the State of Palestine is the government's Education Sector Strategic Plan (ESSP) 2017-2022. In addition, three other strategies/plans define the government and partners' interventions aimed at ensuring access and completion of quality education for children affected by the humanitarian situation. They are:

- The Joint Advocacy and Protection Strategy;
- The UNRWA Mid-Term Strategy (including its EiE programme); and
- The Humanitarian Response Plan (HRP).

Three goals drove the ESSP and its seven programmes (pre-school, basic, secondary; TVET, higher and non-formal education; and management and administration):



- 1/ Ensuring safe, inclusive, and equitable access to quality education at all levels of the system and this goal also stresses the need for inclusion and equality at all educational levels, especially for children with disabilities
- 2/ Developing a student-centered teaching and learning pedagogy and environment, which aims to ensure quality education, improve educational outcomes, promote inputs and processes, evaluate outcomes and set forth progress measuring mechanisms. The goal is to develop in students the skills and values holistically
- 3/ Enhance Accountability and Results-Based Leadership, Governance and Management, which seeks to strengthen MOEHE monitoring and organizational role in the educational sector by institutionalizing the educational strategic planning process; putting in place necessary legislations for the education sector's management and development; ensuring proper application of the national educational plans and policies, promotion of results and accountability and development of financial management.

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

- All sectoral policies and plans and budget-planning processes to involve (1) risk assessment; (2) preparedness and response to emergency in education; (3) initiatives that meet the needs of children, youth and adults affected by situations of disaster, conflict, displacement and epidemics; and (4) support for sub-regional and regional mechanisms and strategies to respond to the educational needs of the displaced persons and refugees.
- Approval of a comprehensive methodology to enable schools to survive disasters and emergencies, regardless of their degree; and
- Enactment of policies and strategies to protect learners, teachers and other staff against violence, as part of violence-free schools in armed conflict areas; commitment to and abiding by international humanitarian law to protect schools and civil facilities; and prosecution of those responsible for violating this law as part of the efforts to achieve the educational goals by 2030.

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

As part of its Medium-Term Strategy (MTS) 2016-21 and under its Strategic Outcome Three for Education, UNRWA articulated its commitment to ensuring that Palestine Refugee School-aged Children Complete Quality, Equitable and Inclusive Basic Education. This Strategic Outcome builded on the achievements to date of the UNRWA Education Reform (2011-2016) focusing on embedding, enriching and sustaining these achievements. Through the Reform, UNRWA developed key policies, strategies, and professional development programmes across the substantive education programme areas: teacher development, student assessment, human rights education, and inclusive education. The Reform has already shown impact at all levels with teaching and learning practices changing in classrooms and children achieving more and dropping out less. To strengthen the monitoring and evaluation system, UNRWA gathers both quantitative and qualitative data systematically to enable comparison and target setting; these indicators are part of the Common Monitoring Framework of the MTS. UNRWA has developed also an Education in Emergencies (EiE) programme which builds on its existing MTS education priorities as well as introduced innovative approaches to address the needs in emergencies such as the UNRWA Self-Learning Programme, additional psychosocial support, safety and security in schools, and strengthened community engagement in EiE.

Finally, the Humanitarian Response Plan (HRP) 2019 focused the response on the immediate and critical education needs of the most vulnerable populations. Protection was at the heart of the strategies and activities that were implemented by Palestine humanitarian community, encompassing responsive actions, remedial actions and environment-building or other actions that address the drivers of protracted humanitarian needs. The multi-year strategy incorporated the centrality of protection as an integral part of all humanitarian strategies and activities implemented in Palestine. The geographical parameters for humanitarian response in 2019 include Area C, East Jerusalem and H2/Hebron. The humanitarian community was' also asked to prioritize its response in order to target the most vulnerable people in need, in accordance with available humanitarian capacities.

## 1.2 Programme Overview (Object of Evaluation)

### 1.2.1 Programme Overview

The ECW Global fund was established during the World Humanitarian Summit in 2016 to help reposition education as a priority on the humanitarian agenda, usher in a more collaborative approach among actors on the ground and foster additional funding to ensure that every crisis-affected child and young person is in education and learning. ECW is committed to supporting the delivery of inclusive and quality education to 8.9 million girls, boys, and youth most affected by emergencies and protracted crises by 2021. Working along the humanitarian – development nexus (HDN), ECW sought not just to meet education needs, but to reduce risk and vulnerability to realize the common vision of a future in which no one is left behind.

Aligned to the global ECW, the SoP ECW/MYRP (2019-2022) was a vision for the education sector supported by the ECW seed fund (\$18 million in total); this funding kicked off the start of the MYRP, from where onwards new resources were meant to be mobilized to fund the total MYRP budget envelope of \$34 million, to allow for scale-up and expansion to pre-identified schools/learning centers and thereby reaching more crisis-affected children. The SoP ECW/MYRP sought to see where it can harmonize among the three existing national education plans and strategies under one coherent framework connecting the humanitarian and development (HD) fields of interventions in education:

- the Education Sector Strategic Plan 2017 – 2022 (ESSP);
- the Humanitarian Response Plan (HRP); and
- the UNRWA Mid-Term Strategy (with its Education in Emergencies components).

This overarching framework addresses the diffusion of education interventions and ensures that education priorities remain streamlined and focused, reinforcing linkages between emergency and development strategies. Moreover, it complements current interventions and resource streams and focuses on filling identified gaps through the provision of evidence-based and innovative interventions to support the learning needs of this targeted population.

### 1.2.2 Programme Goals / Objectives

The programme aimed at ensuring that crisis-affected vulnerable and marginalized girls and boys (6-17 years) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments.

The programme sought to achieve this through three outcomes:

- |                  |  |
|------------------|--|
| <b>Outcome 1</b> | Improved, sustained and safe equitable, inclusive and gender-responsive access to education and learning opportunities for crisis-affected vulnerable and marginalized girls and boys (6-17 years old) |
| <b>Outcome 2</b> | Improved quality and relevance of education for crisis-affected vulnerable and marginalized girls and boys (6-17 years old) in inclusive and protective environments                                   |
| <b>Outcome 3</b> | Strengthened capacity of the education system to respond to chronic humanitarian needs and to deliver a coordinated and mainstreamed response  |

The Programme Log-Frame, detailing the outputs and activities for each outcome, can be found in Annexure 14.

### 1.2.3 Programme Strategies

By effectively bridging the humanitarian-development divide, the strategic intention of the SoP ECW/MYRP was to catalyse innovative approaches combined with evidence-based interventions to meet the needs of conflict-affected children and youth in the said targeted areas of the SoP and to strengthen the education system to manage and coordinate protracted conflicts and crises. The strategy sought to specifically increase access and continuity of relevant education for conflict-affected girls and boys through interventions that promote protection, inclusion, equity, and quality of education as outlined below. This section details the programme strategy through highlighting both its collective beneficiary and systematic outcomes.

#### Beneficiary Collective Outcomes:

- **Access and Continuity of Education:** The SoP ECW/MYRP aimed to improve access and continuity of education to the most vulnerable children in targeted areas (Relevant activities implemented by UNICEF, UNESCO, UNDP, UNRWA, and SCI)
- **Protective Environment:** The SoP ECW/MYRP was envisioned to improve the protection of the learning environment for girls and boys in the SoP targeted areas that are characterised by protracted armed conflict, recurrent disasters, and impoverishment. (Relevant activities implemented by UNICEF, UNESCO, UNRWA, and SCI)
- **Inclusion and Equity** were promoted through the SoP ECW/MYRP for the most marginalised target groups. The MYRP aimed to improve enrolment and prevent drop out of children and children with disability living in Area C, East Jerusalem,

and Hebron H2, and schools at particular risk of military presence. (Relevant activities implemented by UNICEF, UNESCO, UNDP, UNRWA, and SCI)

- **Quality Education and Learning:** The SoP ECW/MYRP aimed to contribute to strengthening the integration of life skills and inclusive education into the teaching and learning practices. (Relevant activities implemented by UNICEF, UNESCO, UNRWA, and SCI)

#### Systematic Outcomes (Relevant activities implemented by UNICEF, UNESCO, UNDP, and SCI):

- **Strengthened national and local capacities:** The SoP ECW/MYRP aimed to contribute to strengthening the capacity of the education system to respond to shocks and sustain inclusive quality provision of education during and after emergencies both in the West Bank and the Gaza Strip. The programme focused on the MoE capacity to coordinate response through robust internal contingency planning at Directorate and school levels as well as through close coordination with EiE Working Group partners.
- **Strengthened policies and domestic leadership:** As pointed earlier, the SoP ECW/MYRP was closely aligned to key national and international plans and strategies in education and brought together these strategies under the overarching MYRP coherent framework, bridging the gap between the humanitarian and development work.
- **Increased, more timely and predictable funding:** The SoP ECW/MYRP was designed to serve an advocacy, financing, and resource mobilization role in the State of Palestine. The SoP ECW/MYRP seed funding over three years kicked off the start of the MYRP, from where onwards new resources were to be mobilized to fund the total MYRP budget envelope.
- **Strengthened joint planning and coordination:** The SoP ECW/MYRP adopted a context-specific approach to education that positioned the MYRP strategically within the HDN.
- **Increased availability of quality data, evidence, and research:** The SoP ECW/MYRP through joint efforts of its partners and the MoE led several initiatives to increase availability of quality evidence-based data.

In brief, SoP ECW/MYRP promoted a multi-sectoral "whole-child approach" that responds to the diverse needs that children and youth affected by conflict and crisis face. The strategies followed and the support packages responded to both physical and mental health needs of teachers, children, and their caregivers. This was complemented with other educational needs which include support to teachers and pedagogy, school leadership, community engagement, organization and system strengthening aspects.

### 1.2.4 Programme Timeline and Geographic Spread

The MYRP for the State of Palestine was implemented between June 2019 and December 2023. Two reprogramming exercises were undertaken due to the COVID-19 pandemic, in 2020 and 2021, and to the Escalation in the Gaza Strip in 2021, which resulted in revision in programming pathways, delivery modality and workplan, including interventions.

The programme had a national geographic scope of work, focusing on the most marginalized population groups that are most affected by the conflict, with emphasis on the targeted areas/schools across Area C, H2 Hebron, East Jerusalem and the Gaza Strip, as per the MYRP programme document and MoE priorities.

### 1.2.5 Programme Stakeholders and their Role

The five bodies of the State of Palestine ECW/MYRP governance structure are presented in the table below:

Table 1: SoP ECW/MYRP Governance Structure Bodies

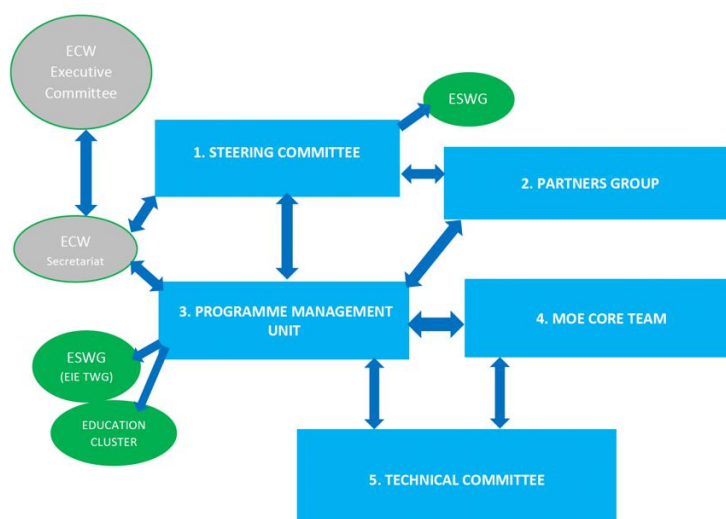
Body	Role
1 The Steering Committee (SC);	The SC was a high-level advisory, advocacy, coordination, and resource mobilisation entity co-chaired by the Minister of Education and the UN Resident Coordinator
2 The Partners Group (PG);	The PG was comprised of UNICEF SOP (main grantee of the programme), UNESCO, UNDP, UNRWA, and Save the Children (sub-grantees). Implementation of the SoP ECW/MYRP took place through the PG and their respective local implementing partners.
3 The Program Management Unit (PMU);	The PMU had no programme implementation role; it was an independent body from all MYRP partners including UNICEF SOP. The PMU contracted Thuso Limited, an international evaluation firm, to undertake a summative final evaluation of the SoP ECW/MYRP as part of the SoP ECW/MYRP Monitoring and Evaluation (M&E) plan.
4 The MoE Core Team (MoE CT); and	The MoE CT represented the Ministry in the programmatic management and coordination of the MYRP.
5 The Technical Committee (TC).	The TC was co-chaired by a representative of the MoE Core Team and the PMU Programme Manager, and supported the production and review of MYRP technical documents and the implementation of MYRP activities



While not part of the MYRP governance structure in the State of Palestine, the ECW Executive Committee is the global decision-making body that oversaw all operations, and the global level ECW carried out the day-to-day ECW activities on the global level and had communication with the Steering Committee and the PMU Programme Manager.

The Education Sector Working Group (ESWG), the ESWG Education in Emergencies (EiE) Thematic Working Group (TWG) and the Education Cluster were also not part of the MYRP governance structure; however, they received information and regular updates from the MYRP and are involved in coordination and provision of technical advice and support where relevant. The Education Cluster Coordinator was a member of the Steering Committee (SC).

Figure 2: SoP ECW/MYRP Organogram



SOURCE: EDUCATION CANNOT WAIT/MULTI-YEAR RESILIENCE PROGRAMME (ECW/MYRP) FOR THE STATE OF PALESTINE 2019-2021, GOVERNANCE STRUCTURE & TERMS OF REFERENCE

**It is important to note the distinct (indeed unique) role of the UNRWA, which has a service delivery mandate similar to a state and has no contact policy in delivering its mandate. An overview of the UNRWA is appended for ease of reference in the annexes to this evaluation (Annexure 10).**

## 1.2.6 Programme Intended Participants (Beneficiaries)

The SoP ECW/MYRP targeted the following beneficiaries in the West Bank and the Gaza Strip:

- 552,680 children (271,382 girls; 281,298 boys) with a focus on vulnerable children, out-of-school children and children at risk of dropping out in the hardest to reach areas of East Jerusalem, H2 area in Hebron, Area C and the Gaza Strip, and for both government and all UNRWA schools in the Gaza Strip which mainly serve refugee female and male students;
- 10,034 teachers (5,061 female; 4,973 male) and educational personnel trained on learning Objects, Inclusive Education approach, and /or quality student-centered life skills and citizenship education through programmes funded by ECW; and
- parents, caregivers, community members, and local education stakeholders.

By the end of 2022, the MYRP partners cumulatively reached:



(ECW, 2022)

## 1.2.7 Programme Resources

The ECW seed fund (\$18 million in total) kick-started the MYRP, from where onwards new resources were meant to be mobilized to fund the total MYRP budget envelope. Funds were distributed across the implementing partners. A further, more detailed, summary of the Programme Resources, and their allocation, can be found in the appendices to this report.

The key interventions completed by the MYRP Implementing Partners (IPs) include:

Intervention	IPs	Description
<b>WASH Rehabilitation</b>	UNDP Save the Children	<ul style="list-style-type: none"> <li>✓ Water, sanitation and hygiene, improve infrastructure, rehabilitation of existing resources</li> <li>✓ Latrines, water points and the availability of clean water, to ensure a gender sensitive and disability friendly environment</li> </ul>
<b>Cleaning materials for 2020 Grade 12 Exams</b>	UNICEF Save the Children	<ul style="list-style-type: none"> <li>✓ Grade 12 students received cleaning material, digital thermometers, and materials for their exams</li> </ul>
<b>Gaza 'Back to School'</b>	UNICEF Save the Children	<ul style="list-style-type: none"> <li>✓ School Hygiene kits to help with safe school protocols for the 'Back to School' after COVID-19</li> <li>✓ School supplies, Arabic and English exercise books</li> <li>✓ Pens and pencils</li> </ul>
<b>DRR Equipment</b>	UNDP	<ul style="list-style-type: none"> <li>✓ Actions teachers, families and children can take before and during critical events to increase their safety and protection.</li> <li>✓ Procedures for drills</li> <li>✓ Contingency plans to help continue education after an event</li> <li>✓ Connections between school and community plans</li> </ul>
<b>Science and IT learning kits</b>	UNICEF UNDP	<ul style="list-style-type: none"> <li>✓ Learning tools kits for science</li> <li>✓ ICT and technology support</li> <li>✓ ICT training for teachers</li> </ul>
<b>Arabic and Maths self-learning</b>	UNESCO UNRWA	<ul style="list-style-type: none"> <li>✓ Self-learning resources for Maths and Arabic</li> <li>✓ Worksheets</li> <li>✓ Chalk boards, maps, bookshelves</li> <li>✓ Photocopiers</li> </ul>
<b>E-learning equipment and recreational spaces support</b>	UNESCO UNRWA	<ul style="list-style-type: none"> <li>✓ Furniture</li> <li>✓ Equipment</li> <li>✓ E-Learning including online sport challenges with life messages</li> <li>✓ Recreational spaces to promote sport and drama</li> <li>✓ TV equipment</li> <li>✓ Teachers' lessons on inclusive education during distance learning</li> </ul>
<b>Internet access</b>	UNICEF SoP	<ul style="list-style-type: none"> <li>✓ Internet access improved / established in schools</li> </ul>
<b>Safety equipment</b>	UNDP	<ul style="list-style-type: none"> <li>✓ First aid</li> <li>✓ Safety equipment</li> <li>✓ Transportation provided to students and teachers</li> </ul>
<b>Arabic and Maths summer camps</b>	UNICEF	<ul style="list-style-type: none"> <li>✓ Recreational activities</li> <li>✓ Arabic and Math summer camp</li> <li>✓ Psychosocial support - including mental health counselling, education, spiritual support, and group support</li> <li>✓ COVID catch up lessons</li> </ul>
<b>Digital Entrepreneurial Adolescents Leadership (DEAL) life skills</b>	UNESCO UNICEF SOP	<ul style="list-style-type: none"> <li>✓ Life skills</li> <li>✓ Digital knowledge</li> <li>✓ Entrepreneurial skills</li> <li>✓ 21<sup>st</sup> century skills / civil engagement skills</li> </ul>
<b>Additional learning needs support (stationary)</b>	UNESCO UNRWA Save the Children	<ul style="list-style-type: none"> <li>✓ Stationary</li> <li>✓ Self-learning materials (SLM)</li> <li>✓ Additional learning in Arabic and Maths, specifically focused on children with disabilities, or who have suffered conflict, crisis-related injury</li> </ul>
<b>Multi-sectoral support for ex-detainee and detained children</b>	Save the Children	<ul style="list-style-type: none"> <li>✓ Psycho-social support</li> <li>✓ Alternative education and reintegration support for children affected by house arrest and/or detention.</li> <li>✓ Remedial education, vocational training and vocational tools for children whose learning is disrupted due to detention or house arrest</li> </ul>
<b>PEZA/Computer Labs</b>	UNICEF	<ul style="list-style-type: none"> <li>✓ Provide devices, equipment and learning support kits and supplies</li> </ul>

		<ul style="list-style-type: none"> <li>✓ ICT equipment and computer labs installed in marginalised schools in Area C.</li> </ul>
<b>STEM</b>	UNICEF SOP	<ul style="list-style-type: none"> <li>✓ Continue LSCE but for Y3 considering MoE's STEM approach</li> <li>✓ Building resilience of adolescents through LSCE with a focus on entrepreneurial skills</li> </ul>
<b>HR Systems</b>	UNDP	<ul style="list-style-type: none"> <li>✓ Strengthen capacity of MoE and partners in EiE data collection, coordination, harmonization and mainstreaming</li> <li>✓ DRR equipment provided to enhance safe learning environment for marginalised schools</li> </ul>
<b>Inclusive Education<sup>3</sup></b>	UNESCO	<ul style="list-style-type: none"> <li>✓ Inclusive Education Teacher Training, and Inclusive Education Policy Development</li> <li>✓ Training of teachers in inclusive education</li> <li>✓ Provision of supporting manuals and teaching guides</li> <li>✓ Support to the MOE for revision and completion of the Inclusive Education Policy.</li> </ul>

## 1.3 Preliminary Understanding around Integration of Human Rights, Gender Equality and Equity Principles

In line with a Human Rights-Based Approach to programming, the SoP MYRP sought to promote inclusion and equity for the most vulnerable and marginalised target groups. The MYRP aimed to improve enrolment and prevent drop out of Bedouin and herder communities living in Area C, students in East Jerusalem and Hebron H2 residents and schools at particular risk of military presence and entry (predominantly boys' schools), and children with disabilities. Through its transportation and infrastructure improvement interventions, the programme was also designed to target adolescents' girls in the Bedouin and herder communities, whose access to education is especially at risk due to unavailability of schools and/or long unsafe commutes. Through its protective presence interventions, the programme was also designed to target children and adolescents (boys and girls), who may be at higher risk of harassment and arbitrary searches at checkpoint crossings.

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

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

## 1.4 Programme Theory of Change (ToC)

At the highest level, the Theory of Change (ToC) reflects and responds to the rights of all children to have access to basic education as enshrined in the 1960 UNESCO Convention against Discrimination in Education; 1989 UN Convention of the Right of the Child (CRC), ratified by the SoP; the Sustainable Development Goals (SDGs) 4 (Quality Education), 5 (Gender Equality) and 10 (Reduced Inequalities) and to the rights of all children to a safe education as enshrined in Safe School Declaration 2015. The ToC is a tool for planning, management, and M&E, that was reviewed through this consultancy in preparation for and to inform the design of future SoP ECW/MYRPs.

Below is the TOC for the SOP MYRP, as laid out in initial programme documents and plans:

IF	IF	IF
		the MoE can coordinate and manage the identifying, tracking and supporting of

<sup>3</sup> This activity was added at the request of UNESCO, following completion of data collection activities, and was therefore not addressed in primary data collection. A brief evaluation document has been shared in relation to this activity, which is appended to the report as Annex 11.

students can safely and regularly access quality and appropriately equipped learning spaces

teachers and schools are enabled to provide relevant quality education support and inclusivity including life skills and PSS

these students through strengthened systems and response mechanisms during crises and emergencies

#### THEN

vulnerable students in Area C (Bedouin and Herder),  
Hebron H2, East Jerusalem and the Gaza Strip will experience improved quality educational opportunities, outcomes, and positive development processes

#### Series of assumptions:

- ⇒ Government and partners are willing and committed to achieve better education outcomes for children and adolescents, based on generated evidence
- ⇒ High level of coordination and engagement of the MoE
- ⇒ Sustainability will result through said interventions
- ⇒ There is willingness in the Gaza Strip and the West Bank to communicate and share experiences
- ⇒ There is willingness among local officials, teachers, parents, and adolescents to acquire more knowledge and information to achieve better education
- ⇒ Selected implementing partners have capacity to implement the planned project activities and produce high quality products (learning objects, coding platforms, etc.)
- ⇒ Teachers, principals, supervisors are open and willing to pilot innovation
- ⇒ Security situation allows for uninterrupted implementation of training activities
- ⇒ Innovative approaches presented will contribute to enhanced quality learning
- ⇒ Tested approaches will enhance quality learning in this context
- ⇒ All children will enrol in school regardless of their status or abilities
- ⇒ All teachers who are trained can apply the learned skill effectively
- ⇒ The school/education system is committed to improving its preparedness/DRR to better respond
- ⇒ Gender societal relations and norms can be positively influenced through classroom learning and support
- ⇒ MoE and education directorate in East Jerusalem, Area C and the Gaza Strip are committed and willing to achieve the expected results of the project.

Review of the Theory of Change, in light of the results of the programme, can allow for several conclusions. First, that the logic chain does, generally, appear to be sound at a broad, theoretical level; however, it does not appear to align directly to the activities undertaken, nor to the specific/varied objectives of the myriad partners involved in programme design and implementation. That is to say that it appears the TOC was developed prior to the baseline or the design of specific activities for implementation, and consequently seems to be a generic education-focussed TOC, rather than one that really guided programme design, implementation, programme oversight/management, or evaluation. As such, while the logic chain is sound, it doesn't appear to be 100% relevant to the programme as finally implemented, beyond the fact that the designed TOC could be seen to be broadly relevant to a wide array of internationally-funded education programming in SoP.

Starting at the assumptions level, the assumptions do, broadly, appear to be accurate; however, it does not appear that any work was undertaken in the course of design and implementation to mitigate or address assumptions, and the potential challenges to which they referred. This can be seen to arise from challenges highlighted in other parts of this evaluation, namely those addressing the fact that much activity was integrated into other programming by a large number of other partners, and consequently the high degree of fragmentation of support means little effort was undertaken to address or mitigate the issues identified in the assumptions of the TOC of the MYRP.

Furthermore, the provided list of assumptions was not comprehensive; several key assumptions appear to have been missing from this Theory of Change; assumptions which, if appropriately considered and addressed, would likely have fundamentally changed the approach implemented in this MYRP:

- The highly atomised approach to provision of support would be sufficient to achieve desired impacts.
- The resources dedicated to each individual beneficiary supported would be sufficient to achieve the desired impacts.
- Leaving partners largely to their own devices to implement activities they wanted, with limited oversight and coordination, would be sufficient to achieve desired impacts.
- Reliance on government to select the target schools, rather than undertaking much more specific targeting activities seeking to ensure the most vulnerable receive support, would be well aligned to the given objectives.

These assumptions are the most substantive that do not seem to have been identified or appropriately addressed during planning and implementation of this MYRP.

Consequently, looking at each component of the logic chain individually, a number of challenges can be observed:

**IF: students can safely and regularly access quality and appropriately equipped learning spaces**

The degree to which MYRP supports substantively contributed, through its highly fragmented approach, to the ability of students to access quality and appropriately equipped learning spaces was unclear. Once again, the fragmentation of support (rather than the more holistic approaches encouraged by ECW in more recent years) means that individual student learning spaces still may not have been of the required quality and resourcing. Furthermore, the focus on materials and infrastructure does not have strong evidentiary linkages to improved learning outcomes, with a number of studies in recent years calling into question the usefulness of material and infrastructure investments (all of which are more impressive to look at, and easier to implement) with regard to improved learning and development of pupils.

**IF: teachers and schools are enabled to provide relevant quality education support and inclusivity including life skills and PSS**

Once again, the highly fragmented support, short duration of training, and lack of clarity surrounding the content and effectiveness of training approaches used makes it challenging to assess whether this condition was, indeed, achieved, and even if it was, whether provided trainings would have achieved the desired outcomes.

**IF: the MoE can coordinate and manage the identifying, tracking and supporting of these students through strengthened systems and response mechanisms during crises and emergencies**

The degree of coordination and management of the MOE, throughout the MYRP, appeared to be uneven and of unclear impact. Individual students do not appear to have been targeted, tracked, or emphasised, preferring instead to rely heavily on refurbishment or material supports (in the wide majority of cases), resulting in unclear impacts by the end of the programme.

As such, even at the very high level of this TOC, it does not appear that the necessary conditions have clearly been achieved, and the resulting outcome highlighted by the TOC may not have resulted from the programme's activities.

Future programmes should take efforts to ensure that any TOC is linked to measured needs, that key assumptions are comprehensive and fully addressed, and that all conditions, outcomes, and outputs are well thought out, relevant to the designed programme, and allow for the identification and resolution of holistic needs of the most vulnerable children.

# Chapter 2: Evaluation, Purpose, Objectives, Scope, and Questions

## 2.1 Final ECW Evaluation Purpose

The purpose of the external evaluation of the 2019-2022 SoP ECW/MYRP was to learn and assess the programme's results and provide recommendations to improve any future MYRP in the country in terms of its design and implementation modality.

## 2.2 Final ECW Evaluation Objectives

The objectives which informed the fulfilment of the evaluation purpose are as follows:

- |                    |   |
|--------------------|---|
| <b>Objective A</b> | Evaluate the development process, design, and implementation context and approaches of the SoP ECW/MYRP, its alignment with the SoP ECW/MYRP ToC and ECW's role and support towards this.   |
| <b>Objective B</b> | Evaluate and measure the systemic and collective beneficiary results of the SoP ECW/MYRP, with specific attention on whether ECW and its partners are fulfilling their expected roles and responsibilities efficiently, effectively, and collaboratively. |
| <b>Objective C</b> | Based on the findings, provide lessons learned and recommendations to inform and improve future SoP ECW/MYRP in-country processes, design, and implementation approaches.   |

Geographically, the evaluation focused on the targeted areas/schools across Area C, H2 Hebron, East Jerusalem and the Gaza Strip.

## 2.3 Final ECW Evaluation Scope

The evaluation focused on the SoP ECW/MYRP (2019-2022) and its activities as part of the MYRP modality.

The evaluation paid attention to a core element of the SoP ECW/MYRP, related to bridging the development-humanitarian nexus (HDN). The SoP ECW/MYRP aimed to bring together all relevant parties amidst a crisis to join forces, secure political support, mobilise resources and implement the MYRP. By bringing together these actors, the programme intended to facilitate joint programming and thereby respond to systemic education needs in the medium and longer term. The extent to which the SoP ECW/MYRP was able to bring the HD actors together and jointly work towards collective beneficiary results is an area that required specific analysis. The evaluation team investigated the SoP ECW/MYRP contribution to bridging the HDN thoroughly, aiming to provide important learning for programming on the HDN, document the lessons learnt, best practices and challenges on how HDN programming will contribute to the eventual formulation of collective outcomes.

The SoP ECW/MYRP initial investment was also evaluated against its beneficiary results. The evaluation team collected new data and also incorporated all related data, information, and documentation available. Applying a gender, equity and human rights lens, the evaluation covered all targeted groups by the MYRP (direct and indirect beneficiaries) including students, teachers, counsellors, caregivers, school principals, school emergency committees, MYRP grantees/partners, MoE staff, IPs/NGOs, donors and other relevant stakeholders.

The evaluation examined the programming strategies and their connectedness, the results, risks, and financial frameworks and implementation approach, the quality of the SoP ECW/MYRP systemic outcomes and to what extent it affected the development process, design, implementation approaches, and the collective beneficiaries' outcomes of the SoP ECW/MYRP and the ToC. It also evaluated to what extent the ECW's role (governance structure including its different bodies/actors' division &/or roles and responsibilities) was coherent, effective, and efficient (i.e., fit for purpose/support towards this). Further, it evaluated the extent to which these outcomes served the HDN and "whole of a system" uptake/approach for the benefit of the most marginalized SoP children, the extent to which the SoP ECW/MYRP was flexible/shock responsive in its programming, the extent to which it was efficient and effective in developing partnerships and accountabilities, and the extent to which gender, disability and humanitarian principles were taken into consideration in the programme design and implementation. Moreover, given that the SoP ECW/MYRP was designed to serve both an advocacy, financing, and resource mobilization role for SoP being an EiE affected country, the evaluation examined the extent to which the SoP ECW/MYRP was efficient and effective in addressing quality and financing challenges for education that persist in the short-term humanitarian and long-term development investments, and if, no in-country resources were mobilized, why and how this could be improved.



The evaluation also sought to understand the achievement of the programme activities, broken down into the modalities included in the Initial Terms of Reference, and informing the proposed approach. The following table demonstrates a breakdown of the modalities, organisations involved and a brief description of these. The extra modalities added by UNICEF SoP were Computer Labs, STEM and HR Systems in the West Bank. This reflects some disparities between implementation, and the Terms of Reference, and a request by UNICEF SoP that additional modalities (arising from 'pivoted' reprogramming) be addressed. Separately, activities for 'Cleaning materials for grade 12 students' and the Gaza Strip 'Back to school' provision was split into two modalities for sampling purposes. This was discussed with UNICEF SoP to ensure that those in recipient institutions of the cleaning materials in West Bank and recipients of the 'Back to School' programme in the Gaza Strip were appropriately covered in the sampling and evaluation.

Organisation	Interventions	Organisation	Interventions
<b>UNICEF</b>	Disinfecting and cleaning materials for schools to ensure safe conduct of 2020 Grade 12 Exams in the West Bank and The Gaza Strip 'Back to School' Science and IT learning kits Internet access Digital Entrepreneurial Adolescents Leadership (DEAL) life skills Additional learning needs support (stationary) Digitization of schools through strengthening of Computer Labs and ICT networking STEM	<b>UNRWA</b>	Arabic and Maths self-learning E-learning equipment and recreational spaces support Additional learning needs support (stationary)
<b>UNESCO</b>	Arabic and Maths self-learning E-learning equipment and recreational spaces support Digital Entrepreneurial Adolescents Leadership (DEAL) life skills Additional learning needs support (stationary) Inclusive education <sup>4</sup>	<b>Save the Children</b>	WASH Rehabilitation Cleaning materials for 2020 Grade 12 Exams The Gaza Strip 'Back to School' Additional learning needs support (stationary) Multi-sectoral support for ex-detainee and detained children
<b>UNDP</b>	WASH Rehabilitation DRR Equipment Science and IT learning kits Safety equipment HR Systems		

## 2.4 Final ECW Evaluation Criteria and Questions

In guidance for the adequate achievement of the evaluation objectives, a series of research questions and supporting sub-questions (available in Annexure 2) have informed the design of research instruments and aligned data collection efficiently with intended evaluation outcomes. These are broken down by a combination of development and humanitarian action programmes' criteria set by the Organisation for Economic Co-operation and Development (OECD) - Development Assistance Committee (DAC) and Active Learning Network for Accountability and Performance (ALNAP)<sup>5</sup> that are relevant to the MYRP modality.

## 2.5 Stakeholders, Interests and Uses of the Final ECW Evaluation

The primary users of the evaluation are the five MYRP partners (UNICEF SoP, UNESCO, UNDP, UNRWA, and Save the Children), the donor community, specifically ECW, and the MoE. In addition, the other secondary audiences and users of the evaluation report, and who are not directly involved or concerned with this evaluation, will be e.g. the MYRP sub-grantee implementing partners, Education Cluster partners, the Education Sector Working Group (ESWG) members, education NGOs, and universities involved in education.

## 2.6 Significance of Evaluation

The evaluation is particularly significant for two main reasons: on one level, it is the first external, independent, and systematic assessment of the project as a whole. In this sense, the evaluation thoroughly analyses the project's achievements and challenges and provides a crucial first attempt at taking stock of good practices and lessons learned. On a broader level, the evaluation constitutes the first review of a project of this kind in the Gaza Strip. By combining development and humanitarian

<sup>4</sup> This activity was added at the request of UNESCO, following completion of data collection activities, and was therefore not addressed in primary data collection. A brief evaluation document has been shared in relation to this activity, which is appended to the report as Annex 11. It comprised: Inclusive Education Teacher Training, and Inclusive Education Policy Development; Training of 72 teachers in inclusive education; Provision of supporting manuals and teaching guides; and Support to the MOE for revision and completion of the Inclusive Education Policy.

<sup>5</sup> Available at the following link: <https://www.alnap.org/system/files/content/resource/files/main/alnap-evaluation-humanitarian-action-2016.pdf>

approaches, the project can be considered as a proof of concept for the Nexus approach in a very peculiar context. In this line, the evaluation provides important elements for assessing and designing similar approaches, promoting systemic change in complicated, protracted crises.



# Chapter 3: Final Evaluation Methodology, Quality Assurance and Ethics

## 3.1 Research Conceptual Framework and Design

To achieve this consultancy’s objectives as described above, the evaluation employed a mixed methods approach which collects both qualitative and quantitative data, combining surveys, key informant interviews (KIIs), focus group discussions (FGDs) and review and analysis of existing quantitative and qualitative secondary data. This approach supports effective data collection on both easily measurable outcomes and impacts as well as in abstract investigation of beliefs and attitudes. A further advantage of the mixed methods approach is that quantitative data is often most useful for understanding ‘what’, while qualitative data often provides a more detailed and nuanced understanding of ‘how and why’ (Denscombe, 2010); these two levels of analysis provide a rigorous combination of descriptive and explanatory power. Further information can be found in Annexures 2 and 3.

## 3.2 Research Methods

The following data collection tools were developed and deployed by the consultancy team: Portfolio Review (see Annexure 4 for a list of documents reviewed); MYRP Beneficiary Survey; MYRP Beneficiary FGD; Teacher Training and Recruitment Survey; Implementing Staff (Teacher) KIIs; Client and Stakeholder KIIs. For further information, please see Annexure 3. Copies of the tools are included in Annexure 8.

## 3.3 Quantitative Methods

### 3.3.1 Target Population

The target population for quantitative methods included pupils and teachers who were ECW/MYRP beneficiaries.

### 3.3.2 Calculating Sample Size

Sample targets were developed to ensure that, where possible, they are representative of both geographies of focus, i.e. the West Bank, and the Gaza Strip, while working within the constraints of the resources and timeframe available. The ToR suggested that all schools in the West Bank and the Gaza Strip were recipient of support under all the modalities – this was not the case - the sample was thus adapted to reflect those locations which received either modality, or both modalities. The respondents were selected on the following basis:

Tool	Selection Criteria	Total Sample
MYRP Beneficiary Survey	50 students per school randomly selected with support by school leaders: 25 boys and 25 girls (age group: 11-18 years)	800
MYRP Beneficiary FGD	4 FGD per school 2 FGDs with male students, and 2 FGDs with female students in each school to ensure gender balance (age group: 11-18 years)	320
Teacher Training and Recruitment Survey	7 per school	112
Implementing Staff (Teacher) KIIs	4 per school	75

### 3.3.3 Detailed Sample Distribution

A detailed breakdown of sampling can be found in the Appendices (Annexure 9).

### 3.3.4 Sampling

The proposed and achieved sample, broken down by instrument, is set out in the table below.

Table 1: Sample Breakdown by Data Collection Tool

Tool	Sample Proposed	Sample Achieved
MYRP Beneficiary Survey	800 (Distributed over 15 modalities in the West Bank and the Gaza Strip)	807
MYRP Beneficiary FGD	320 (64 FGDs)	359 (74 FGDs)

Teacher Training and Recruitment Survey	112	123
Implementing Staff (Teacher) KIIs	64 (4 per modality in West Bank or the Gaza Strip or both)	75
Client and Stakeholder KIIs	40+	33*

\* It should be noted that, of 40 KIIs scheduled, 33 were completed, with the remaining 7 respondents either declining to participate, or failing to respond to repeated interview requests.

It should be emphasised that primary data served to triangulate the findings of broader analysis of project data, and other secondary data shared by partners, or available in the public domain. Further details on sampling can be found in Annexure 9.

### 3.3.5 Level of Retrospectivity

The present study is entirely retrospective, with all individuals sampled asked to recall information about events and support received in the past as part of the ECW/MYRP during data collection.

### 3.3.6 Pilot

The tools were piloted during enumerator training, which took place virtually to accommodate for both West Bank and the Gaza Strip teams.

### 3.3.7 Quality Control Procedures

All data was collected on tablets and smartphone, and uploaded in real-time to Thuso's cloud-based online platform (SurveyCTO), to enable continuous data reviews and analyses, and feedback for enumerators. Any flaws with the methodologies or tools identified during these reviews were corrected.

### 3.3.8 Quantitative Data Analysis

Quantitative data was disaggregated and analysed with pivots, generated with the VADER and RAKE packages, using the Python coding language, and used to produce graphs, tables, charts, and figures, allowing for in-depth statistical analyses of secondary, project, data, and primary data where applicable. For further information, please see Annexure 3.

## 3.4 Qualitative Methods

### 3.4.1 Data Collection and Field Research

Qualitative data was collected using the following instruments: MYRP Beneficiary Survey, MYRP Beneficiary FGD, Teacher Training and Recruitment Survey, Implementing Staff (Teacher) KIIs, and Client and Stakeholder KIIs. The data collection tools are included in Annexure 8.

### 3.4.2 Qualitative Data Analysis

The qualitative data was analysed using the VADER package, as well as a bottom-up process of inductive reasoning to identify any incipient patterns, emerging narrative, and key themes. This approach to qualitative data analysis gives the experiences and perspectives of participants a central position in the study of findings. This is advantageous, as beneficiaries are the ultimate recipients in humanitarian programmes, meaning that their perspectives and experiences are critical in measuring wellbeing outcomes, setting targets, and identifying recommendations. The VADER package was also used to generate 'sentiment analysis scores' in the interval [-4,4] used to convey the overall sentiment expressed across respondents on a particular topic. For further information, please see Annexure 3.

### 3.4.3 Participatory Approach Plan

Each tool was designed to ensure that evaluative methods are participatory and inclusive of those with direct involvement with the MYRP: the orientation of data collection and evaluative analysis have been directed by the responses received from beneficiaries and implementation staff. Additionally, the SoP ECW/MYRP Steering Committee, Technical Committee (including the evaluation committee), MoE Core Group, and the PMU have ensured that all the deliverables meet the quality assurance criteria. Three meetings were conducted to validate the inception report and the final report.

### 3.4.4 Participatory Data Analysis

UNICEF SOP and other implementing partner have contributed to data analysis through the process of reviewing and providing feedback on multiple drafts of the present report. Partners were also involved in the development of research instruments, and provided ongoing collaborative engagement during the development of data collection, analysis and reporting.

### 3.5 Ethical Considerations

The research upheld the following ethical safeguards for research studies: respect for dignity and diversity, right to self-determination (informed consent), fair representation, compliance with codes for vulnerable groups (in this case UNICEF procedures for ethical research involving children), confidentiality, and avoidance of harm. Ethical approval was sought and received from the UNICEF HML Ethics Review Board before data collection began. The Ethical Clearance Letter is included in Annex 7. For further information, please see Annexures 5, 6, and 7.

### 3.6 Field Staff Training, Pre-Testing and Translation of Finalized Tools

Enumerators received training on the appropriate deployment of the data collection tools, including training on the delivery of surveys and focus group discussions with children based on their age, and to ensure their comfort and enthusiasm to continue speaking with the evaluation team throughout tool deployment. The tools were pre-tested during enumerator training which took place virtually to accommodate for both the West Bank and the Gaza Strip teams. The tools were translated by a Palestinian Arabic speaker.

### 3.7 Data Flow and Management

Incoming data was checked on a regular basis, with multiple daily checks during peaks of data collection activity to ensure that the consistency, quality and understanding of the tools was kept to a high standard at all times. This included consistent reporting to the teams in the field and reporting to key FPs and UNICEF SoP. All limitations and challenges faced in the field were first communicated with the FPs at the MoE or UNRWA and then later with UNICEF SoP evaluation managers (as per the lines of communicational protocols requested by UNICEF SoP).

### 3.8 Data Analysis and Quality Assurance

Data was cleaned and analysed using the VADER and RAKE packages, using the Python coding language. Data cleaning was undertaken to find possible outliers, non-normal distributions, and other anomalies in the data.

The data from the separate quantitative and qualitative tools was used to triangulate findings relating to specific themes, groups, sectors, and program interventions. These findings were subsequently be used to answer the assignment's research questions (see annexure 2). Results have been disaggregated according to age, gender, and other vulnerability criteria as appropriate and within the scope of the collected data.

### 3.9 Final Reporting

Final reporting was undertaken by the Thuso team, led by Matthew Goldie-Scot. Other members of the Thuso team included Charles Schulze (Senior Consultant), Hanan Kaoud (Gender Specialist, National Consultant, and Regional Expert), Andrew Bauer (Consultant), and Adham Mohsin (Consultant and Regional Expert).

### 3.10 Compliance to UNEG Norms and Standards for studies

The study was conducted in line with UNICEF's guidelines on ethical research (UNICEF, 2015; UNEG, 2016), and guidelines for conducting research in conflict situations (Berman, et al., 2016), to ensure that children are involved respectfully and any potential risks of harm are prevented. The consultancy team followed the United Nations Evaluation Group's Norms and Standards for Evaluation (UNEG, 2016) throughout the conduct of this evaluation, and adhered to the five key evaluator obligations namely independence, impartiality, credibility, declaration of conflicts of interest, and accountability.

### 3.11 Limitations and Mitigation Measures

Thuso was mindful of the following potential limitations on this final evaluation, including limited stakeholder recall or knowledge, reliance on self-reported data, and limits on client staff time and availability. The consultants worked closely with the client to mitigate these challenges. In the course of data collection and analysis, the following, additional, issues have the potential to serve as limitations to findings derived from the data collected, including a lack of quantitative data on intended impacts and outcomes, potential skewed sampling, exhaustive sampling in smaller settings, and potential for briefing of respondents. Further information on these can be found in Annex 3.

# Chapter 4: Evaluation Findings

The following subsections – as divided by DAC criteria (and annexed research questions) – convey the findings of the evaluation as identified through the primary research tools described above. Further contextualisation of these insights is provided by modality-specific documentary review within each subsection. Quantitative findings – comprising word frequency graphics (word clouds), modality-disaggregated response scores, and sentiment analyses of respondent categories – are further provided to supplement and evidence the written analysis supplied.

## 4.1 Relevance / Appropriateness

This section examines the extent to which the project is doing the 'right thing'; it looks at whether its objectives and design respond to the needs of beneficiaries, as well as to the priorities at global, country, and at partner/institutional level.

MYRP design and implementation sought to impact vulnerable groups by focusing on schools in close proximity to checkpoints, in areas in which infrastructure challenges and constraints had arisen from conflict-related issues, and, in relation to internet connectivity, to historically underserved groups. Further efforts to pivot programming to emergent COVID-19 needs also further promoted a view of intended responsiveness to the needs of children in target zones. However, the lack of strong MEAL and outcome monitoring/documentation, and dependence on self-reporting of implementing partners, makes it challenging to establish the degree to which programming directly responded to the priority needs of children in SoP, an aspect which can be strengthened in future MYRPs in SoP.

**EQ1: How relevant, appropriate, and significant is the SoP ECW/MYRP at the country level? How can these aspects be strengthened in any future MYRPs in SoP?**

**A. To what extent and how does the SoP ECW/MYRP respond to/reduce differentiated age, gender, geographic, disability and/or socio-economic based inequalities and needs of the most conflict/crisis affected population groups i.e. boys and girls, IDPs/refugees children, children with disabilities?**

A review of the approach taken to respond to, and reduce differentiated inequalities and needs (including those resulting from age, gender, geographic, disability and/or socio-economic factors), suggests that MYRP design and implementation sought to impact vulnerable groups by focusing on schools in close proximity to checkpoints, in areas in which infrastructure challenges and constraints had arisen from conflict-related issues, and, in relation to internet connectivity, to historically underserved groups.

Narrative reporting of programming under the MYRP supports this also, with a progressive increase in the number of children impacted, i.e. a 28% increase in the number of children reached in 2021 (ECW narrative report for period 01/2021 – 12/2021, 2022). Programming demonstrably sought to meet the needs of vulnerable groups - of the total 450,428 children targeted in 2021, 326,197 (72.4%) were refugees and 13,537 (3%) were children with disabilities (ECW narrative report for period 01/2020 – 12/2020, 2021, p. 4), while UNDP conducted technical consultations with the MoE for infrastructure improvements in line with child-friendly, gender sensitive criteria, including facilitation for children with disabilities (ECW narrative report for period 01/2020 – 12/2020, 2021).

Significant 'pivoting' of focus, under reprogrammed activities seeking to address the distinct needs arising during the COVID-19 pandemic and associated lockdowns, inevitably impacted on some programming initially planned; for example, while a set of standards was drafted, and school infrastructure models identified to better cater to the needs of vulnerable learners, COVID-19 delayed next-stage technical dialogue (ECW narrative report for period 01/2020 – 12/2020, 2021). As such, partners were still able to continue conducting activity under the MYRP which sought to reduce disability-based inequalities.

Despite the challenges faced, a range of steps were implemented under the MYRP with a view to promoting inclusion in the Palestinian education system. For example, while funding for the development of a package of assistive devices for Children with Disabilities (CwD) was redirected to combatting COVID-19 effects in 2020 and 2021, the data collection relating to need for such devices was nonetheless still achieved (ECW narrative report for period 07/2020 – 12/2020, 2021). This allowed UNESCO and UNDP to develop the package of assistive devices needed for CwD in coordination with the MoE in 2021, providing future programming with pre-defined support option to roll-out.

Likewise, in 2021, UNRWA supported children in the Gaza Strip with additional learning needs in Arabic and Math, with a specific focus on the needs of children with conflict and crisis-related injuries or chronic health issues. This complimented UNESCO's successful training of teachers to provide psychosocial support (PSS) to children with prolonged hospitalization. Following this, the learning gap between hospital learning and mainstream school settings was reportedly bridged for prolonged hospitalized children (ECW narrative report for period 01/2021 – 12/2021).

The findings detailed above are largely reflected in responses garnered from primary data, including both KII and FGD responses, with a majority of respondents expressing agreement with the sentiment that interventions met the needs of those most in need. That said, while this suggests a broad understanding of the needs of inequalities and needs of targeted groups, it is not clear that a rigorous, evidence-based, approach informed the targeting process. Feedback from senior stakeholder KIIs suggest that a 'post-hoc' and 'pragmatic' approach was adopted, seeking to build upon existing programming and approaches, rather than working from a clear data-set to inform the overall focus, and associated targeting. This was perhaps compounded by a lack of baseline data at inception – while a baseline study (ARAD, 2020) was indeed undertaken, and includes a range of data on vulnerable groups within SoP, this was undertaken after not only planning for the MYRP was complete, but after programming had already begun, due to significant delays in the procurement process to commission the baseline study. This also resulted in a lack of comparative data, i.e. it does not appear that implementation partners drew upon, or reported on, the indicators set out within the baseline study findings. This undermines reporting on impact, and potential for robust lesson-learning from the activities under the MYRP. Of the MYRP aspects which would benefit from being strengthened in future MYRPs in SoP, this factor is perhaps the most significant.

## **B. How well does it adapt to needs and contexts of the country?**

The approach to programming appears to have been cognisant of, informed by, and appropriate to the distinct needs and contexts of the country, insofar as this pertains to activities which target vulnerable groups which are distinct to the national context of SoP, such as the relatively high number of ex-detainees, and children under house arrest.

This included remedial/alternate education interventions for ex-detainee children and children under house arrest. 54 female and 50 male children in this category received remedial classes in 2020 (ECW narrative report for period 01/2020 – 12/2020, 2021). Additionally, in 2021, 20 children under house arrest and 300 ex-detainee children were supported by Save the Children with educational kits (stationery, educational games, and hygiene kits) (ECW narrative report for period 01/2021 – 12/2021, p. 5). These interventions were received overwhelmingly positively by beneficiaries. For example, within one group of remedial education supported children, of which 13 were ex detainees and 8 were under house arrest, 98% reported positive change in their understanding of the three subjects covered: English, Mathematics, and Chemistry.

Based on an understanding that the context of the country required more than simply academic support for ex-detainees and children under house arrest, an array of psychosocial support (PSS) was also provided. Trainings for the delivery of this support were adapted to ensure safety during COVID-19, just as the support was adapted to children's specific needs. Across the 17 West Bank Education Directorates, Save the Children provided 370 MoE school counsellors (247 F, 123 M) with training to provide tele-psychosocial consultations in stress management techniques (ECW narrative report for period 01/2020 – 12/2020, 2021). As a result of this training and other programming, a total 260 (9 F, 251 M) children, including 243 ex-detainees (8 F, 235 M) and 17 children under house arrest (1 F, 16 M), were assessed and received individual and group counselling (ECW narrative report for period 01/2021 – 12/2021, p. 9). 164 caregivers of ex-detainee and under-house-arrest children also received counselling, after which 79.1% reported improved awareness of children's PSS needs and how they can assist, as opposed to only 44% prior to the intervention. Overall, 83% of the engaged parents and caregivers of these children reported satisfaction with the PSS provisions their children received (ECW narrative report for period 01/2021 – 12/2021, 2022). It is worth noting that a high proportion of support given to male detainees likely reflects an appropriate approach to programming, taking account of the demographics of detainees (ECW narrative report for period 01/2021 – 12/2021, p. 9).

It can be inferred that the psychosocial support received by vulnerable children was well adapted to their specific needs, as high percentages of beneficiaries reported change in their mental state. For example, of all children who received psychosocial support, 84% reported positive change in Post-Traumatic Stress Disorder (PTSD) related symptoms (ECW narrative report for period 01/2021 – 12/2021, p. 9). Moreover, of all the children targeted by Save the Children with PSS in 2021, 84.1% reported feeling better able to express their feelings and the stress caused by the emergency, in comparison to 42.9% prior to the intervention. Likewise, 81.7% reported improved ability to deal with emergency-caused anger and stress in contrast to 46% prior to the intervention (ECW narrative report for period 01/2021 – 12/2021, p. 9). The statistics were similar for those provided with PSS in 2021: 84.1% reported improvement in their ability to express their feelings (42.9% prior); and 81.7% reported improved ability to deal with anger and stress (46% prior). This suggests that flexibility and adaptiveness was built into the MYRP-led trainings undertaken by PSS providers; counsellors were able to adjust their support for children to ensure their context-specific needs were met in an outcome producing way.

Further to this, a range of wider support programming, pertinent to the distinct needs of SoP, included adaptation to security challenges. For example, in 2020, UNESCO and UNDP provided DRR equipment to schools to help better equip 5,345 children (684 F; 4,661 M) for disasters and emergencies.



In addition, significant ‘pivoted’ support relating to COVID-19 was provided under reprogrammed activities. For example, in 2020, 18,809 children directly benefited from PSS in the form of recreational activities, sports and drama provided by UNRWA West Bank and the Gaza Strip, UNICEF SoP, and UNESCO (ECW narrative report for period 01/2020 – 12/2020, 2021). In 2021, 140,183 were reached through 12 online sports challenges (ECW narrative report for period 01/2021 – 12/2021).

Overall, 94.5% of students expressed positive views relating to the sports events they participated in (ECW narrative report for period 01/2021 – 12/2021) and those interviewed post-survey expressed gratitude:

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*I enjoyed the day, it was a psychological relief, fun, enjoyable for us, it was filled with respect, love, and appreciation to you all ... I also liked the reflection and discussion at the end of the games, because it connects between the game and our future.*

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PARTICIPATING STUDENT DURING POST SURVEY INTERVIEW  
(ECW NARRATIVE REPORT FOR PERIOD 01/2021 – 12/2021, P. 18).

In 2021, UNESCO also delivered relief activities to 10 more marginalized schools in Area C by conducting drama, games, and storytelling activities with 932 (497 F, 435 M) children (ECW narrative report for period 01/2021 – 12/2021, p. 18).

The MoE worked to ensure MYRP programming during COVID-19 was meeting the most urgent needs of children. For example, following an MoE request for intervention to support learning loss activities in 2021, summer camp activities were arranged for 10,000 students (5,500 F, 4,500 M), 360 teachers, 100 school principals and 34 supervisors (275 F, 219 M) in the West Bank. Feedback from students and parents suggests that the camps were well adapted to meet the needs of children and provide relief from their context-specific challenges. For example, one parent said:

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*I hope this would be a constant summer activity for the children, they don't only play in a safe place, they also learn.*

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PARENT INTERVIEWED BY IMPLEMENTING PARTNER  
(ECW NARRATIVE REPORT FOR PERIOD 01/2021 – 12/2021, P. 19)

**43 children out of the 10,000 were assessed pre- and post- the summer camp intervention. All (100%) showed improvement.<sup>6</sup>**

Alongside offering ‘safe spaces’ for children to play and learn, MYRP programming adapted to the context of COVID-19 by helping to make schools safer. In 2020, UNICEF utilised the Year 1 MYRP Gaza Strip flexible emergency funds to allocate hygiene kits to 219 government schools in the Gaza Strip’s most vulnerable communities. This benefitted an estimated 81,906 children (ECW narrative report for period 01/2020 – 12/2020, 2021). Beneficiary feedback on this adapted programming was strongly positive: 74% of the school principals and teachers surveyed in 2021 agreed or totally agreed that SoP ECW/MYRP interventions better equipped schools to deal with emergencies and crises.

The relevance of such programming as reported in narrative documentation can be triangulated with the responses garnered in primary data collection. Children who had recently served sentences almost universally expressed that they had reduced social skills and more reclusive tendencies upon returning to their communities. They considered the psychological support to be a strong priority and expected that the intervention would be similarly relevant for all such young ex-detainees.

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*I was arrested when I was 13 years old [...] We need[ed] support and rehabilitation so that we do not feel that we are a burden on society.*

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MALE BENEFICIARIES [WEST BANK]

Likewise, the selection of implementation partners to allow for geographic ‘reach’, and access to vulnerable groups, particularly in areas where accessibility has been impacted by conflict and security-related challenges distinct to the SoP context (i.e. restrictions on travel, at checkpoints, restrictions on infrastructure development in selected schools) (ECW, 2019), demonstrate ways in which the MYRP design has been adapted to meet the needs and context of SoP. Additional local needs were noted by both teachers and students. Participant teachers in a reportedly underfunded school noted that ‘[they] want to provide breakfast

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<sup>6</sup> Source: (ECW narrative report for period 01/2021 – 12/2021)

meals for students because there are students who did not take their expenses because of the economic situation, [as well as to] provide transportation [for the children].’ In addition, teachers in high-security-risk communities require ‘the provision of transportation for students, the provision of stationery and sports teachers, and psychological support for students because they suffer from permanent conflicts because they are in a border area.’ From an inclusivity perspective, certain respondents indicate that infrastructural improvements have scope to improve disability sensitivity, thereby improving their relevance for service users (‘the negative part of the matter is that we were given tools that are not suitable for our institution, such as stairs’).

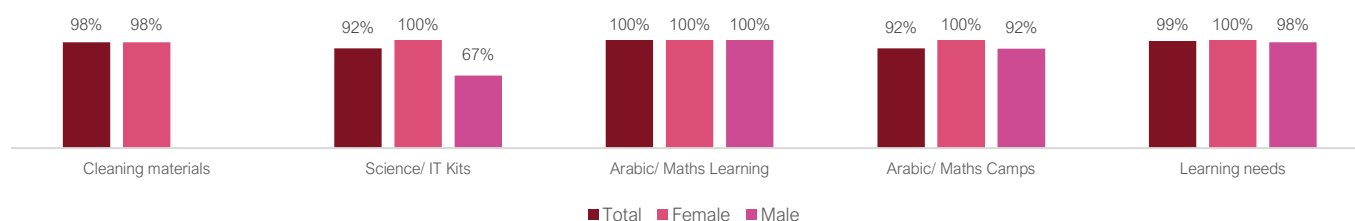
Further needs as identified by children by modality area were as follows. Here, it is to be noted that the requests for continuity of existing modalities of support attests to the strong relevance of programming received:

Modality of Support	Additional Support Needs Reported by Children
Cleaning materials for 2020 grade 12 exams and the Gaza Strip Back to School	Continuation of PPE provision and surface decontamination
Science and IT Learning Kits	Provision of notebooks, pens, pencils, exercise books, sketchbooks, white erasers, and food; continuity of support along with psychological services for those in need
Arabic and Maths Self-Learning	Enough stationery to last for the year, rather than a term [requested by the majority of respondents]
Arabic and Maths Summer Camps	Continuation of activities
Additional Learning Needs Support (Student Stationery)	Enough stationery to last for the year, rather than a term [requested by the majority of respondents] as well as food, uniforms, transportation, iPads, and school bags
WASH Rehabilitation	Free food at the school, outside furniture (benches and shade), and programme continuation
Cleaning materials for 2020 grade 12 exams and the Gaza Strip Back to School	Outside furniture (benches and shade) and programme continuation
DRR Equipment	Broader DRR training on military-based concerns and repetition of the training
Internet Access	IT hardware - including laptops, desktops, and iPads
Safety Equipment	Continuation of programming and improvement of school/camp facilities (where relevant)
Arabic and Maths Summer Camps	Continuation of services
Digital Entrepreneurial Adolescents Leadership (DEAL) Life Skills	Additional, more specialised, training courses
Science and IT Learning Kits	Fewer requests than from the other modalities (suggesting more comprehensive coverage). These recommendations comprise extension of inclusion to all school students as well as continuation of the programme.
Arabic and Maths Self-Learning	Continuity of programming
E-learning equipment and recreational spaces support	IT hardware - including laptops and desktops - WiFi connectivity improvement
Multi-sectoral support for ex-detainee and detained children	Continuity of psychological support

Findings from narrative reports on overarching relevance, as detailed above, can be triangulated with findings from primary research undertaken for the purposes of this evaluation, with feedback from child and teacher respondents. However, the extensiveness of needs in SoP amongst children and their teaching institutions suggests that many other locations remain in need of support in certain modalities pertaining to the MYRP – most saliently the availability of school resources (stationery, book bags, interactive personal electronic devices) and public-health-responsive equipment (such as sanitiser and face masks). This observation draws on an ineluctable sampling limitation of the evaluation methodology adopted: namely, that beneficiary respondents (who make up the vast majority of survey data) do not necessarily possess a clear evidence-based on the vulnerability profile of others. Nevertheless, in no case did the evaluation team identify any claims amongst respondents that other people who were not included in the MYRP were in clearly greater need of support than beneficiaries. In contrast, while responses varied between modalities, a clear majority of respondents expressed agreement with the review that interventions met the needs of those most in need:

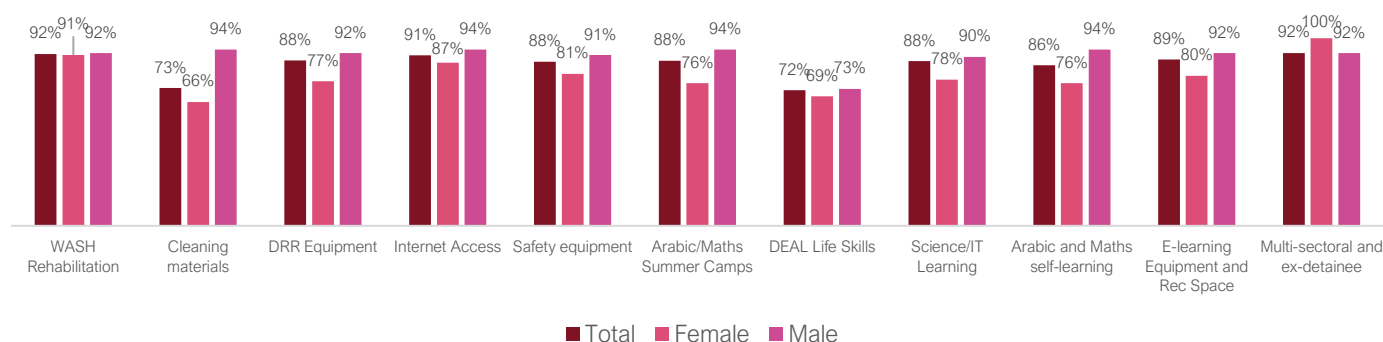
Primary MYRP Beneficiary Survey data provides quantitative support for this finding, i.e. across the Gaza Strip and the West Bank. This is presented below:

Figure 3: Proportion of MYRP Beneficiary Survey respondents agreeing that the intervention met the needs of those most in need [Gaza Strip]



Data provided in the chart above highlights strong relevance of programming for those most in need as reported by beneficiaries across all modalities of programming in the Gaza Strip. Those agreeing that programming was relevant to such needs chiefly pointed to the needs for all community members to overcome challenges to in-person activities brought about by the COVID-19 pandemic as well as a general need for education amongst all beneficiary students. Those students who raised concerns over the adequacy of the interventions' support in catering to those most in need of support unanimously pointed to the insufficiency of consumable materials provided as part of the MYRP. This coloured the overall opinion of many respondents from the smaller sample of recipients of Science/IT Kits, leading to larger underperformance for this dimension of support than across others.

Figure 4: Proportion of MYRP Beneficiary Survey respondents agreeing that the intervention met the needs of those most in need [West Bank]



Similarly high levels of agreement that the intervention met the needs of those most in need are clear amongst beneficiaries surveyed in the West Bank. Those who disagreed with the positive consensus on this question largely explained their view in terms of their aversion to remote education (and – as a corollary – any support directed towards facilitating it instead of supporting a return to the classroom). While beneficiaries of DEAL life skills showed notably lower levels of approval for the ability of these sessions to support those most in need, explanations for this view were not forthcoming (although may be explained with reference to the views of certain beneficiaries that the economy and the skills taught were not conducive to finding employment or meeting their professional interests, respectively). Nevertheless, responses amongst the majority of beneficiaries who spoke positively about this intervention highlighted their need for support in Arabic and Mathematics (considered areas of academic weakness), and support for the basic enabling conditions of a good education, including safe environments (safety equipment, DRR equipment, cleaning materials, WASH rehabilitation) and appropriate in-school resources (Science/IT learning and internet access).

KIIs with senior stakeholders largely reflected these views, though a concern was raised by senior stakeholders over the evidence-base, and underlying process, underpinning the development of the MYRP. Most specifically, it was suggested that, in some cases, implementation partners' areas of interest, expertise, and programming priorities may have informed the modalities of intervention, rather than a robust evidence-base arising from the Needs Assessment.

*I felt there was a lack of joint planning, joint design, I felt it was more of an adaptation of agencies' single mandates rather than a joint planning process with a broader range of stakeholders. What I feel has happened, and when I look at the results framework, I felt we went through a process, perhaps a design phase, but the process was back to front, i.e. partners were selected first, rather than a structured planning, informed by analysis. There were overlaps between agencies interventions. The Results Framework exists, but I don't consider that it is coherent. Everyone is doing what they decided to anyway, and we are pretending it is coherent.*

FEMALE – SENIOR STAKEHOLDER KII



A significant factor identified which may have compounded such issues relates to the aforementioned practical constraint faced during the design, and initial implementation of the MYRP, i.e. that the baseline study (ARAD, 2020) was significantly delayed, and was thus unavailable as a resource to inform programming, and with no monitoring by implementation partners of the indicators set out therein.

As indicated above, beneficiaries of support in the Gaza Strip were largely positive in their responses on relevance. Where reservations were expressed from a minority of respondents in the West Bank, these largely stemmed from a small number of respondents expressing the view that they were not able to respond with confidence as to which groups within SoP were most in need. An interrogation of the findings from primary research suggests that it is possible that the comparatively lower level of agreement amongst participants in the DEAL Life Skills intervention stems from the fact that the respondents were older, and therefore more hesitant to comment authoritatively on the needs of others. Reservations raised by others largely pertained to a view expressed by certain students either that certain beneficiaries in their school were not amongst the 'most in need in the State of Palestine', or that intervention dimensions involving sports or interactive learning modalities were not addressing the most salient needs. Lastly, it was reported by some respondents that distance learning provision was not an adequate substitute for in-person education, and therefore this modality was not sufficiently needs-responsive – this is a response which reflects wider findings in research literature highlighting the potential limitations of distance learning modalities in SoP (Subaih, Sabbah, & Al-Duais, 2021).

Photos 1 & 2: Jalazone Co-educational School (Source: UNRWA)



## 4.2 Coherence

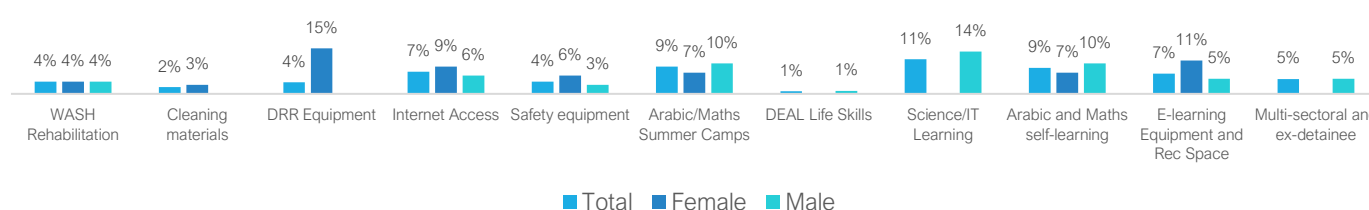
Coherence refers to the compatibility of the intervention with other interventions in a country, sector or institution. This section examines the extent to which the SoP ECW/MYRP aligned with, complemented, and leveraged international and national humanitarian-development system(s) and related plans, policies, and frameworks, as well as the ECW Global strategic plan, core functions and other investment modalities (FER).

Primary findings suggest that beneficiary populations report high-levels of alignment of programming in most areas in the West Bank, with 100% of respondents reporting the same in the Gaza Strip. Broader findings suggest a broadly positive role played by engagement in the MYRP's development and implementation in improving communication and coordination, as well as facilitating some activities undertaken with funding from other sources, while noting that communication and coordination remained an area in which practice could continue to be improved.

### EQ2: To what extent is the SoP ECW/MYRP aligning with, complementing, and leveraging international and national humanitarian-development system(s) and related plans, policies, and frameworks? How can these aspects be strengthened in future SoP MYRPs?

MYRP programming was aligned with international humanitarian standards of 'do no harm'. In the Gaza Strip, none of the respondents reported that harm was caused to them or to anyone else as a result of the intervention they received. Responses provided by beneficiaries to the question of harms induced – either directly or indirectly – through participation in MYRP-supported projects, do not provide evidence of any such harm for respondents or others of whom they are aware in their community. Nevertheless, certain beneficiaries of COVID-related cleaning materials noted that some beneficiaries, having lost their mask, subsequently became ill – attributing this harm to the responsibility of the intervention. While this is an important concern in terms of the effectiveness of the intervention at reducing the spread of COVID-19, the evidence provided does not indicate that programming played any causal role in health-related challenges for beneficiaries.

Figure 5: Proportion of respondents who believe that was harm caused to them or to anyone else as a result of the intervention they received [West Bank]



In relation to alignment and collaboration on sources of funding, senior respondents from within implementing partners largely reported:

- i) A positive role played by engagement in the MYRP's development and implementation in improving communication and coordination, i.e. by providing a context in which the parties need to work together; and
- ii) A reported view that work undertaken under the auspices of the MYRP had facilitated activities undertaken with funding from other sources, as well as precipitating proactive engagement with a range of donors to allow for continuity of provision.

Some nonetheless expressed the view that communication and coordination remained an area in which practice could continue to be improved, and noted that some programming remained fragmented, allowing for potential overlap of funded activities, and thereby duplication of effort, and a resulting lack of coherence.

A sentiment amongst myriad stakeholders that ECW was a 'flexible' donor, was reported with approbation in a range of KIs with senior stakeholders, who suggested that this had been particularly constructive when 'pivoting' in response to shifts in government priority during the COVID-19 pandemic.

### EQ3: How does the SoP ECW/MYRP align with, complement, and leverage ECW Global strategic plan, core functions and other investment modalities (FER)? How can this be strengthened?

The SoP MYRP was developed and launched in response to the ECW Global Strategic Plan (2018-2021), whose goal was to support interventions reaching 8 million crisis-affected children and youth by 2021 (ECW, 2018). The SoP MYRP is aligned with the ECW strategic objectives and outcomes, as follows:

ECW Strategic Objectives	SoP MYRP Alignment	Collective Education Outcomes	SoP MYRP Alignment
Increase political support to education in crises	✓	Access	✓
Increase financing for education in crises	✓	Equity + Gender equality	✓
Improve joint planning and responses	✓	Continuity	✓
Strengthen capacity to respond	✓	Protection	✓
Improve accountability	✓	Quality	✓

The consistency of this alignment over the past two years led to securing Y3 seed funds from the ECW Secretariat (ECW narrative report for period 01/2021 – 12/2021, 2022).

#### A. To what extent does the SoP ECW/MYRP align and collaborate with other sources of funding (government, other donors or Non-Governmental Organisations (NGOs))?

A recent comparative analysis of MYRP funding in multiple countries concludes that 'it is not possible to differentiate between funding that has been redirected from other existing sources in-country to the MYRP and funding that is entirely new to the country and that would not have flowed in countries if there were no MYRP in place' (Venalainen, Anderson, & Elte, 2021, p. 73); for this reason, it should be understood that 'counterfactuals' cannot be established in the course of this evaluation. Instead, the reviewers consider all funding that has supported the MYRP but is not ECW seed funding as aligned funding. Based on this definition, they estimate that US\$27,741,325 aligns with the target populations of the MYRP (Venalainen, Anderson, & Elte, 2021, p. 74).

One limited example identified in the course of the evaluation comprised funding received not from ECW but for the achievement of MYRP objectives is UNICEF SoP and Save the Children's direct receipt of US\$850,000 to support the MYRP and MoE's COVID-19 Response Plan in 2020 (ECW narrative report for period 01/2020 – 12/2020, 2021). The funds were used to build a sustainable distance learning system and implement safe school operations.

#### B. To what extent and how are the key actors (ECW, beneficiaries, Government, Civil Society Organisations (CSOs) and MYRP partners) engaged in the design, planning, implementation, and monitoring of the interventions and how can this be strengthened?

Concerns were raised by a wide range of senior stakeholders, directly involved in the design, planning, and implementation of the interventions that the design process was somewhat 'rushed', undermining some aspects of collaborative development. A third-party review of MYRP funding in SoP and other countries notes that local organisations often face barriers to becoming MYRP grantees due to short timelines for selection processes, which only larger organisations are resourced enough to respond to (Venalainen, Anderson, & Elte, 2021). This echoes potential issues highlighted in feedback on 'Relevance':

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*I felt there was a lack of joint planning, joint design, I felt it was more of an adaptation of agencies' single mandates rather than a joint planning process with a broader range of stakeholders. What I feel has happened, and when I look at the results framework, I felt we went through a process, perhaps a design phase, but the process was back to front, i.e. partners were selected first, rather than a structured planning, informed by analysis. There were overlaps between agencies interventions. The Results Framework exists, but I don't consider that it is coherent. Everyone is doing what they decided to anyway, and we are pretending it is coherent.*

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FEMALE – SENIOR STAKEHOLDER KIIJ

This suggests an understandable reliance on established partners, with whom working relationships were already in place, particularly given practical considerations, networks of trust, and time constraints. While this has some clear benefits, as demonstrated by the efficacy of a wide range of programming and activities under the MYRP, it has the potential to limit engagement by smaller organisations, with potential implications for localisation agendas, i.e. findings suggest local actors have primarily been engaged with on the basis of pre-existing relationships and networks, rather than on an exhaustive, proactive, and consultative basis.

The views expressed by key stakeholders in primary research responses representing consortium partner organisation indicate that the development of the MYRP showed a strong regard for the existing capacities of large active INGOs within the country. While this meant that the interventions undertaken by partner organisations were well aligned with existing capabilities and networks of local implementing partners and CSOs, there was a concern that intervention modalities may have been somewhat overly aligned to prospective consortium member preferences rather than adequately tailored towards a coherent intervention

in which the different components were mutually supportive of long-term developmental (rather than responsive) outcomes. Another risk to this approach – as identified by consortium staff members – was that it potentially excludes other organisations operating in the country from adequate opportunities to participate in the MYRP and receive funding thus. This is because – through tailoring interventions towards the capacities of large in-country operators who did not (at the time) comprise the consortium for the programme – it was reportedly difficult for smaller local organisations to insert themselves usefully into the programme’s implementational framework. The capacity of CSOs, CBOs, and national NGOs to operate similarly comprehensive programming within the country without overarching support from such actors as comprised the MYRP’s consortium remains to be researched further, but it is to be considered in this context that there may be gains in terms of financial efficiency from such an approach to implementation, since these smaller organisations typically have lower administrative and logistical costs embedded into their organisational operation.

It should be emphasised that this is not to suggest there was no involvement with local partners, but to highlight widely reported concerns over potential barriers to entry, particularly with regard to smaller NGOs competing effectively with iNGOs in navigating procurement processes (as highlighted in selected responses by local NGO representatives in KIIs). Notwithstanding these issues, there are a range of examples of engagement with local partners under the MYRP. For instance, in 2020, Save the Children, MoE, and local partners collaborated to develop the supervision capacities of 25 MoE supervisors. The training, including guidance on offering PSS, was designed to give them the opportunity to receive a diploma on supervision. Building on this success, in 2021, 468 MoE counsellors (306 F, 162 M) were trained on comprehensive PPS delivery. These supervisors were also provided with laptops to assist further learning in this department (ECW narrative report for period 01/2021 – 12/2021, p. 5).

### C. To what extent and how coherent is the MYRP with global humanitarian development frameworks such as the Grand Bargain Commitments, New Way of Working, and Sustainable Development Goal (SDG) 4, Global Compact for Refugees, key principles of Human Rights-based Approach to Programming etc.?

The MYRP Theory of Change (ToC) was designed to reflect and respond to the rights of all children to have access to basic education as enshrined in the 1960 UNESCO Convention against Discrimination in Education, the 1989 UN Convention of the Right of the Child (CRC), ratified by the State of Palestine, and the Sustainable Development Goals (SDGs) 4, 5 and 10. The MYRP ToC was also designed to reflect and respond to the rights of all children to a safe education as enshrined in the Safe School Declaration 2015 (ECW, 2019).

The SoP MYRP was also designed to coordinate a wide range of humanitarian actors to support its implementation, facilitating joined programming in order to maximise capacity and reach. This is in line with the UN ‘New Way of Working’ (NWOW), which ‘calls on humanitarian and development actors to work collaboratively, based on their comparative advantages, towards ‘collective outcomes’ that reduce need, risk and vulnerability over multiple years’ (UN, n.d.).

Selected KIIs suggest concerns over coherence, arising from issues relating to communication and transparency:

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*There was a lot of overlap – I remember looking at one of the interim reports, and the results matrix – I was asking ‘how are we sure we are not double-counting’ as I had the feeling that some of the agencies were working with the same people doing the same things; [there was] a sense that we picked partners first, then retrospectively suggested a coherent approach.*

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FEMALE – SENIOR STAKEHOLDER KII

The SoP MYRP also included a substantial focus on equity and inclusivity, in line with a Human Rights-Based Approach to programming.

Selected feedback from senior stakeholder KIIs provides insight into the coherence of the MYRP with global humanitarian development frameworks such as the Grand Bargain Commitments, and the Global Compact for Refugees. Most specifically, many stakeholders expressed significant support a greater focus on the localisation agenda. In particular, a range of local stakeholders suggested that high operational overheads of selected international implementation partners potentially render them less suited to cost-effective local delivery than local CSO organisations, though representatives of the former suggested that ongoing capacity building is required for more localised programming to be effective – not all local organisations reportedly concur with this view.



**D. To what extent and how is it coherent with in-country Education in Emergencies and Protracted Crises (EiEPC) initiatives / strategies / policies / plans incl. MoE Education Sector Strategic Plan (ESSP) 2017- 2022, MoE COVID-19 response plan, Humanitarian Response Plan (HRP) and UNRWA Mid-Term Strategy, among others? (ensuring complementarity, harmonisation and co-ordination with others, including accounting for gaps, and the extent to which the intervention is adding value while avoiding duplication of effort.)**

Rather than creating a new framework, the SoP MYRP was designed to add value to existing national strategies and plans by improving co-ordination and prioritisation across them (ECW, 2019). The SoP Education Sector Strategic Plan (ESSP) 2017-2022 is the overarching framework for humanitarian and development education interventions in SoP. Additionally, as of 2019, the following strategies and plans defined the government and partners' interventions which aimed to ensure that crisis-affected children in the country have access to quality education:

- Joint Advocacy and Protection Strategy (JPAS)
- The UNRWA Mid-Term Strategy (UNRWA MTS) (including its EiE programme); and
- the Humanitarian Response Plan (HRP)
- National Inter-sectoral Violence against Children Strategy in the Context of Covid-19 (NIVACS) 2021-2023.

The MYRP is coherent with the main disaster law in the State of Palestine, the Palestinian Civil Defence Law No 3. This law does not include reference to safety in schools but does feature reference to prevention and mitigation measures more broadly, including the prepositioning of equipment and materials (IFRC, 2023). Thus, the provision of 5,345 children with DRR and safety equipment by UNESCO and UNDP in 2021 can be considered an initiative coherent with national policies.

Moreover, in 2021, 9 out of the MoE's 25 schools' improvement plans were responded to with the provision of school furniture by UNICEF SoP (ECW narrative report for period 01/2021 – 12/2021, p. 5). Specifically, UNICEF SoP provided furniture to the benefit of an estimated 15,050 children (ECW narrative report for period 01/2021 – 12/2021, p. 5).

Turning to the Ministry of Education and Higher Education's Sector Strategic Plan (ESSP) 2017-2022, several objectives were directly supported by MYRP programming (MoE, 2017). For example:

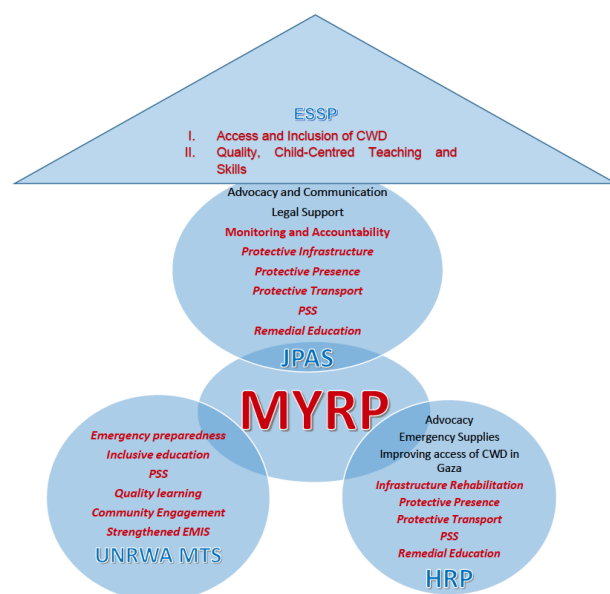
Goal 1 of the strategic plan is 'ensuring safe, inclusive and equitable access to equal education at all levels of the system' (MoE, 2017, p. 110). In 2021, 575 latrines and 250 classrooms were built or rehabilitated with support from UNRWA, UNDP, and SCI (ECW narrative report for period 01/2021 – 12/2021, p. 5). 70% of respondent school principals and teachers agreed that these rehabilitation works contributed to improved safety and accessibility in schools and reduced the possibility of children dropping out (ibid). In 2020, infrastructure works were completed at four schools, benefitting an estimated 734 students (597 F, 137 M) and receiving similar feedback (ECW narrative report for period 01/2020 – 12/2020, 2021). Thus, consistent direct alignment with the Ministry of Education's strategic plan was achieved by MYRP programming.

MYRP programming has also directly addressed Goal 2 of the plan, which aims to provide 'appropriate teaching and learning resources' to achieve a student-centred learning environment for all children (MoE, 2017, p. 44). For example, in 2021, 4,694 classrooms were supported with teaching & learning materials (ECW narrative report for period 01/2021 – 12/2021, p. 5).

Goal 2 also explicitly mentions 'increasing the use of technology and other modern techniques' under the sub-aim of ensuring quality education for all basic school students (MoE, 2017, p. 156). Balancing the spirit of this goal and adaptation to SoP's evolving context for education, UNRWA provided 125,110 children in 2020 and 159,486 children in 2021 with school level learning toolkits, an in-classroom learning assistance tool used by teachers to enhance English, Science, and IT learning (ECW narrative report for period 01/2021 – 12/2021, p. 5).

Thus, it can be concluded that the ESSP (2017-2022) provided an overarching framework for the development of the SoP MYRP. The MYRP was designed to be situated in the ESSP goals and priorities and linked to the three other relevant strategies and plans, as illustrated in the Figure 6, with key interventions consolidated under MYRP marked in red.

*Figure 6: Strengthened capacity of the education system to respond to chronic humanitarian needs and to deliver a coordinated and mainstreamed response*



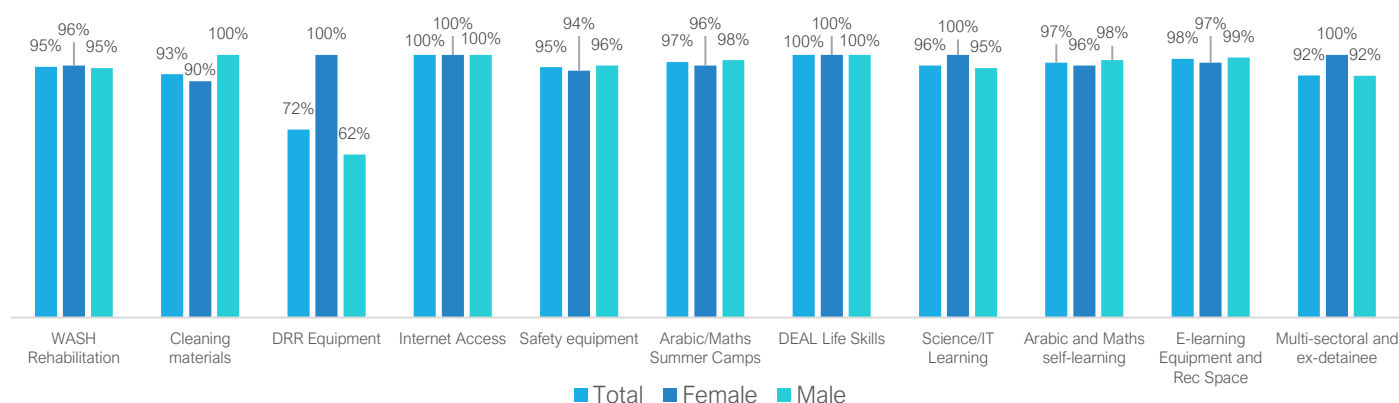
(ECW, 2019)

The SoP MYRP was also adapted to include modalities focused on COVID-19. Specific alignments with the following MoE COVID-19 Response Plan objectives:

📌	MoE COVID-19 Response Plan objectives	📌	Corresponding SoP MYRP Modalities
🔧	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 the West Bank and the Gaza Strip as mean of controlling spread of pandemic	▶	WASH infrastructure rehabilitation, delivered by UNDP, Save the Children, and ECW
🔧	School children in the West Bank and the Gaza Strip have adequate hygiene kits and schools and KGs apply infection control measures regularly	▶	School Hygiene kits to help with safe school protocols for the 'Back to School' after COVID-19, delivered by UNDP, Save the Children, and ECW
🔧	Smooth transition to normal education will be ensured through provision of adequate remedial education, PSS and recreational activities packages in schools and public KGs	▶	Psychosocial support - including mental health counselling, education, spiritual support, and group support, delivered by UNICEF SoP and ECW.
🔧	Conduct 12th 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	▶	Cleaning materials for 2020 Grade 12 exam, delivered by UNDP, Save the Children, and ECW

This reported coherence and complementarity is triangulated by primary responses at a school-level, with high-levels reporting an alignment of programming in most areas in the West Bank, and 100% of respondents in the Gaza Strip agreeing that the intervention worked well alongside other schooling or support received.

Figure 7: Proportion of respondents agreeing that the intervention worked well alongside other schooling or support received [West Bank]



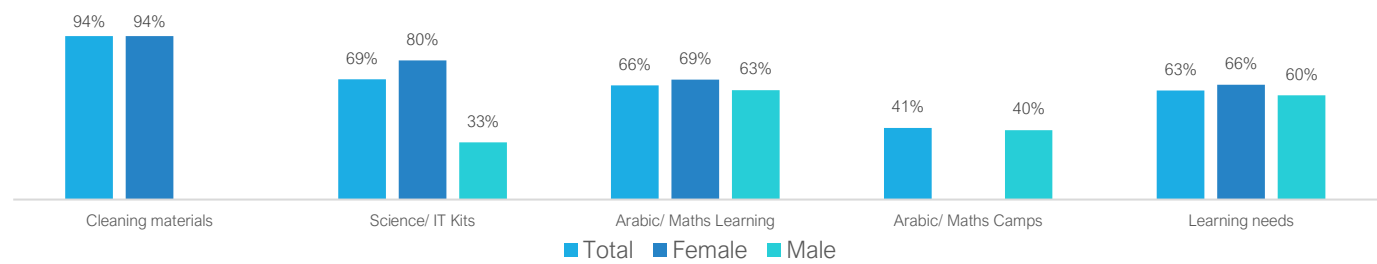
With the exception of providing DRR equipment to schools in high-risk areas, at least 9 out of every 10 students volunteering their view on this issue provided a positive response over the complementarity of service provision. This is to be explained for modalities with limited in-school presence from beneficiaries (such as multi-sectoral support for ex-detainees) by the fact that abstentions to this question were excluded from the overall total calculations. Upon review of qualitative responses offered in justification for the answers given to this question, many of those who denied complementarity between MYRP-based and other in-school support considered the two kinds of provisions to be orthogonal to one another, rather than actively antagonistic. This was particularly true amongst respondents on the modality of DRR Equipment – data relating to which is largely an artefact of whether children saw support which was independent from their in-school learning to 'work well' alongside it nonetheless. In no case reviewed by the evaluation team was it clear that there was detrimental overlap of interventions with pre-existing programming in the area, or (with the exception of certain beneficiaries of internet access support requesting better hardware) that the enabling conditions for the intervention on which it depended were not there. Elsewhere, less positive views on the MYRP's complementarity is largely attributable to students not expressing confidence in the 'value' of the support provided, or the support not going 'far enough' in supporting with the needs for which it was intended.

Less positive views on the MYRP's coherence – as indicated by proportion of assent by modality in the chart above – is largely attributable to students not expressing confidence in the 'value' of the support provided, or the support not going 'far enough' in supporting with the needs for which it was intended. In no case reviewed by the evaluation team was it clear that there was detrimental overlap of interventions with pre-existing programming in the area, or (with the exception of certain beneficiaries of

internet access support requesting better hardware) that the enabling conditions for the intervention on which it depended were not there.

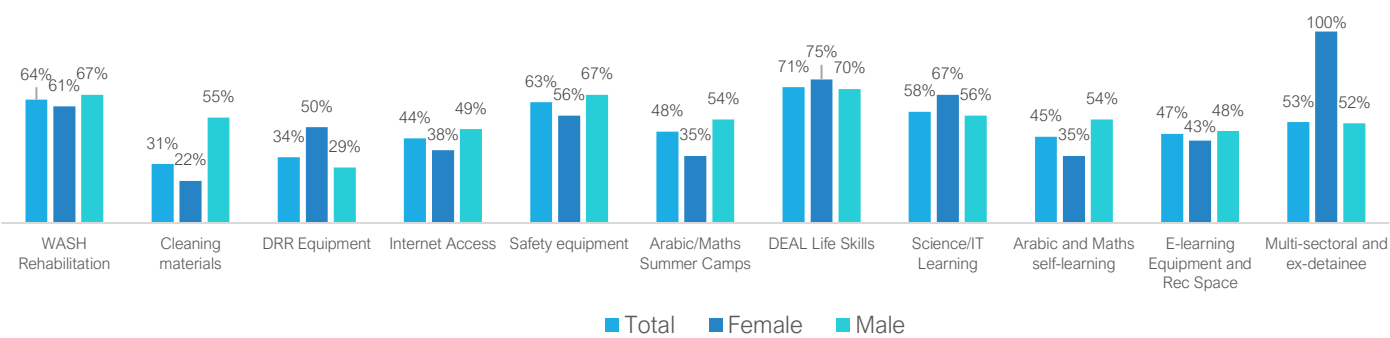
Amongst interventions supported by the MYRP, the following charts give an indication of programmatic overlap by modality, as reported by respondents to primary data collection:

Figure 8: Proportion of respondents by modality identifying other activities taking place in their school or community [Gaza Strip]



The data above indicates that overlapping programming may have supported synergistic outcomes for beneficiaries in the Gaza Strip. Only 6% of (female) recipients of cleaning materials were without support from at least one further dimension of MYRP support, with the majority of beneficiaries of the remaining modalities also receiving benefits from another stream of programming (with the exception of Arabic/Maths camps, which were held outside of the school calendar). Discrepancies in gender-based proportion across modalities are within the sample’s margin of error (with the exception of Science and IT Kits, which suffers from an insufficient sample size to draw a conclusion from this disparity). It is to be noted that these responses are entirely self-reported; for this reason, there is some risk that smaller MYRP-support interventions were forgotten by respondents (particularly younger beneficiaries), or, similarly, that programmes not supported by, but concurrent with, the MYRP were mistaken for MYRP-supported programming.

Figure 9: Proportion of respondents by modality identifying other activities taking place in their school or community [West Bank]



Compared with data reviewed above for the overlap of programming beneficiaries in the Gaza Strip, evidence in the above chart suggests that a comparatively wider pool of beneficiaries was supported in the West Bank with fewer resources. This is particularly the case for recipients of cleaning materials, DRR equipment, and internet access, which is to be explained by the fact that all three dimensions of programming targeted schools on a geographical basis, rather than exclusively based on economic need or other dimensions of deprivation of the students in attendance.

This does not suggest a lack of coherence, and potentially points to a significant degree of complementarity, and mutuality of support under the MYRP, though some concerns were raised in KIIs over potential for efficiencies, specifically focused on ‘duplication of effort’:

*I think there were some missed opportunities to work towards joint results – every implementing agency was working towards its own results.*

SENIOR KII STAKEHOLDER, FEMALE

### 4.3 Efficiency

Efficiency refers to the extent to which the intervention delivers results in an economic (cost-effective) and timely way, as well as how well the intervention was managed (operational efficiency). This section addresses economic efficiency, timeliness of delivery and programme management of the ECW programme.

Primary research findings suggest a high degree of perceived efficiency in relation to a range of modalities, with the notable exception of Arabic/Maths Camps. Likewise, senior stakeholders suggest a high-degree of efficiency, notwithstanding challenges arising from approval processes and related bureaucratic issues, noted in narrative reports. Questions were raised in primary research over a fragmented approach to programming potentially undermining the efficiency of interventions. Some delays arose due to responses to the COVID-19 pandemic.

**EQ4: To what extent is the SoP ECW/MYRP managed in an efficient, timely and transparent manner? How can these aspects be strengthened in any future MYRPs?**

Quantitative survey responses give an indication of how many beneficiaries feel that the SoP ECW/MYRP was managed in a transparent manner.

In the Gaza Strip, those who did not believe that targeting was transparent and fair did not provide any evidence of unfairness in the targeting of support, but rather identified that there were many who were not supported by the intervention in their school and the reason for their exclusion was unclear. This view pertained particularly to recipients of cleaning materials. The large majority (82.5%) of respondents who did not believe that supported targeting was transparent and fair abstained from answering the question on the grounds that they did not consider themselves to be sufficiently informed. These abstentions affect summary statistics for Arabic/Maths camps significantly.

Figure 10: Proportion of respondents who consider the way support was targeted to have been transparent and fair [Gaza Strip]

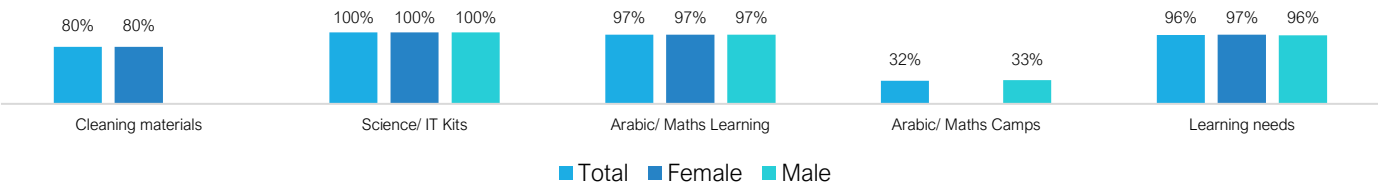
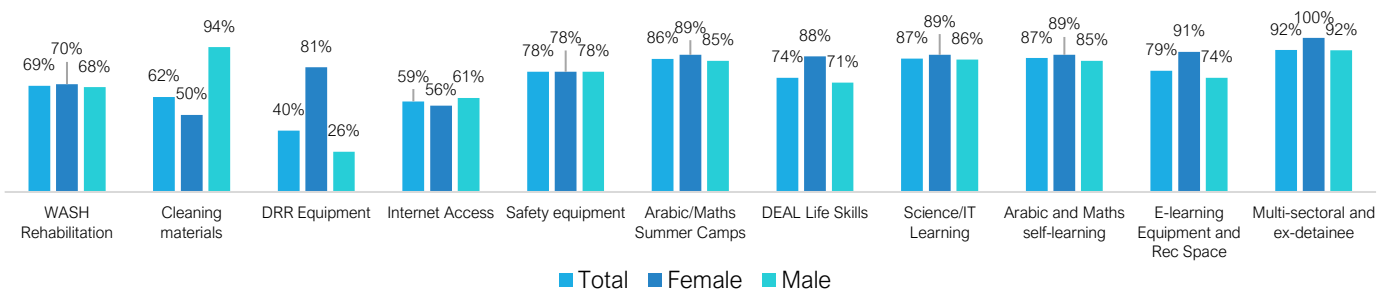


Figure 11: Proportion of respondents who consider the way support was targeted to have been transparent and fair [West Bank]



In the West Bank, the vast majority (82.4%) of respondents who did not believe that supported targeting was transparent and fair abstained from answering the question on the grounds that they did not consider themselves to be sufficiently informed. Those who provided a reason against fairness of selection noted that certain members of their school community either didn't receive internet-enabled devices or weren't able to participate in in-class games (depending on the modalities received by the respondent). Similarly, many who commended the transparency of programme selection did not demonstrate knowledge of the selection approach used by the relevant implementing agency, but rather observed that all students in their class or children in their school were able to enjoy programmatic benefits (either as direct beneficiaries or as those collectively enjoying a shared infrastructural benefit).

**A. How efficient is the organizational set-up and partnership approach (PMU, grantees/UNICEF SoP, the SC and TC, MoE) arrangements of the SoP ECW/MYRP across the project cycle phases and has it been effective in its operations?**

Primary data garnered from Ministry Officials largely reflected a positive view of the efficiency of the MYRP:

*Because of the MYRP, we have been able to impact more stakeholders efficiently.*

SENIOR MINISTRY KII STAKEHOLDER, MALE

A range of implementing partners expressed similar views, particularly in light of challenges faced:



*Considering the crises in context [it was undertaken in a] reasonable timeframe given that when COVID hit the country [partners were] able to reprogramme and respond ... Delays were all justified because of the obstacles to implementation [in particular, ongoing teacher strikes].*

UN AGENCY IMPLEMENTING PARTNER KII, FEMALE

Some concerns were raised in narrative reporting over efficiency losses arising from approval processes, and related bureaucratic hurdles:

*Lengthy approval processes for some interventions by MoE, and for some agreements/contracting and the ECW Secretariat's frequent changing of donor reporting requirements and templates (twice in 2021) created inefficiency and additional pressure.*

(ECW NARRATIVE REPORT FOR PERIOD 01/2021 – 12/2021, p. 37).

As with much MYRP programming undertaken during the COVID-19 pandemic (Venalainen, Anderson, & Elte, 2021), restrictions on travel, and face-to-face meetings also reportedly impacted on efficiency, for example, time loss and financial costs were incurred in digitizing face to face trainings for data collection and designing innovative remote trainings and data collection techniques (ECW narrative report for period 01/2021 – 12/2021, p. 37).

## B. To what extent and how the SoP ECW/MYRP's processes and actors ensured that programme is designed and delivered in a cost-efficient manner, and results achieved cost-effectively?

As noted above, there was a widespread view expressed in primary data findings that, given the circumstances, the design and delivery had been cost effective – with ministry representatives explicitly stating this in KII engagements. However, this view was not shared by all respondents. Key Informant Interviews with senior stakeholders did raise some concerns pertaining to efficiency, with a specific focus on potential duplication of effort, and missed opportunities for alignment, and reduced cost-base, reflecting broader concerns over coherence:

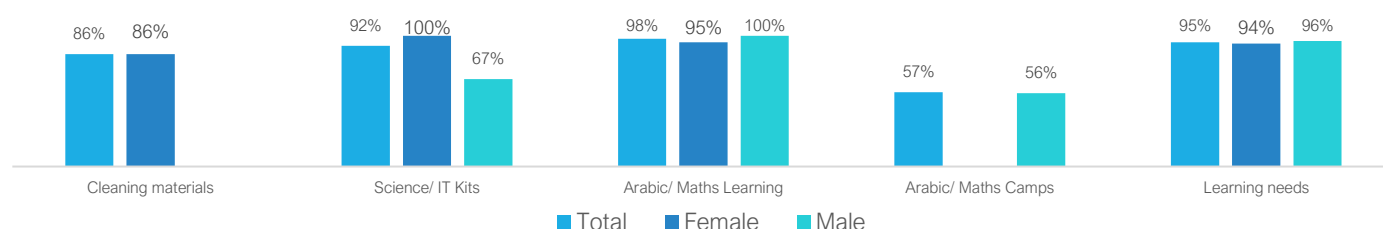
*On cost effectiveness, I think there were some missed opportunities to work towards joint results – every implementing agency was working towards its own results. This has an impact on cost-efficiency, due to missed opportunities. For example, there were two agencies procuring [computer] tablets, in light of emerging needs, due to online modality, etc. This doesn't really make sense – we could have had one agency procuring, rather than having two parallel procurement processes.*

SENIOR KII STAKEHOLDER, FEMALE

This was echoed by a range of other respondents, particularly within UN agencies, who raised specific concerns over a 'fragmented' approach to programming, undermining the efficiency of interventions.

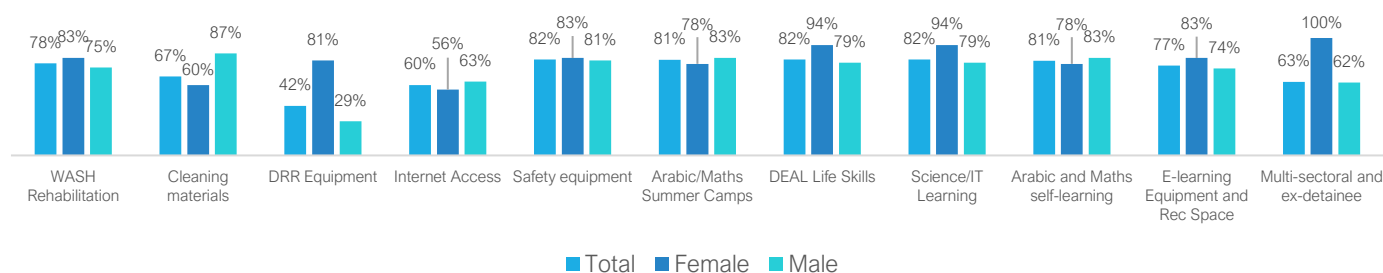
Quantitative analysis of primary data similarly reflects a range of perspectives in relation to the use of resources, with generally positive responses in relation to most programming, with specific reservations expressed in relation to some modalities (with occasional demographic disparities between male and female respondents):

Figure 12: Proportion of respondents agreeing that resources were used well, by modality [Gaza Strip]



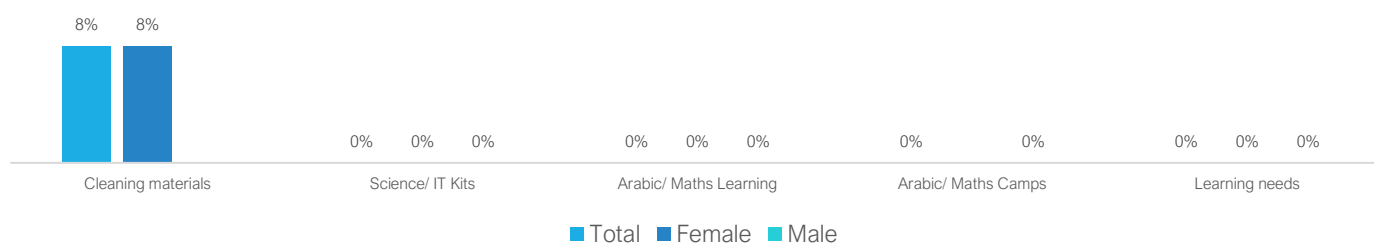
In the Gaza Strip, there were no respondents who participated in the Arabic/ Maths Camps dimension of support who denied that the resources were well-used; rather, the beneficiary group had a much higher rate of 'I don't know' responses, indicating that the cost of materials used in the games and activities comprising the camp sessions were not made clear to the participants. Abstentions further account for the majority of underperformance across the remaining modalities of support in the Gaza Strip. For this reason, the above data may best be understood as a relative metric for the transparency of resource use across programme areas, rather than the (in)efficient use of such resources.

Figure 13: Proportion of respondents agreeing that resources were used well, by modality [West Bank]



While abstentions account for a reasonable proportion of underperformance against this metric amongst West Bank programme modalities, 14 out of 16 respondents across the beneficiary survey dataset who thought that resources were not used well were from the West Bank. Underperformance of the objectives of the support accounted for some of this. For example, one respondent indicated that internet support would have made good use of funds if the resulting speed and reach of the school's connection were better. Elsewhere, children objected fundamentally to the use of MYRP resources for games for studying rather than convention classroom delivery of content, insofar as they felt that money given towards formal lessons would have represented a better use of resources.

Figure 14: Proportion of respondents by modality believing that there had been a waste of funds, or that money that was not used appropriately [Gaza Strip]



In explanation of those who believed that financial resources were wasted: for cleaning materials, there was a concern that students took surplus masks and hand sanitiser home for domestic use. However, this was uncorroborated by other reports from those involved. For the remaining modalities, while some responses did indicate a belief that funds had been wasted, all explanations of this response indicated that the relevant student had misunderstood the question asked, and provided no evidence of financial mismanagement.

Owing to widespread confusion over the scope of this question amongst respondents from the West Bank, the corresponding table of findings has been omitted. In reference to justifications for genuine beliefs over waste of financial resources by a small minority of respondents, the complaints over the inappropriateness of using games for teaching were adduced again (as cited above regarding financial efficiency). In addition, one beneficiary noted that provision of warm winter clothing would have represented a more efficient use of money than in-school games and similar interactive activities, insofar as the latter represent a nice-to-have, rather than a necessity.

### C. How are SoP ECW/MYRP processes and actors balancing speed and quality of its design and delivery?

There was a widespread view expressed in response to primary research engagements, that the MYRP had been initiated in a timely manner, but that COVID-related delays had led to a series of 'knock-on' delays, impacting on timeliness overall:

*In terms of timeliness, the first part of the MYRP was timely; the reprogramming after COVID, and escalation in May, it took some time to work through. This delayed implementation, which had a snowball effect on 2021 and 2022. There was therefore a 6-month extension.*

SENIOR KII STAKEHOLDER, FEMALE

### EQ5: To what extent and how has the SoP ECW/MYRP created political commitment to address the needs of children and youth (boys/girls) affected by conflict and crisis on a global and in-country level?

The MYRP has garnered significant political commitment from domestic leadership in the State of Palestine. This is most clearly expressed in the MoE's leading role in the MYRP's governance structure, where the Minister of Education is co-chair of the Steering Committee (SC) and a senior MoE official from the MoE's ECW Core team is the co-chair of the Technical Committee

(TC) (ECW narrative report for period 01/2020 – 12/2020, 2021). Since December 2019 the MoE has taken a series of steps to affirm and consolidate its role in ECW/MYRP governance. These include creating a team of 6 officials to liaise with the MYRP's PMU on management issues, and fostering communication between MoE officials and the SC and TC by bringing 6 and 11 officials to them respectively (ECW narrative report for period 01/2020 – 12/2020, 2021). During 2021 the technical meetings including the Y3 reprogramming exercise had MoE officials at the core of discussions. The MoE's Deputy Minister led the exercise with the PMU and all five MYRP partners involved (ECW narrative report for period 01/2021 – 12/2021, 2022). UNICEF SoP's most recent narrative report to ECW states that this political commitment has helped ensure 'solid technical discussions and better information flow within the Ministry and with the ECW partners' (ECW narrative report for period 01/2021 – 12/2021, 2022, p. 14).

The MYRP has also enhanced MoE's commitment to protecting children's rights to educational continuity and participation in safe learning environments. This is evidenced by the discourse of rights and endorsement of international standards in post policies developed such as the Inclusive Education Policy, the School Environment Policy, the Joint Advocacy and Protection Strategy (JPAS), the Education Sector Contingency Plan, and its Education Sector Strategic Plan (2017-2022) (ECW narrative report for period 01/2020 – 12/2020, 2021). However, the PMU of implementing partners report to ECW that the MoE still requires an institutionalized coordinated approach towards EiE to monitor vulnerabilities and ensure cohesive responses in all phases of emergency prevention, preparedness, response, and recovery (Ibid.)

Furthermore, MoE has played a proactive leadership role, appointing a dedicated focal person, reorganising the governance structure, and providing an office space to PMU for effective coordination and decision making, such as identification of priority needs for allocation of 'Flexible Funds'.

*Photo 3: Kalandia School (Source: UNRWA)*



## 4.4 Effectiveness

Effectiveness refers to the extent to which the intervention achieved its objectives and results across different beneficiary groups. This section addresses the SoP ECW/MYRP's contribution to mobilizing and leveraging funds at country level, strengthening a joint approach to EiEPC programming, strengthening country and local capacities, strengthening quality data, and the progress made towards the different collective beneficiary results as identified in the country result frameworks.

Findings from primary research reflect reportedly positive views of the extent to which MYRP was used to mobilize funds for the COVID response. It does not appear that the ECW/MYRP was effective in contributing directly and/or indirectly to mobilizing and leveraging broader funds at country level.

### EQ6: To what extent and how has the SoP ECW/MYRP contributed directly &/or indirectly to mobilizing and leveraging funds at country level? How can the MYRPs be strengthened in this regard?

Respondents were largely positive in their view of the extent to which the MYRP was used to mobilize funds for the COVID response. Ministry officials noted that this was particularly the case in relation to WASH related programming. Stakeholders in the Gaza Strip reflected this noted the following:

*We requested a change for the COVID-19 and Gaza Strip Flexible Fund – which was guaranteed very promptly – to raise an order their response was within a week – very impressed with their response to emergency need.*

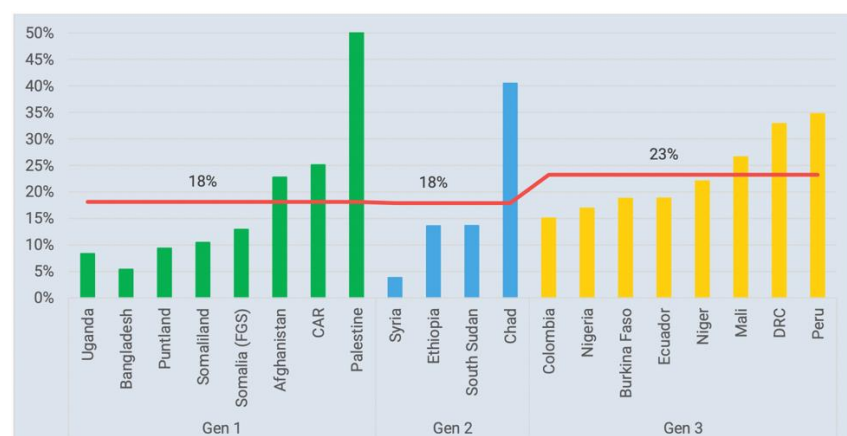
UN AGENCY KII, MALE

In this context, the impact on 'school rehabilitation [and] school adaptation' was highlighted as an area of particular strength.

With regard to leveraging seed funds to generate broader funding, it was suggested by some stakeholders that opportunities had been missed. While ECW seed funding has proved to be flexible and accessible for dynamic targeting, it has not functioned as a catalyst for mobilizing and leveraging funds at country level. Rather, the SoP MYRP funding allocations plan for over 50% of all MYRP related programming to be funded by ECW (see figure below).

Financial analysis of the MYRP programming shows that out of the overall budget of \$35 million, ECW provided programming with \$18 million worth of 'catalytic seed funding'. However, no other modality of funding for the MYRP was recorded (MYRP Implementing Partners, 2022). In the narrative reports of MYPR implementing partners to ECW, the aforementioned one-off example of UNICEF SoP and SCI's raising US\$850,000 to support the MYRP COVID-19 response plan is noted (ECW narrative report for period 01/2021 – 12/2021, 2022). It is further mentioned that SCI supported a needs assessment of school disaster management committees in 30 vulnerable schools through other funds (ECW narrative report for period 01/2021 – 12/2021, 2022, p. 13). The rare occurrences of non-ECW funds being raised, and cases exclusively consisting of iNGO implementing partners raising funds, suggests an underperformance of the MYRP in raising and leveraging funds at the country level – as such, it does not appear that the ECW/MYRP was effective in contributing directly and/or indirectly to mobilizing and leveraging funds at country level.

Figure 15: Seed funding as a share of total MYRP cost, by MYRP country



Source: Authors' own calculation, based on data provided in each of the 18 MYRP proposals



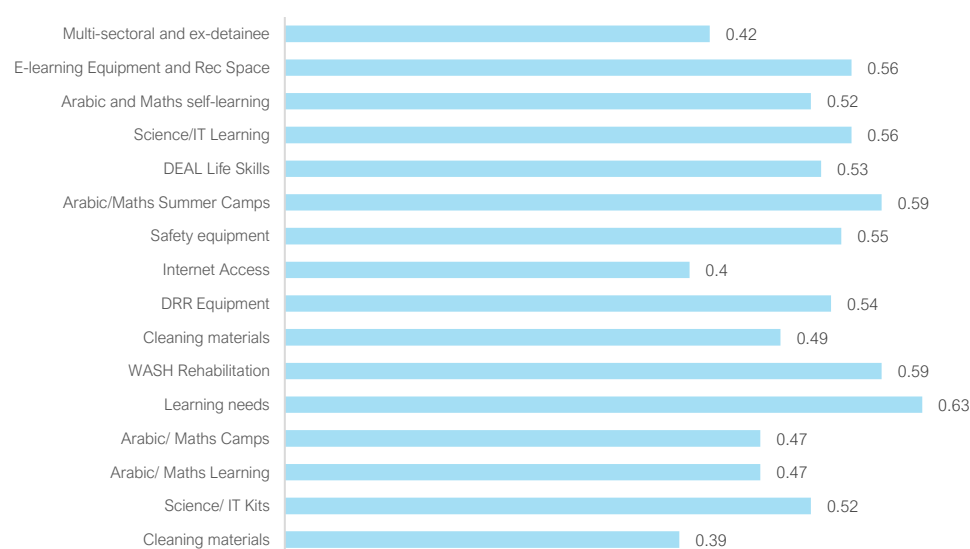
A lack of coordination was cited by some UN agency stakeholders as a factor potentially undermining alignment of ECW/MYRP activities with other sources of in-country funding. This relates to related concerns voiced over the extent to which the establishment of partnerships, and, specifically, the emergence of an effective localization agenda, has been successful:

*I am not very impressed by the partnership angle of the MYRP – for example, the Ministry did not necessarily understand the nature of the programme, saw it more as a project than a programme. Now, with the new phase, they are starting to understand the importance of it, and viewing it more as a strategic partnership. Between implementing agencies, there was limited partnership, everyone was working on their own interventions, I am not sure this has been strengthened. I don't think this is a point to be highlighted as positive. There is, of course, potential.*

SENIOR STAKEHOLDER KII, FEMALE

Likewise, a review of sentiment analysis scores pertaining to effectiveness suggest a varied level of perceived efficacy:

Figure 16: Sentiment Analysis of Beneficiary Responses on the Effectiveness of each Modality of Support



Nonetheless, MYRP stakeholders and partners have shown intention to collaborate in mobilizing national resources, which has become a key focus of the Steering Committee and Partners Group/Heads of Partner Agencies (ECW narrative report for period 01/2021 – 12/2021, 2022). Information sharing has, and will continue to be, central to initiating national resource mobilisation. For example, as part of the COVID-19 response, UNDP assisted the MoE to conduct a needs assessment for WASH priorities in East Jerusalem. The resultant clear mapping of 127 schools accelerated the MoE's mobilisation of the resources required to ensure the safe return of students for the 2021/22 school year. This in turn facilitated the joint work of UNDP and the MoE to improve WASH facilities in the schools and informed the MoE's Back to School plan for East Jerusalem schools which was aligned with MYRP priorities (Ibid.)

### EQ7: To what extent and how did the SoP ECW/MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming in the State of Palestine? How can these aspects be strengthened in MYRP?

The narrative reports analysed in this investigation's desk review outline various contexts in which the SoP ECW/MYRP upheld evidence-based joint EiEPC programming in SoP, underpinned by effective coordination between partners. For instance, the ECW Narrative Report for 2021 describes how the UNDP and the MoE coordinated their activities to undertake joint infrastructure needs assessments in 127 Agwaf and private schools located in east Jerusalem between September 2020 and February 2021 (ECW narrative report for period 01/2021 – 12/2021, 2022). The same narrative report also details similar collaborations between these two stakeholders (UNDP and the MoE) in developing and delivering the Ministry's 'Back-to-School' plan in East Jerusalem. In addition to their collaborations with UNDP, the MoE also completed joint programming with UNESCO, which included the 'Distance Learning' task team, which managed the various remote education interventions undertaken by task team members and supporting organisations.

UNESCO also supported the MoE's 'Quality Education' thematic group, which sought to bridge the learning loss gaps which students incurred as a result of the Covid-19 pandemic lockdowns (ECW narrative report for period 01/2020 – 12/2020, 2021).

Lastly, Save the Children led the 'MHPSS Taskforce', which specifically focused on supporting the common approach fostered by the ECW/MYRP to build stronger partnerships between PSS providers and the MOE. The interventions related to PSS were largely successful, which was enabled by the Taskforce's efforts to support effective coordination, as well as resource mobilisation and material exchanges between relevant partners (Ibid.)

With regard to using evidence bases to support effective programming, the primary lacunae identified in this evaluation was the lack of available baseline data at the outset of the programme's planning and inception phases. As noted by respondents in the key informant interviews, the baseline for the MYRP was delayed, and was not completed until after the MYRP's designing and planning stages, and even after the implementation of the MYRP had started. As a result, baseline data and relevant comparative data on response preparedness and recovery strategies were lacking in the programme's development phase, and could not be used as an evidence base to inform the targeting of activities.

This deficit in available baseline data and findings was noted in the narrative reporting, with ECW/MYRP partners reportedly advocating for evidence-based education planning which considers the causes and triggers of conflict. In 2021, a series of approaches for achieving a wider evidence base were strategized (ECW narrative report for period 01/2021 – 12/2021, 2022). These are included in Annex 16.

#### **A. How was the MYRP used to mobilize funds for the COVID response?**

Once the COVID-crisis hit the State of Palestine, substantial effort was put toward pivoting MYRP seed funds toward support for children suffering due to the crisis. This included the myriad activities described in other sections of this report, including support for distance learning, provision of hygiene materials, etc.; by the end of the programme, a substantial proportion (if not a plurality) of delivery was targeted at addressing COVID-specific challenges. Consequently, use of ECW's Seed Funding, which was supplemented by additional emergency funds from ECW, was highly targeted toward responding to the COVID crisis.

#### **B. To what extent are the ECW seed funds complementing the additional generated SoP ECW/MYRP funding, if any?**

#### **C. If in-country resources were mobilized, to what extent are these joint efforts addressing needs sufficiently and effectively? If no in-country resources were mobilized, why not and how this can be improved? To what extent are the ECW seed funds complementing the additional generated SoP ECW/MYRP funding, if any?**

#### **D. If no in-country resources were mobilized, why not and how this can be improved?**

Stakeholders noted that UNICEF led a school hygiene taskforce in response to the Covid pandemic, leveraging the MYRP funding and mobilising resources from Education partners to provide school hygiene kits to all schools. Additionally, stakeholders noted that the PMU developed a resources mobilization plan, which included mapping of the main donors in SoP in 2021.

However, it does not appear that any additional international or national resources were mobilised in support of the broader MYRP, nor does it appear that seed funds contributed toward generation of additional funds specifically for MYRP implementation. In fact, the opposite appears to be the case in the State of Palestine: Seed Funds largely contributed toward other programmes, priorities, and activities defined by the myriad implementing partners. This challenge has been described at length in other sections of the report; it does appear that this inversion of mobilisation (i.e. that Seed Funds were mobilised to other strategies and priorities, rather than vice versa) resulted in the dilution of perceivable or discernible impact arising from ECW's support.

#### **E. To what extent are the SoP ECW/MYRP approaches replicable &/or scalable to other conflict/crisis affected areas in the country?**

Given the dilution of response, and the integration of Seed Fund and MYRP activities into broader development and formal-school driven interventions in SoP, much of the implementation seems to have fallen out of alignment with ECW's shifting strategies and approaches over the last 4-5 years; namely, focus on EiE- and nexus-specific, rather than more development-focussed programming has come to drive prioritisation of MYRP activity. As such, it does not appear that many of the activities implemented by this round of the MYRP in SoP are relevant in other countries.

The primary exception to this is the support provided to detained children; this is a growing issue in other countries (both in the MENA region, and in others – see Iraq and Syria), and the lessons gained through MYRP's support for these young people may be instructive in other countries. Another exception is the response to the Covid emergency, with MYRP funds quickly reprogrammed for Covid response.



## F. To what extent and how is accountability to affected populations considered in the SoP ECW/MYRP, and how can this be strengthened?

Minimal documentation exists regarding efforts by implementing partners to be accountable to beneficiaries. Many partner representatives, during interviews, mentioned informal approaches taken to engaging with beneficiaries and government officials to ensure implementation aligned to their needs and was accountable to national stakeholders. However, these efforts were not systematically documented, nor did they result in any systematic MEAL data allowing for clear analyses and conclusions. Consequently, it is difficult to establish with any degree of certainty how accountable the programme really was. If any documentation was collated on mechanisms of AAP/PSEA present within context, this has not been shared with the evaluation team.

Furthermore, challenges mentioned by government and international partners regarding the approach taken to programme design and implementation (i.e. that activities were designed with limited needs assessment, and at times limited engagement with government stakeholders) may have posed additional issues with regard to strong accountability of programming.

## G. To what extent are local organizations involved in the planning, implementation/monitoring, and redesign of the SoP ECW/MYRP?

As noted in narrative reporting, the ECW/MYRP engaged local partners in developing a digitalized results-based Monitoring, Evaluation, Accountability, and Learning (MEAL) system for Save the Children and its local collaborators. The different interfaces on this system have enabled the building of logical frameworks that feed into a comprehensive and collaborative system (ECW narrative report for period 01/2021 – 12/2021, 2022).

## EQ8: To what extent and how did the SoP ECW/MYRP strengthen country and local capacities at individual, organizational and institutional levels for improved EiEPC programming? How can the MYRPs be strengthened in this regard?

### A. To what extent and how did the SoP ECW/MYRP facilitate new and strengthen existing partnerships?

Participant organisations (principally primary and secondary schools) were very positive regarding the role of the MYRP programming they received in building partnership capacity between themselves and other organisations. This overall positive reflection is exhibited in the statistical data provided below, as well as several quotes from teachers during their survey responses.

Some teachers highlight that the MYRP has strengthened partnerships by clearly establishing needs, for example MYRP assessments during COVID-19 inspiring partners to be more generous with their provisions of technologies for distance learning:

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*Some entities are still supporting the project by donating laptops and tablets.*

---

TEACHER SURVEY RESPONDENT

Others note the web of connections the MYRP created, drawing attention to the quantity of institutions they had the chance to work with as a result of the programming:

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*[The programme has improved partnerships] with local institutions, institutes, and schools. We have worked in partnership with more than one vocational education institution, teachers, and municipalities.*

---

TEACHER SURVEY RESPONDENT

Positive views of the chance to work with communities was also expressed. One teacher explained that communities exhibiting their ideas for better education provision helped them to improve the quality of their partnerships and services:

---

*[During the MYRP] the local community was participating in ideas, looking at them and participating in exhibitions, as it builds new partnerships that are beneficial to us.*

---

TEACHER SURVEY RESPONDENT

Others stated more directly that partnerships encouraged by MYRP interventions were strong and beneficial to the quality of education provision they could deliver:

---

*Indeed, the intervention contributed [to improving local partnership] and there are other partnerships, such as the My Right to Play Foundation, and there is a merger in the provision of educational services in order to reach a better educational level.*

---

TEACHER SURVEY RESPONDENT

It also to be noted that a non-negligible quantity of teachers also answered positively because they believed the programming improved relationships between themselves and other members of their own institution (including teachers, students, and departments). For example, one respondent explained that partnerships between male and female students within their school had improved as a result of MYRP programming:

---

*Partnerships between the school and other schools, as well as between male and female students, have been improved.*

---

TEACHER SURVEY RESPONDENT

Another teacher noted that energies channelled into the partnerships with external organisations made possible by the MYRP induced new collaborations within their institution:

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*[Our school is] currently participating with the My Right to Play Foundation and [the intervention] has helped to establish new internal partnerships.*

---

TEACHER SURVEY RESPONDENT

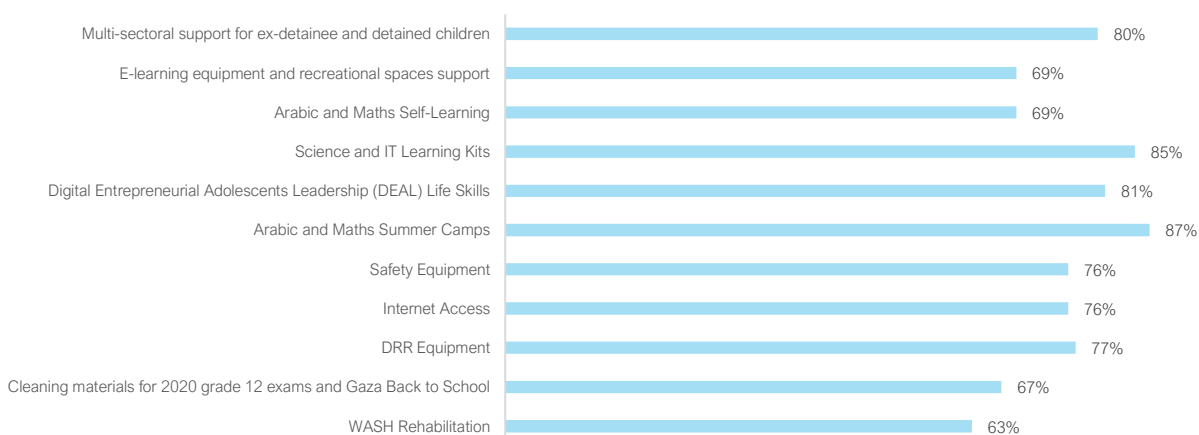
The overall positive sentiment that the MYRP facilitated new and strengthened existing partnerships is also broadly reflected in quantitative data garnered from primary research in the course of this evaluation:

Figure 17: Proportion of teachers agreeing that their modality of support facilitated new, or strengthened existing, (local) partnerships [Gaza Strip]



In the Gaza Strip, respondents across the modalities of support identified both the MoE and My Right to Play as key groups with whom their relationships had been strengthened as a result of participation in this programme. Other external partners, including CSOs and foreign partnerships were reported by teachers, but further names of partner organisations were not forthcoming. Regarding those respondents in both Arabic and Maths Self-Learning and Additional Learning Needs Support who did not identify new partnerships supported/strengthened as a result of the intervention, no explanations were offered. This suggests that the respondents did not have an unmet expectation that such collaborative benefits would be secured through programming.

Figure 18: Proportion of beneficiaries agreeing that their modality of support facilitated new, or strengthened existing, (local) partnerships [West Bank]



In the West Bank, local organisations supporting with the provision of learning resources to target schools (including the donation of laptops and tablets) were identified by a number of respondents who agreed that such partnerships had been strengthened through participation in the programme. However, no names of partner organisation were supplied by respondents. Nevertheless, for all intervention modalities, the majority of respondents agreed that this wider dimension of collaborative engagement had been supported through the MYRP. As with respondents in the Gaza Strip, there was no clear expectation amongst those who did not report strengthened institutional ties that such support should have been offered according to the scope of support they had received.

Specific examples of where partnerships have been strengthened or created are documented in the MYRP partners' narrative reports to ECW. The partners' response to COVID-19 is noted to have strengthened partnership between the MoE and the INGO community. The EWC/MYRP fund was the quickest to reprogramme and 'pivot' assistance to the MoE's COVID-19 response, a demonstration of flexibility underpinned by strong communication and trust (ECW narrative report for period 01/2020 – 12/2020, 2021). Moreover, UNDP's close work with the MoE in identifying potential schools for Y3 interventions, particularly in Area C, has helped to expand options for MoE-INGO partnership in the area of technical assessment and mapping (ECW narrative report for period 01/2021 – 12/2021, 2022).

However, the PMU's most recent narrative report to ECW notes that delivering on their 'Common Approaches' framework, which intends to leverage the comparative advantages offered by all local and international partners, will require additional funds (Ibid.).

## **B. How have the partnerships contributed to effective delivery of programme?**

MYRP capacity-building activities have helped to facilitate and strengthen partnerships between grantees, IPs, and government partners, which are further deepened through joint planning and coordination processes. These elements of the MYRP objectives have been mutually beneficial and positively reinforcing with respect to effectiveness. Strengthened partnerships and better data further strengthen joint and evidence-based planning and coordination, and help to build the capacity of national education systems (Venalainen, Anderson, & Elte, 2021).

The functioning of the PMU within UNICEF SoP is a deliberative practice to ensure a separate and 'independent' management body of different partners. This also supported the 'whole-of-child' joint programming approach and elevated the programme to a more comprehensive approach than 'the sum of its parts' (ECW narrative report for period 01/2020 – 12/2020, 2021).

The PMU has been fully operational since 2020 and coordinated all joint exercises related to programme planning, baseline and needs assessment study, reprogramming for COVID-19, partners' emergency reprogramming requests, and secured Y3 seed funds followed by a thorough reprogramming exercise led jointly with the MoE. Moreover, the PMU, in cooperation with the Education Cluster, led the programming of Gaza Strip flexible funds, in addition to the regular management of reporting, M&E, financial, compliance and risk, governance, donor relations; communication/visibility and resource mobilization. (ECW narrative report for period 01/2020 – 12/2020, 2021)

Some partners also learnt that having the MoE lead the implementation provided both opportunities as well as bottlenecks. Such Partnership with the MoE created opportunities for systemic and large-scale results beyond what the ECW MYRP funding could achieve. For example, with MoE leading the COVID-19 Hygiene task force, resources were mobilized to provide school hygiene kits to all government schools. On the other hand, it was difficult to make the needed progress with the distance learning component (ECW narrative report for period 01/2020 – 12/2020, 2021).

DEAL is an example of where partnerships have worked. The virtual platform, which helps adolescents to develop life skills, supported an estimated 8,061 grade 7-9 adolescents (5,105 F, 2,956M) by the end of 2021 (ECW narrative report for period 01/2021 – 12/2021, 2022). These students were trained and supported on how to use the platform to improve their Life Skills and Citizenship Education in partnership with a local NGO and in close coordination with the MoE.

## **EQ9: To what extent and how did the SoP ECW/MYRP promote and strengthen: (i) the availability of quality data on education needs/gaps in SoP, and (ii) the measurement of output and outcome results? How can the MYRPs be strengthened in this regard?**

While rich baseline data was developed in support of the MYRP, which provides a range of insight into areas of particular need, and ongoing gaps to be addressed, this was developed (due to delays in contracting) after MYRP design was undertaken, while implementation was underway. It appears that baseline data therefore did not inform programming, nor was follow-up data garnered on key indicators set out therein.

As such, no evidence has been identified of a systematic interlinking of school level (and national) assessment data on learning outcomes to the planning and monitoring of interventions. This is a key area of priority to ensure:

- i. An evidence-based approach to future programming;
- ii. Improved Monitoring and Evaluation, allowing for a more granulated appraisal of impact on beneficiaries; and
- iii. Improved accountability, and utility of resources, in light of the above.

These areas of concern with the availability of quality data were further expanded in the narrative reporting. For instance, during the Covid-19 pandemic, missing data about schooling, as well as a lacking information management tool for collecting and analysing this data, represented a considerable challenge in exploring the best options and opportunities in responding to the MoE's education needs (ECW narrative report for period 01/2020 – 12/2020, 2021). Therefore, it is important to enhance MoE's capacities for data collection and real-time information management, which could be achieved through investment in developing or strengthening the MoE's databases and education management information systems (ECW narrative report for period 01/2020 – 12/2020, 2021).

An additional, significant challenge faced in designing and implementing the programme, was the lack of disaggregated, credible, and up-to-date data to inform relevant response, preparedness, and recovery strategies, as well as providing ongoing monitoring of impacts incurred by implemented activities (ECW narrative report for period 01/2020 – 12/2020, 2021). It was on the basis of this shortcoming that ECW/MYRP partners noted the need for additional evidence bases, which could be used to underpin education programming and planning which is coherent with the causes and triggers of conflict, and reflects how this conflict evolves and impacts on wider programming (Ibid.).

Despite these challenges with lacking baseline evidence and information to support the planning and implementation of education programming, certain key strengths and critical achievements were nevertheless observed with respect to increasing availability of data and capacities for data collection and management. The MYRP modality increased awareness and available data on access and learning outcomes for IDPs, refugees, and other vulnerable groups, as well as promoting and strengthening the availability of EiEPC data in MYRP countries (Venalainen, Anderson, & Elte, 2021).

Additionally, an ECW narrative report highlights the training of 442 staff members (265 women, 177 men) on EMIS data collection (UNRWA WB) (ECW narrative report for period 01/2021 – 12/2021, 2022).

Through the recruitment of five field data collectors, one of the programme's local partners was able to ensure the correct documentation of violations in and around schools (ECW narrative report for period 01/2021 – 12/2021, 2022). A summary of these processes, as reported in the narrative report, is listed in Annex 16.

To capture ECW/MYRP direct contributions, the PMU followed up with MYRP partners on measuring the results of several major interventions related to improved and safe access to education.

The already collected data on assistive devices needed for CwD can be used to inform further resource mobilization to ensure that CwD are receiving quality education and that no one is left behind (SoP ECW/MYRP Outcome 1, Output 1.3). (ECW narrative report for period 01/2021 – 12/2021, 2022)

The PMU strengthened joint programming and M&E knowledge sharing by conducting joint field visits and sharing with MoE and partners online training courses and knowledge initiatives/products (ECW narrative report for period 01/2021 – 12/2021, 2022). The PMU works with the five partners on strengthening capacities through regular orientation sessions on topics such as risk, M&E and financial management, and gender. Joint participatory monitoring activities and reflection sessions enhance the understanding, collection, and use of evidence-based data to inform responses that are relevant, efficient, effective, and more sustainable (Ibid.). The PMU also coordinates the SoP ECW/MYRP data management with all five MYRP partners. This includes field visits, data orientations sessions, designing, administrating and/or supporting MYRP partners to conduct outputs and outcomes level surveys which inform results' reporting (Ibid.).

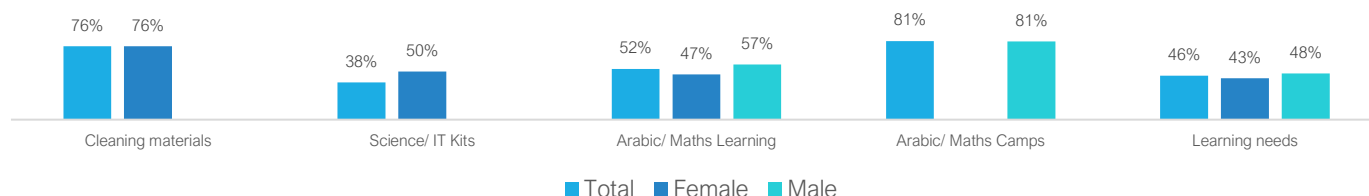
A Task Force comprised of staff from all relevant departments in the MoE was formed to monitor the implementation of the DEAL intervention. An evaluation of the DEAL program was conducted by the Task Force and the report of the evaluation is currently under review on whether DEAL should be integrated into the MoE e- education portal (Ibid.).

Employing innovative remote trainings and data collection techniques, including Open Data Kit (ODK) to overcome COVID-19 challenges proved to be efficient and a better option than to stop organizing any trainings and data collection. However, the training material on inclusive education was prepared for face-to-face training. Due to COVID-19, it took the implementing partner UNESCO some time to digitize it, which caused some delays, and increased costs. Moreover, online training modality was the preferred option by the MoE.

## Accountability to Affected Populations

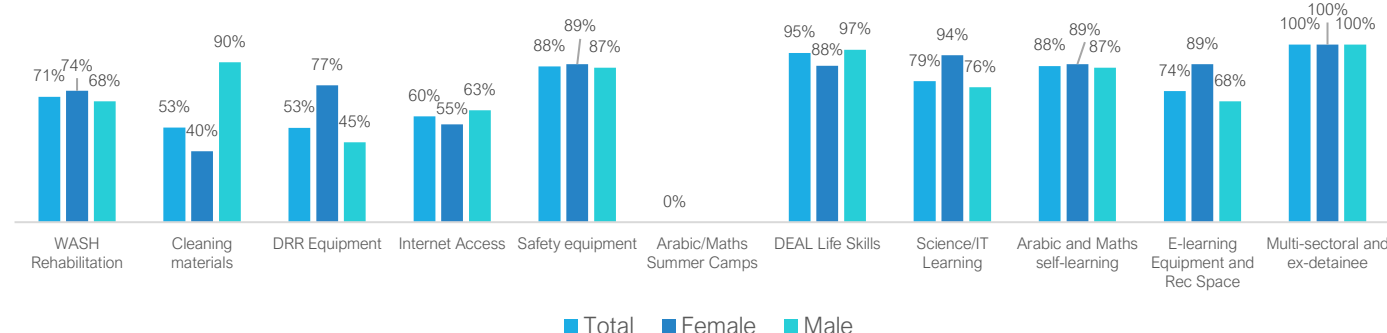
Despite the recruitment and training of field collectors, and local capacity strengthening for the measurement of MYRP outcomes, not all beneficiaries felt data collection captured their input:

Figure 19: Proportion of respondents who were able to give feedback on their intervention(s)' effectiveness [Gaza Strip]



Owing to the time elapsed between final evaluation and beneficiaries' receipt of support through the MYRP's supported interventions, a third of respondents (32.9%) in the Gaza Strip were unable to remember whether feedback mechanisms were made available to them during the programme. Amongst those who were able to recall a focal point to contact about providing programme feedback, almost all identified their teacher as the relevant contact point (no other named professional role was reported by respondents as an appropriate point of contact). In this context, the data above largely reflects the time elapsed between participation in the survey and benefit from the programme, rather than the adequacy of accountability mechanisms provided.

Figure 20: Proportion of respondents who were able to give feedback on their intervention(s)' effectiveness [West Bank]



For those in West Bank who denied having the option to provide feedback, almost all explained this view by reporting that they were not explicitly asked for their views on the quality and appropriateness of support provided. (Unlike in the Gaza Strip, in no case did the respondents who denied being able to give feedback claim that they were unable to recall as a reason for their response to this question). Overall, abstentions accounted for only 12% of underperformance against this metric across all modalities. Similarly, for those who identified opportunities to provide feedback, the majority described the active solicitation of feedback from those running activities or lessons which employed materials supported by the MYRP. For example, one beneficiary noted that 'the teacher always asked us if we liked the games, and they asked us [further feedback questions] if they were on Zoom and WhatsApp,' while another – describing support for in-person learning – noted that '[a]fter each activity, [they] sat down and evaluated the activity, its objectives, and mistakes'. As the data above demonstrates, this dimension of active accountability was not integrated into the summer camps supported by the MYRP.

**EQ10: What is the progress made towards the different collective beneficiary results as identified in the country result frameworks (access, continuity, equity and gender equality, quality and learning, safety)? How can the MYRP be strengthened in this regard?**

**A. To what extent and how is the SoP ECW/MYRP implementing a comprehensive multi-faceted packaged response so as to ensure continued access to safe quality education and improve life skills learning outcomes for children?**

Teachers in schools received a variety of support, often multi-faceted and packaged, from infrastructural rebuilding to extra resources for their classrooms. One example that reveals the multi-faceted and flexible nature of MYRP programming is UNDP's utilisation of MYRP funds to enhance access to safe education through transport provision. Although only rolled out on a local scale, 65 children benefited from UNDP's safe and reliable transportation services to and from schools (ECW narrative report for period 01/2021 – 12/2021, p. 5).



Where infrastructural improvements were made, teachers often acknowledged their role in ensuring access to safe and quality education. For example, one teacher mentioned in their final comments to their enumerator that a lack of sewage had been creating problems for children's safe access to learning, but were resolved through MYRP programming.

MYRP programming indirectly enhancing education quality by strengthening students' enjoyment of learning was a recurring theme in responses discussing the feature of learning materials in the packaged responses of MYRP programming. One teacher pointed to stationery provision as an example of a material that induced such a knock on effect, limiting 'the phenomenon of dropout due to the lack of stationery'.

Figure 21: Word cloud denoting the most frequently occurring words used by beneficiaries to describe the overall effect of the MYRP programming they were served by

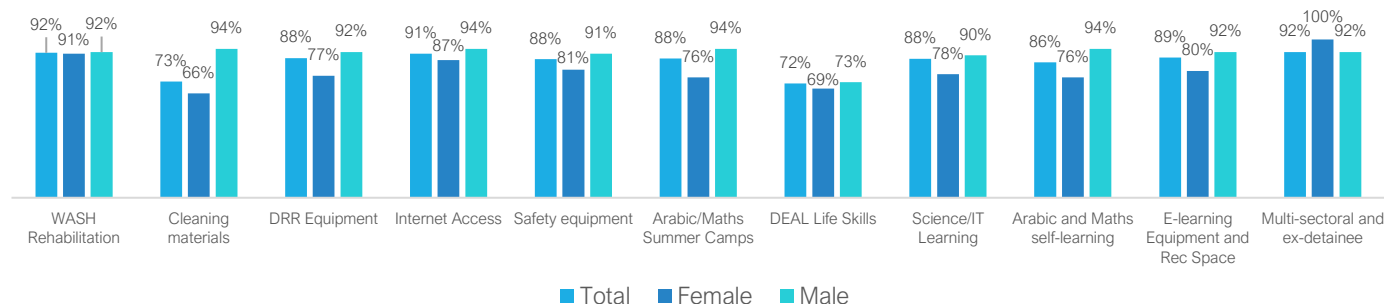
B. To what extent and how has the MYRP taken equity considerations for different genders, the disabled and other marginalized population groups into account, and how can the MYRP be strengthened in this regard?

Figure 22: Proportion of beneficiaries who agreed that the intervention met the needs of those who needed it most [Gaza Strip]

The only two reasons provided for why the relevant intervention stream did not meet the needs of those who needed it most in the Gaza Strip were provided by one recipient of stationery and one participant in the Arabic/ Maths camps, both of whom reported that not all students in all classes were able to participate in the relevant dimension of support, for which reason there were some children thought to be at least as in-need as beneficiaries who were not able to take part. The underperformance against this metric across remaining project dimensions come from abstentions of respondents, suggesting that almost all respondents across all project modalities were satisfied that their respective intervention adequately supported those most in need.



Figure 23: Proportion of respondents who agreed that the intervention met the needs of those who needed it most [West Bank]



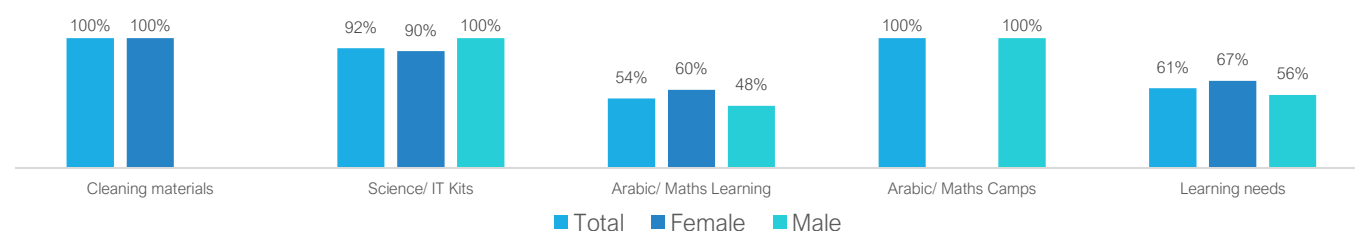
In the West Bank, all respondents reporting that the intervention did not meet the needs of those who needed it most justified this view by stating that there was room to further tailor the intervention target beneficiary group towards individual need. As a consequence, these respondents felt that many who did not qualify as most in-need nonetheless received what was seen as gratuitous support. For example, one beneficiary of game-based learning reported that the students 'can understand with or without a game, and can solve [set problems] with or without [Microsoft] Teams'. Furthermore, amongst beneficiaries of distributed laptops and tablets, students reported that some students used them for non-educational purposes, and that others did not need the devices to begin with. These comments – rather than justifying opinions against the intervention meeting the needs of those most in-need – instead provide evidence of scope for further tailoring the intervention to ensure *only* those in need receive relevant support. It should be noted that those disagreeing with this question represent only 63% of underperformance recorded above, with the remainder comprised of those abstaining from answering on the grounds of not knowing enough to confirm or deny the view.

Figure 24: Proportion of respondents who considered their intervention to have met the needs of their community (i.e. boys, girls, youth, teachers, learning spaces, communities)



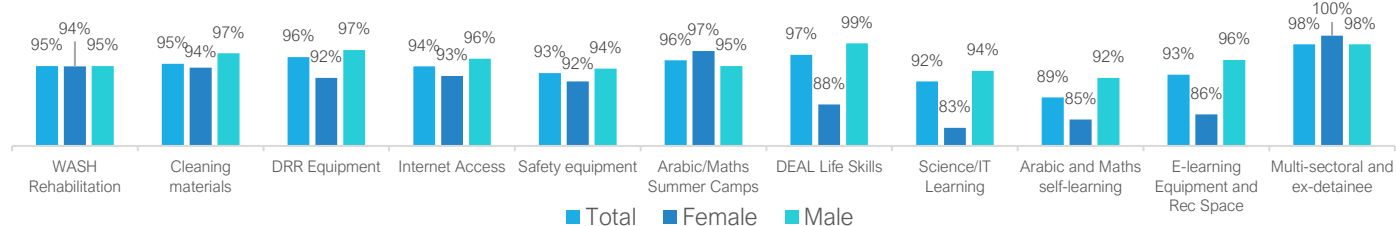
The data above show a significantly greater geography-based difference in satisfaction over the intervention meeting community needs than a gendered division in the outcomes. This may in part be attributed to the fact that modalities of MYRP-funded support differed on a geographical basis, with only cleaning materials (female beneficiaries only) and ex-detainee multi-sectoral support (almost exclusively male) demonstrating clear gendered differences. For this reason, these data evidence differences in the degree to which Gaza Strip-implemented and West Bank-implemented programming effectively encompassed community-level priorities. The modality breakdowns of responses provided for both geographies below provide insight into the causes for this disparate performance.

Figure 25: Proportion of respondents who considered their intervention to have met the needs of their community (i.e. boys, girls, youth, teachers, learning spaces, communities) [Gaza Strip]



In the Gaza Strip, all respondents who provided a reason for denying that the support provided met their communities needs identified the insufficiency – rather than the irrelevance – of programming as the key concern. Many more respondents in receipt of stationery (learning needs) than any other modality of support espoused such a view, identifying that the pens, rulers, erasers, and sketchbook provided under the MYRP could not last for a full year, and once they were finished those too poor to afford stationery would still be unable to do so. Nevertheless, the majority of respondents recognised the importance of children's safe return to school and access to quality education both remotely and in person as constitutive of wider community interests in supporting well-educated and well-protected children against both protection and economic externalities.

Figure 26: Proportion of respondents who considered their intervention to have met the needs of their community (i.e. boys, girls, youth, teachers, learning spaces, communities) [West Bank]



The vast majority of respondents across all modalities of MYRP-funded support in the West Bank agreed that their community's needs were adequately met through the support received, with only 5 respondents providing reasons against this view. Again, concerns over the relevance of games in education were raised, with others who received support for distance learning expressing doubts over whether it was in the students' interests to undertake learning remotely as opposed to in-person provision. Amongst the majority who agreed that the intervention did adequately respond to community needs, reasons adduced varied by intervention type, with the growing technological competency requirements of young people, community interest in strengthened internet connection, general interests in an educated youth, and benefits of appropriately reformed ex-detainee youth offenders all noted alongside in-school benefits of better equipped classrooms and more capable teachers.

### C. Have there been any unintended positive or negative side effects on beneficiaries because of the support provided under the MYRP; and if so, how was this dealt with by the grantees and implementing partners?

Key stakeholder interviews mention a variety of side effects induced by MYRP programming. For example, one programme manager for a key implementing partner explained that a tension emerged between schools with names not agreed with by some donors and the need to address vulnerabilities:

*[The] naming of the schools is also a subject of controversy, if the name of the school is not accepted by the international community.*

KEY INFORMANT, UNDP MANAGER

Specifically, this relates to concerns on the part of donors in instances where schools are named after individuals who are, or are viewed as by donors or others, terrorists, criminals, or parties involved in violent or unlawful activity.

This is consistent with MYRP implementation partners report to ECW in 2020 that reported this issue risks posing equity challenges, with some schools not being able to receive assistance despite high needs (ECW narrative report for period 01/2020 – 12/2020, 2021, p. 21).

### D. What unintended outcomes has the SoP ECW/MYRP produced?

Other unintended consequences or outcomes have been difficult to establish from the available data, especially given the dearth of documentary evidence and MEAL data collected in the course of the programme. In a broader sense, it does appear that learning from this programme has informed revisions to ECW and implementing partner thinking on how to structure and implement MYRPs, as is evidenced by their new guidance and approach to MYRP development and penholder facilitation; namely, that there is to be a much stronger emphasis on needs assessments and emergency-focussed programming, and mandates to collect primary outcome-focussed evidence on learning, access, and equity directly from beneficiaries.

### E. How and to what extent have contextual factors beyond the implementers' control facilitated/hindered achievement of SoP ECW/MYRP outcomes?

Further to the preceding analyses, COVID-19 seems to have been the biggest factor interrupting and hindering achievement of outcomes. The MYRP did, indeed, pivot toward responding to the challenges arising from the crisis, but as with other MYRPs implementation was substantially challenged. Conflagrations of conflict in the State of Palestine can hardly be considered 'unexpected', given how protracted the situation there is; consequently, partners did seem to be well prepared for, and responsive to, relevant issues arising in the course of implementation.

## 4.5 Sustainability

Sustainability refers to the extent to which the benefits of the intervention are likely to continue. This section examines how the SoP ECW/MYRP has been promoting and strengthening sustainable and resilient education systems and solutions.

As many of the modalities of support provided by the SoP MYRP focused on the provision of material support (COVID-oriented PPE, cleaning supplies, stationery) and personal skills building (hygiene awareness, DRR knowledge, livelihood-oriented life skills), sustainable capacity-building impacts received relatively less attention under this programme than within the context of other MYRPs enacted elsewhere (particularly following the ‘pivot’ toward responses to lockdowns following the COVID-19 pandemic). Primary research suggests broadly positive perceptions of the sustainability of interventions, with the exception of some female responses pertaining to Arabic and Maths Summer Camps, and self-learning.

## EQ11: How is the SoP ECW/MYRP promoting and strengthening sustainable and resilient education systems and solutions so far? How can it be strengthened in this regard?

### A. To what extent did the SoP ECW/MYRP address longer term institutional/systemic change i.e. capacity development, localization, standards (common approaches), system strengthening etc.?

Primary research findings suggest a range of reported sustainability impact arising from programming:

Insofar as many of the modalities of support provided by the SoP MYRP focused on the provision of material support (COVID-oriented PPE, cleaning supplies, stationery) and personal skills building (hygiene awareness, DRR knowledge, livelihood-oriented life skills), capacity-building impacts received relatively less attention under this programme than within the context of other MYRPs enacted elsewhere. Major institutional-level outcomes of this MYRP include the skills of teachers to conduct interactive lessons for their students as well as strengthened games-based skills; the IT capacities of schools in the West Bank (the extent of the impact of which is to be evaluated through PDM of technology hardware); and the specialist skills of youth workers (particularly those affiliated with NGO1) to offer holistic support to ex-detainees directed towards rehabilitation and gainful reintegration into their community. Many of the other long-term benefits of MYRP programming are on an individual level.

Regarding localisation and standards, recommendations in the sphere of localisation have already been made under ‘Efficiency’ as they concern the indirect engagement of local CSOs and INGOs via known, trusted, international consortium-member organisations. Localisation – in the view of staff representing the latter kind of organisation – would be strengthened if direct participation in MYRP were facilitated to a greater extent. This may include reducing the degree to which existing programming skills and interests of INGO operators shape the scope of proposed MYRP programming and engaging local organisation to work on developing a capacity-sensitive procurement process which empowers smaller, local organisations to make proposals which are competitive alongside larger locally-operative institutions.

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*Females became more able to influence, as there was [a] Cooperative Society for Women [supported by the programme].*

*[Collaboration between boys and girls increased because] games promote participation in play between the sexes.*

*[Non-gender-based programming was similarly effective for promoting gender relations because] through the distribution of stationery in equal ways and the participation of both sexes in the same educational means, [the intervention] instilled the principle of equality among students.*

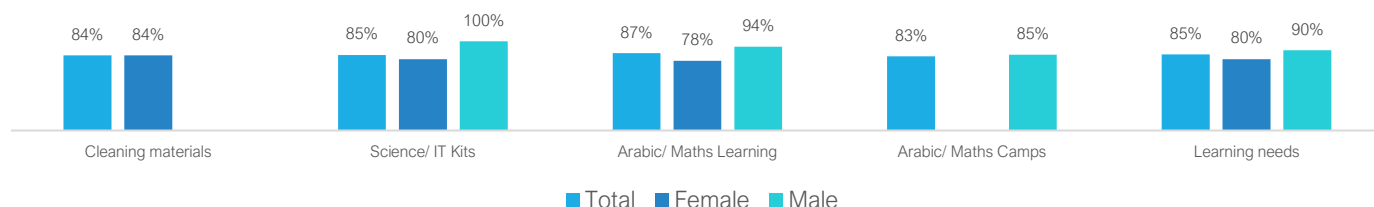
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#### TEACHER SURVEYS

In some context, existing social norms perhaps preponderate too greatly for activities which are not actively transformative of gender relations to achieve intended impact. This prompted one teacher to comment that ‘[t]here is no equality except for some areas such as Ramallah and Bethlehem only. As for villages and camps, there is not much equality.’ This suggests that the gender-transformative component of programming, when not the primary focus of the modality, is a result of the intervention interacting with a process of societal change whose enabling conditions outrun those under the purview of the MYRP.

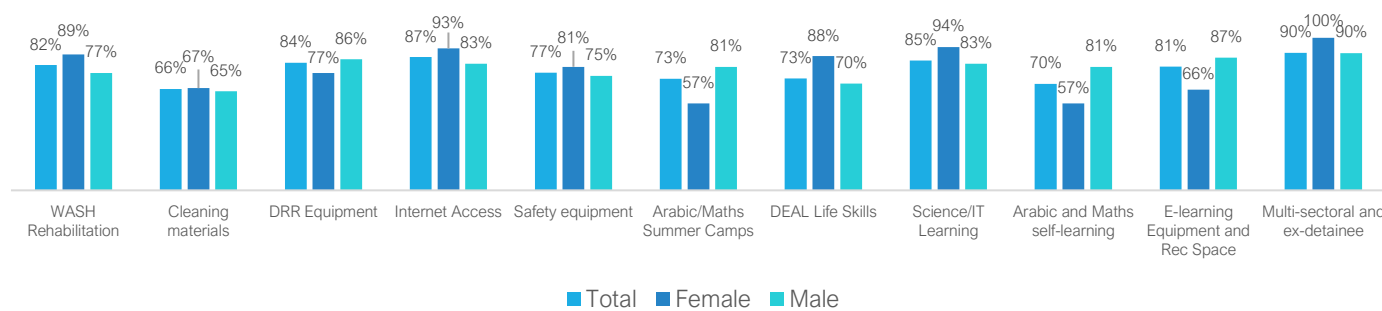
This understanding of societal change as dependent on a wider scale of societal engagement as targeted by the relevant interventions is demonstrated by the praise given by NGO1 staff to such an approach to ex-detainee support. For one psychologist at the organisation, the programme was successful because ‘[w]ork [was] also done with the families, and thus the parents are prepared in the way to deal with the prisoners after their release, as well as the preparation of the school, especially the guide on how to deal with the prisoner after his return to school.’ This view – if extrapolated – suggests that similarly broad theories of change in other contexts may provide a way forward in terms of the sustainability of non-material programming benefits.

*Figure 27: Proportion of respondents who believe that the intervention they received will continue to impact on them and their community in the future [Gaza Strip]*



In the Gaza Strip, views over the continuity of programming across programme modalities is relatively uniform across all forms of support at c.80% approval across programming streams. The remaining c.20% of responses which were not in agreement with this question reported that the length of the interventions mitigated the opportunity for the interventions to have long-term effects. Similarly, for those receiving stationery (learning needs), concerns were again raised (as identified above) over the longevity of notebooks, which were believed to last only a semester of school. For those who did identify long-term benefits of programming, many of these were attributable to their ability to go back to school as a result of COVID-safe in-person conditions and the learning gains they enjoyed while using the science/IT kits and/or stationery provided through the programme. Negative views of the continuity of programming accounted for only 27% of underperformance against this metric, however, with the remainder comprised of abstentions to the question.

Figure 28: Proportion of respondents who believe that the intervention they received will continue to impact on them and their community in the future [West Bank]



In the West Bank, those who benefitted from the provision of DRR equipment, support with internet access at their skills, multi-sectoral support for ex-detainees, and science/IT learning support were most likely to consider the benefits of programming received to be sustainable. For learning-based outcomes, these benefits were particularly clear as respondents recognised that they would be able to build on the knowledge gained through supported IT, mathematics, Arabic, or science lessons in the context of their future academic work. Significantly, however, one in four participants in DEAL life skills did not report that they thought the benefits of the 'life' skills learned would impact their future opportunities. Reasons given for this view were both internal (for example, one respondent did not think that an engineering or programming profession would be a good fit for them) as well as external (with one respondent alluding to poor economic conditions making support provided under the MYRP's DEAL life skills redundant). The only other reason provided against long-term benefits of programming (offered by a beneficiary of e-learning equipment, self-learning materials for Arabic and Maths, COVID-safety materials, DRR equipment, and WASH infrastructural rehabilitation) was that long-term benefits applied mainly to the beneficiary themselves, rather than continual benefits for institutional support (although no evidence was offered for this claim). Negative views of the continuity of programming accounted for only 31% of underperformance against this metric, however, with the remainder comprised of abstentions to the question.

Figure 29: Word cloud of associations made by beneficiaries with the continuity of programme benefits



There was some concern amongst beneficiaries that intervention dimensions which addressed acute challenges induced by the pandemic – such as remote learning provision or advice on personal safety directed specifically towards COVID-sensitive behaviours – offered less in terms of transferable, sustainable benefits. The following responses – as divided demographically – provide an overview of the beliefs and reasons given for perspectives over the sustainability of programmatic benefits:

## Positive Responses

Insofar as the intended benefits of the programme vary by modality, the reasons and views surrounding the sustainability thereof similarly vary considerably. Overall, positive responses were typically offered surrounding those dimensions of support directed towards either capacity building or non-consumable resource provision. An example of this relates to the provision of learning resources for science lessons in the Gaza Strip, since classroom materials (such as scientific models) will remain available to support the learning of future cohorts.

Similarly, benefits to beneficiaries' attitude towards education were thought to be sustainable owing to the changes which this mentality would bring about in how children continued to engage with educational opportunities, as well as the interpersonal skills which children were able to develop more profoundly through MYRP-based programme support.

Material support for school reopening – insofar as it prevented long-term impacts from discontinuous learning – were thought also to introduce sustainable benefits in their own way (although the means by which cleaning materials supported such longer-lasting change were not clear to all beneficiaries):

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*The virus did not hinder the educational process due to sterilization and cleaning [provided under the MYRP], and therefore we could continue with education and move on with our day-to-day life.*

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FEMALE BENEFICIARIES [WEST BANK]

Relevant programming supporting both institutional and individual capacities was similarly identified as likely to lead to long-term positive benefits for recipients. This applies especially to DRR preparedness support for institutions vulnerable to conflict-related insecurity, as preparedness comprised both institutional measures as well as increased awareness of appropriate DRR behaviours amongst students at the relevant school.

## Negative Responses

As a corollary to overall comments made about opinions favourable to the continuity of programme benefits, those interventions which looked to support short-term material availability or COVID-specific educational issues were seen as less likely to produce sustainable benefits for beneficiaries. This was particularly the case amongst those who received support with accessing remote learning opportunities and subsequently returned to in-person education at school.

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*[The benefits of remote learning are not sustainable because] after it finished, we went back to learning in school, and they cancelled e-learning.*

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FEMALE BENEFICIARY [GAZA STRIP]

Such scepticism over the long-term benefits of programming were echoed amongst those who received stationery alone through the MYRP, which (in the course of ordinary in-person education) was likely to be used in its entirety within a short time span. However, this view of the sustainability of such an intervention is likely to be an inevitable result of such a modality of support, and as a result does not suggest a clear means of improving sustainability without further financial allocation to this dimension of MYRP programming.

Similarly, for respondents considering the sustainability of project impacts for themselves – rather than future prospective beneficiaries – the tailoring of support to individual curricular needs for specific age groups prompted certain student beneficiaries to deny that they would be able to benefit from programme impacts after the end of programming.

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*[Curriculum-based learning support is not sustainable in its benefits because] books are limited to a specific class and are no longer useful to them because they move to the next class.*

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FEMALE BENEFICIARIES [WEST BANK]

## B. To what extent is it improving the resilience of the education system towards crisis settings in the SoP, and what are the major success factors towards doing so?

Due to the limitations of data available, it is not possible to determine the specific impact of the programme on resilience to crisis or conflict (which is already a very subtle, and difficult to define area). Integration in other larger responses and actions by the high quantity of implementing partners, and resulting difficulty in discerning unique or differentiable impact, have much to do



with this. Similarly, the way in which the programme, and its linked activities, were intended to improve conflict resilience do not appear to have been well defined from the outset, making it even harder to comment concretely on this research question.

### C. To what extent has the SoP ECW/MYRP been conflict sensitive in its planning and implementation?

As mentioned in the previous sections, the partners are very experienced operating in the Palestinian conflict; consequently, their ability to achieve output targets, even within a context of ongoing conflict, can be seen as commendable. However, with the exception of support for detained children, 'conflict sensitivity' of design, planning, and of the individual interventions remains unclear, given previously-discussed challenges relating to minimal documentation and MEAL evidence.

## 4.6 Cross-Cutting Themes

Cross-cutting themes refer to gender, age, disability, vulnerability, child and human rights, and accountability. This section examines how these cross-cutting themes have been integrated in the programme.

Those designing the modalities of support comprising the SoP MYRP effectively identified many of the challenges facing particular demographics of prospective beneficiaries either exclusively (less common) or to a greater extent than amongst other demographics (more common). Evidence for this is distinct for each of the modalities insofar as the gender, age, and abilities of target populations correspondingly differ. Respondents reported a gendered difference in outcomes owing to gender disparities in the beneficiary cohort composition of certain modalities, in particular a range of risks affecting girls in their communities were identified by West Bank respondents as potentially alleviated through participation in constituent programme modalities. While much support appears to have targeted the most marginalised, due to lack of documentary evidence, the degree to which these groups were served remains a challenge to concretely establish.

### EQ12: To what extent have cross-cutting themes such as gender, age, disability, vulnerability, child and human rights, and accountability been integrated in the programme?

#### A. To what extent has the programme addressed the needs of people of different genders, ages, and abilities?

Those designing the modalities of support comprising the SoP MYRP effectively identified many of the challenges facing particular demographics of prospective beneficiaries either exclusively (less common) or to a greater extent than amongst other demographics (more common). Evidence for this is distinct for each of the modalities insofar as the gender, age, and abilities of target populations correspondingly differ. Building on responses offered by beneficiaries regarding why they believed their inclusion was relevant for them, the following table addresses the key perceived dimensions of support tailoring as understood by its recipients.<sup>7</sup>

Modality of Support	Self-supplied Reasons for Inclusion
Cleaning materials for 2020 grade 12 exams and Gaza Strip Back to School	Age was identified as an important factor contributing to the relevance of this intervention, as young students were considered as less able to follow COVID-safe behaviour recommendations without support under the Back to School initiative. Moreover, primary students reported that they saw themselves as less able to participate in remote learning than their older counterparts, underscoring the relevance of Back to School support for this age group.
Science and IT Learning Kits	Economic need was identified by respondents as the most consequential dimension of tailored relevance. According to this view, children in receipt of learning kits were economically disadvantaged and would therefore not have been able to acquire for themselves the necessary materials to participate effectively in science and IT learning.
Arabic and Maths Self-Learning	While respondent beneficiaries were able to identify both the poor Arabic and mathematics skills amongst beneficiaries as well as their economic challenges, they were not aware of how – if at all – these two dimensions of need contributed to their inclusion in this dimension of MYRP programming.
Arabic and Maths Summer Camps	Respondents were unsure of how the content of this intervention was tailored to the needs of people of different genders, ages, and abilities.
Additional Learning Needs Support (Student Stationery)	Economic disadvantage was highlighted by many respondent beneficiaries of this dimension of programming, with a household's inability to afford key stationery and other classroom materials considered (amongst recipients) as the single most important reason for the relevance of this programme for chosen beneficiaries. Insofar as the children benefiting from this support were also in disadvantaged schools,

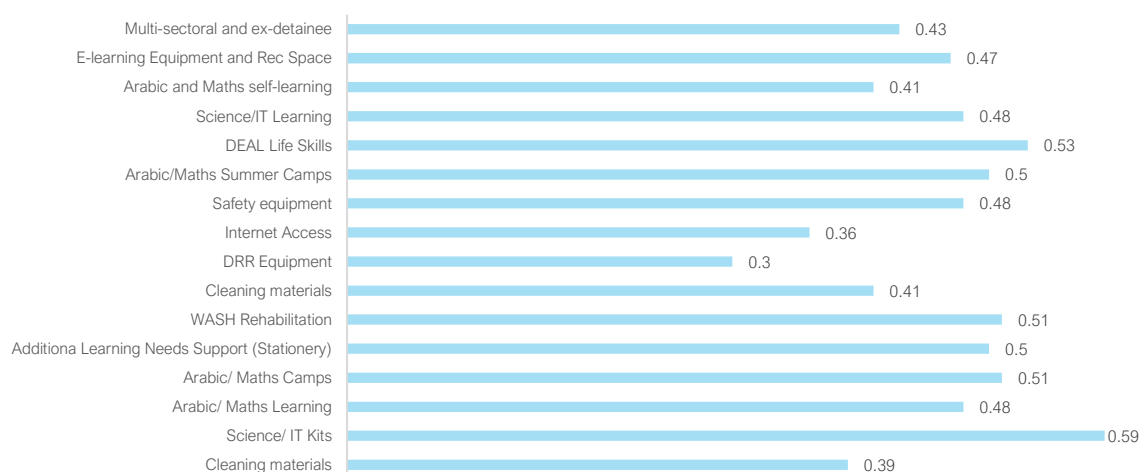
<sup>7</sup> With regard to the understanding amongst beneficiaries of their inclusion within the programme, no response as reviewed by the evaluation team demonstrated knowledge of the particular targeting framework employed by relevant consortium members to identify prospective recipients. Rather, beneficiaries on the whole identified key dimensions of their school and/or household context as likely reasons for the participation. Given the youth of many beneficiary respondents, this range of a responses demonstrates a good transparency of programming on the part of the MYRP staff, as beneficiaries largely understood their position within programmatic priorities for the country.



	respondents were unclear as to whether targeting of this intervention was undertaken at the individual or institutional level, since both such approaches were believed to have had similar <i>de facto</i> implementations.
<b>WASH Rehabilitation</b>	Geography was identified as the most significant factor in the tailoring of this intervention to the needs of affected populations. Namely, beneficiaries of this modality of support highlighted the remoteness of their school in relation to key WASH infrastructure as a factor undergirding the relevance of the WASH rehabilitation. Additionally, work on schools in Area C was considered well-tailored because of the difficulty of other operators supporting school in such locations owing to security issues and conflict.
<b>Cleaning materials for 2020 grade 12 exams and Gaza Strip Back to School</b>	Cohort size, as well as total school population, were considered relevant factors informing the effective tailoring of this intervention to beneficiary needs (according to beneficiaries). Secondary students recognised that the large size of classes, as well as the need for students to be in one place for the purpose of exams, created additional risks on the spread of COVID-19 within schools. For this reason, respondents considered this support to be particularly well-tailored to their schools' needs.
<b>DRR Equipment</b>	Human-based disaster risks – mainly as a result of conflict in the targeted areas – was considered a key factor underlying the relevance of this intervention to the needs of its beneficiaries. This was seen to be the case for schools supported in Area C, those near to military checkpoints, and those with a recent history of being stormed by military personnel.
<b>Internet Access</b>	Similar to responses provided addressing the effective tailoring of WASH rehabilitation needs to target populations, respondents identified the remoteness of their educational institutions as the key factor informing the effective tailoring the intervention to beneficiary needs.
<b>Safety Equipment</b>	Respondents reported that the location of target schools near to borders underlined the relevance of this intervention to population needs as these locations were considered as more exposed to the threat of attack (either directly or in the context of conflict taking place around the school building) than elsewhere in the country.
<b>Arabic and Maths Summer Camps</b>	Respondents did not identify how this dimension of support demonstrated effective tailoring to the different demographic-based needs of participating, preferring instead to comment on this issue in the context of other programming dimensions with which they were involved.
<b>Digital Entrepreneurial Adolescents Leadership (DEAL) Life Skills</b>	Respondents considered their targeting with DEAL life skills in the context of this intervention to be well-tailored to their age and the importance of their generation building strong digital competencies to help with workplace demands in the coming years. For this reason, age-tailoring of the intervention was considered essential 'to raise a generation capable of using technology in all areas of life'.
<b>Science and IT Learning Kits</b>	Respondents were unsure of how the content of this intervention was tailored to the needs of people of different genders, ages, and abilities.
<b>Arabic and Maths Self-Learning</b>	Rather than demonstrating explicit consideration for the needs/skills of student beneficiaries, responses indicated that this intervention was well-tailored owing to the abilities of teaching staff to manage distance learning independently without support from the programme. Beneficiaries reported that certain teachers were not able to access online content, for which reason self-led learning was considered to be a suitably sensitive means of support.
<b>E-learning equipment and recreational spaces support</b>	Respondents were unsure of how the content of this intervention was tailored to the needs of people of different genders, ages, and abilities.
<b>Multi-sectoral support for ex-detainee and detained children</b>	Where providing relevant feedback, respondents unanimously identified the substantial mental health and societal rehabilitation needs of ex-detainee children. For this reason, the content of the multi-sectoral support provided, which included attention to issues of mental health and dealing with trauma, were particularly relevant to the population's needs.

From a gendered perspective, analysis of all female responses received on the topic of MYRP relevance demonstrate a favourable reception of programming content across all modalities of support. This is clear from the numerically positive sentiment values recorded across all dimensions in the chart below (with the interval of respondent positivity ranging from [-1,1] (very negative to very positive)).

Figure 30: Sentiment analysis of views of different modalities' impacts on women (female respondents only)



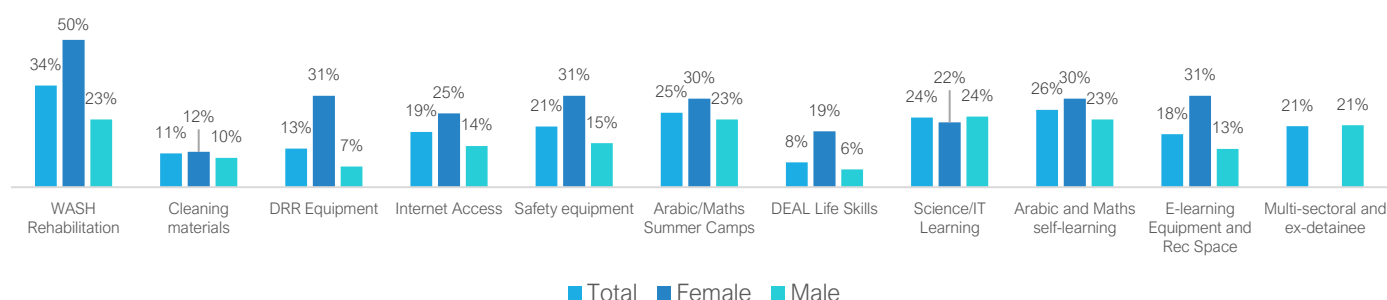
## B. To what extent have the SoP ECW/MYRP interventions reduced gender, age, disability, geographical or economic-based inequalities?

Further to the primary data garnered above, which provides a range of insights into gender considerations of programming, the 2020 Narrative Report provides a further degree of granularity with regard to the gender sensitive approach adopted, which informed programming under the auspices of the MYRP (additional details can be found in Annexure 13).

The report provides evidence of effective collaboration between consortium partners, insofar as gender-based expertise as held by Save the Children has been used to provide technical support to the wider programme modalities. Gender-based concerns over the impact of COVID-19 on children during the pandemic – while significant – must be considered alongside the mediating influence of parents' competence and willingness to support at-home learning for children of both sexes, which affected households with a lower level of education disproportionately (see discussion of COVID-19 impacts provided above). In the context of KII issues identified, the scope of gender considerations in the context of in-school programming may have been further strengthened by a focus on gendered protection issues on the commute of students to and from school, rather than solely on the infrastructural gender sensitivity of the institutions themselves.

While some answers across modalities suggested agreement with the question of differential impacts on boys and girls, no such difference was identified by any respondent providing such an answer. As a result, no beneficiary identified any difference in the impacts which programming in the Gaza Strip had on boys and girls, with many positively reporting that both sexes were able to enjoy all the benefits of programming equally across all modalities. This does not itself provide evidence that the number of male and female beneficiaries across all programmes was even, as this dimension of impact was not assessed through beneficiary surveys.

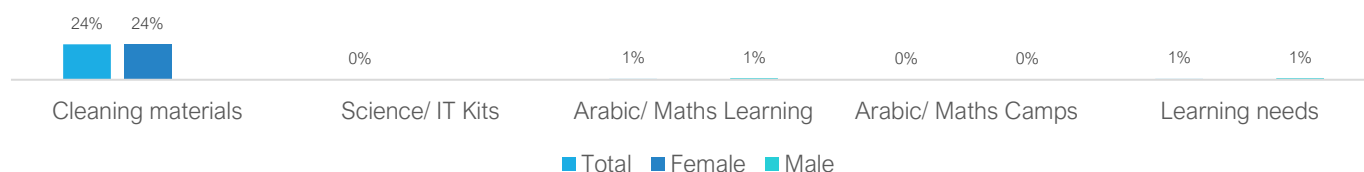
Figure 31: Proportion of respondents agreeing that their intervention had different effects on boys than on girls [West Bank]



In the West Bank, differential effects of the programming on male vs female beneficiaries included the kind of work supported through DEAL life skills (since men typically undertake different kinds of jobs to women), whereas others suggested that remote learning support was of more relevance for boys since they faced greater difficulties with in-person learning. Other respondents reported a gendered difference in outcomes owing to gender disparities in the beneficiary cohort composition of certain modalities (for instance, some ex-detainees were unaware that any female ex-detainees had received support through the intervention). Beneficiaries of WASH infrastructural rehabilitation in schools similarly thought that these improvements were of more consequence for female students than males. Learning-based interventions were thought to have different gender impacts largely as a result of respondents' views of the receptiveness of boys and girls to learning (which varied in direction of hierarchy between responses). Insofar as some of the respondents failed to provide a clear justification for their views of different gender

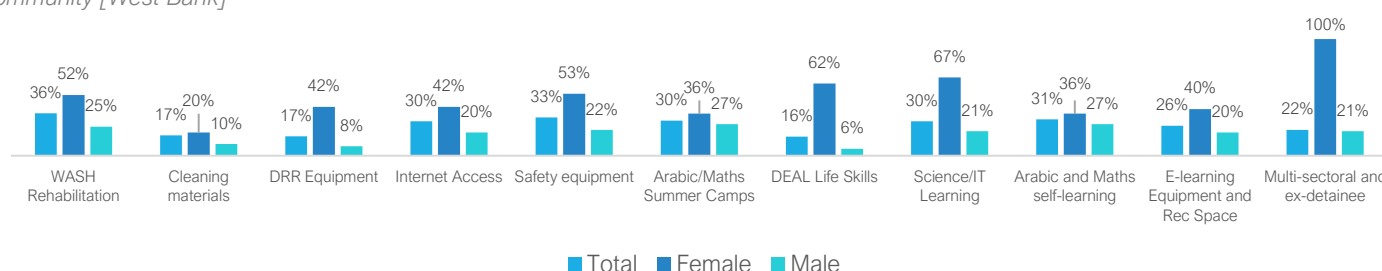
effects, the values in the chart above should be understood as providing a sense of relative difference in gendered outcomes, rather than absolute levels.

Figure 32: Proportion of respondents who believed that the intervention affected risks or other challenges faced by girls or women in their community [Gaza Strip]



In the Gaza Strip, cleaning materials – insofar as they were provided in the majority to female beneficiaries – were identified as having a secondary role in reducing their COVID vulnerability and therefore reducing health-based challenges they may face in the community. No other reason for interventions impacting risks faced by girls in the community were forthcoming from amongst beneficiary responses.

Figure 33: Proportion of respondents who believed that the intervention affected risks or other challenges faced by girls, or by women in their community [West Bank]



A range of risks affecting girls in their communities were identified by West Bank respondents as potentially alleviated through participation in constituent programme modalities. These were universally more likely to be reported by female rather than male respondents, indicating that boys' sensitivity to girls' issues could be further improved. Many girls mentioned concerns that school games and similar play-based learning were more difficult for girls to play than for boys, although no clear evidence of the foundation for this concern was provided. On the positive effects of the MYRP-supported activities on girls, it was noted that gender-segregated WASH facilities provided a greater sense of security for girls while at school, while – from a remote perspective – education on internet safety helped them to stay protected while online. While other challenges affecting girls in the community were reported, including harassment and other confrontations with armed individuals at military checkpoints and verbal abuse, respondents did not clarify how the MYRP's interventions interacted with these challenges either positively or negatively.

### C. To what extent has the programme addressed the needs of the most marginalised people?

Building on the previous sections' discussion, it does appear that much support was targeted at the most marginalised, especially children in Area C and young people in detention. Given the scale of needs across much of SoP, the needs of marginalised children informed the design of programming. However, once again, due to lack of documentary evidence, and a clear trail of needs assessments, the degree to which **the most** marginalised were served remains a challenge to concretely establish.

# Chapter 5: Conclusions

## 5.1 Conclusions

Summary conclusions, linking to each of the key evaluation questions, have been provided below:



**EQ1: How relevant, appropriate, and significant is the SoP ECW/MYRP at the country level? How can these aspects be strengthened in any future MYRPs in SoP?**

A review of the approach taken to respond to, and reduce differentiated inequalities and needs (including those resulting from age, gender, geographic, disability and/or socio-economic factors), suggests that MYRP design and implementation intended to impact vulnerable groups by focusing on schools located in areas most impacted by protracted crises, where children face barriers to access and continuity of education and communities are experiencing the highest levels of poverty, limited access to services and resources, and are isolated in a manner that increases their vulnerabilities and marginalisation, while reinforcing certain tradition norms, behaviour and practices detrimental to specific groups or individuals.. Further efforts to pivot programming to emergent COVID-19 needs also further promoted a view of intended responsiveness to the needs of children in target zones. The reprogramming of MYRP highlights the programme's flexibility and adaptiveness. Allocation of 'flexible funds' also highlights the responsiveness of MYRP in SoP. However, the lack of strong MEAL and outcome monitoring/documentation, and dependence on self-reporting of implementing partners, makes it challenging to establish the degree to which programming directly responded to the priority needs of children in SoP. This stems from disjointed design affecting the establishment of a harmonised MEAL framework, potentially compounded by ECW reporting requirements, i.e. 'reach' figures. A related issue is the disjointedness and fragmentation of interventions due to siloed projectisation within the wider MYRP design.



**EQ2: To what extent is the SoP ECW/MYRP aligning with, complementing, and leveraging international and national humanitarian-development system(s) and related plans, policies, and frameworks? How can these aspects be strengthened in future SoP MYRPs?**

The SoP MYRP was aligned and integrated with other systems and related plans, including in the national education system and related governmental plans (Education Sector Strategic Plan, Joint Advocacy and Protection Strategy, the UNRWA Mid-Term Strategy, the Humanitarian Response Plan, and the National Inter-sectoral Violence against Children Strategy in the Context of Covid-19 2021-2023); however, this may have been (in the case of this specific MYRP) to the detriment of differentiable impact arising from ECW's seed funding, and certainly to the detriment of EiE- and nexus-focussed outcomes and impacts. The core constituency of vulnerable and marginalised children, who are the main targets as per ECW's strategic priorities and articulated in the MYRP as Bedouins, Herders etc., were not demonstrably served by its programming. Likewise, there is an apparent lack of alignment with the wider Humanitarian Response Plan (HRP). To be concrete, given that the MYRP did not appear to have its own coherent theory of change, that it was used to fund subcomponents of other siloed education programmes and activities, rather than a cohesive, holistic set of its own interventions, and that there was limited coordination between the implementing partners, clear impacts and effects arising from highly atomised ECW-funded activities were difficult to identify.



**EQ3: How does the SoP ECW/MYRP align with, complement, and leverage ECW Global strategic plan, core functions and other investment modalities (FER)? How can this be strengthened?**

There was a nominal alignment to ECW's global strategic plan and objectives described in the planning phase and initial application, namely to support in the education of 8 million children across the whole of ECW's portfolio, and to increase political support to education in crises; increase financing for education in crises; Improve joint planning and responses; strengthen capacity to respond; and improve accountability. However, given the high degree of integration/fragmentation across modality types, partners, and regions, it is challenging to establish the degree to which ECW actually contributed to the achievement of these objectives. Strengthening this alignment, and desired impacts, have been addressed in the relevant section below.



**EQ4: To what extent is the SoP ECW/MYRP managed in an efficient, timely and transparent manner? How can these aspects be strengthened in any future MYRPs?**

The efficiency of the MYRP, given the high degree of integration in other programmes implemented by the partners, can be seen as a strength of the programme, in spite of the typical bureaucratic and other hurdles faced in the course of implementation. Primary delays in implementation arise in early phases of the project, and as a result of the COVID crisis; however, partners managed to achieve required outputs before the end of the programme.



**EQ5: To what extent and how has the SoP ECW/MYRP created political commitment to address the needs of children and youth (boys/girls) affected by conflict and crisis on a global and in-country level?**

The MYRP has garnered significant political commitment from domestic leadership in SoP. This is most clearly expressed in the MoE's leading role in the MYRP's governance structure, where the Minister of Education is co-chair of the Steering Committee (SC) and a senior MoE official from the MoE's ECW Core team is the co-chair of the Technical Committee (TC) (ECW narrative report for period 01/2020 – 12/2020, 2021). Since December 2019, the MoE has taken a series of steps to affirm and consolidate its role in ECW/MYRP governance. These include creating a team of six officials to liaise with the MYRP's PMU on management issues, and fostering communication between MoE officials and the SC and TC by bringing six and 11 officials to them respectively (Ibid.). During 2021, the technical meetings including the Y3 reprogramming exercise had MoE officials at the core of discussions. The MoE's Deputy Minister led the exercise with the PMU and all five MYRP partners involved (Ibid.). UNICEF SoP's most recent narrative report to ECW states that this political commitment has helped ensure 'solid technical discussions and better information flow within the Ministry and with the ECW partners' (Ibid., p. 14). Furthermore, MoE has played a proactive leadership role, appointing a dedicated focal person, reorganising the governance structure, and providing an office space to PMU for effective coordination and decision making, such as identification of priority needs for allocation of 'Flexible Funds'.



**EQ6: To what extent and how has the SoP ECW/MYRP contributed directly &/or indirectly to mobilizing and leveraging funds at country level? How can the MYRPs be strengthened in this regard?**

It does not appear that additional international or national resources were mobilised in support of the broader MYRP, nor does it appear that seed funds contributed toward generation of additional funds earmarked for MYRP implementation. In fact, the opposite appears to be the case in SoP: seed funds largely contributed toward other programmes, priorities, and activities defined by the implementing partners operating in their siloes. This challenge has been described at length in other sections of the report; it does appear that this inversion of mobilisation (i.e., that seed funds were mobilised to other strategies and priorities, rather than vice versa) resulted in the dilution of perceivable or discernible impact arising from ECW's support. Including strategic stakeholders (such as donors, multi-lateral agencies, and other resource arrangements such as JFA and the GPE) in the Steering Committee to monitor 'resource mobilisation' as one of the KPIs of MYRP requires significant restructuring of governance arrangements. The current governance arrangement face potential conflicts of interest, and are overly narrow in scope and remit.



**EQ7: To what extent and how did the SoP ECW/MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming in the State of Palestine? How can these aspects be strengthened in MYRP?**

The MYRP appears to have contributed to the strengthening of existing relationships between various partners and stakeholders across SoP through the implementation of joint programming, though there were challenges in the collection and analysis of evidence and data, and related response. Establishment of key units (like the PMU), and strengthening of existing coordination entities were also highlighted as key, positive outcomes arising from this seed fund. Since new strategies are due to be developed in the following months, the PMU could serve a coordinating role to ensure alignment of plans/programmes, including the new ESSP and MYRP, and resources from donors such as ECW, GPE, JFA, the WB, USAID etc.



**EQ8: To what extent and how did the SoP ECW/MYRP strengthen country and local capacities at individual, organizational and institutional levels for improved EiEPC programming? How can the MYRPs be strengthened in this regard?**

There were a variety of trainings provided to local authorities, which many cited as contributing directly to improved capacities at the national and local level; furthermore, many of the downstream partners for MYRP implementation were national and local in nature. However, once again, due to the high level of fragmentation of support, limited documentary evidence on outcomes and impact, and turnover of local authorities, it is a substantial challenge to point directly to the MYRP's impact on capacity, both across national and international partners. Furthermore, it is not possible to establish whether training leads to capacity building and learning outcomes without a structured, evidence- and measurement-based approach, such as pre- and post-training assessment and/or training impact assessment. Additionally, capacity improvement and systems strengthening did not form part of Results Framework (RF) as intermediate outcomes/results contributing to the overall outcomes/results. As such, there is a lack of evidence to measure and attribute the impact of training/capacity building/system strengthening inputs.



**EQ9: To what extent and how did the SoP ECW/MYRP promote and strengthen: (i) the availability of quality data on education needs/gaps in SoP, and (ii) the measurement of output and outcome results? How can the MYRPs be strengthened in this regard?**



This was one of the primary deficiencies of the programme highlighted both by investigation and by key informants. Limited evidence and data was generated, and no evidence on outcomes provided; all evidence generated was on an output basis, and this appeared to be inconsistent and unstructured, with most of it provided in laconic narrative reports and none of it independently verifiable. Lack of a unified MEAL Framework and Plan is an important gap, which originates from the fragmentation and projectisation of MYRP.



**EQ10: What is the progress made towards the different collective beneficiary results as identified in the country result frameworks (access, continuity, equity and gender equality, quality and learning, safety)? How can the MYRP be strengthened in this regard?**

Once again, results beyond outputs were a substantial challenge to establish, given (once again) the high degree of fragmentation of support, as well as the limited documentary evidence on outcomes collected in the course of the programme.



**EQ11: How is the SoP ECW/MYRP promoting and strengthening sustainable and resilient education systems and solutions so far? How can it be strengthened in this regard?**

It has been very difficult to determine the specific impact of the programme, not least in terms of its impact on resilience to crisis or conflict (which is already a very subtle, and difficult to define area). Integration in other larger responses and actions by the high quantity of implementing partners, and resulting difficulty in discerning unique or differentiable impact, have much to do with this. Similarly, the way in which the programme and its linked activities were intended to improve conflict resilience do not appear to have been well defined from the outset, making it even harder to comment concretely on this research question. Nuanced conflict analysis, vulnerability analysis, and factoring in resilience within the MYRP design and establishing indicator/s for measuring resilience could be considered for next generation of MYRP.



**EQ12: To what extent have cross-cutting themes such as gender, age, disability, vulnerability, child and human rights, and accountability been integrated in the programme?**

Crosscutting themes (including all of those mentioned) do appear to have broadly informed implementation of the MYRP, with nearly all stakeholders praising this aspect of programming; however, the degree to which this was intentional (rather than an incidental) effect of integration in other, established programmes led by experienced international partners remained unclear, especially in light of the high degree of fragmentation mentioned in the findings section of this document. Feedback from stakeholders suggests that programme design was undermined by a lack of the use of specific tools or programming frameworks (e.g. GEDSI, etc.).

## 5.2 Additional, General Lessons Learned



### Barriers to participation in education lie beyond the school gates

Owing to the highly securitised situation across much of the Gaza Strip and the West Bank, the safety of children in moving to and from school presents – for many – a much larger barrier to the accessibility of education than the quality of support available while at the school. This is perceived by high-level in-country stakeholders as a much more contextually relevant barrier to education than concerns over gender discrimination, since gendered inequity in education is believed to supervene on these physical access challenges (namely, that young men are better equipped than young women to make such journeys). Within future programming, partners may consider a long-term approach to remote learning as a viable alternative to costly and likely fluctuating difficulties in physical access. In addition to using a classic ‘barrier analysis’ framework, context specific dimensions such as conflict, systemic, cultural, functional, economic, and political analysis should be used with an aim to build resilience across the programme.



### Material needs within high-need schools are themselves varied

MYRP programming typically focuses interventions to target the needs of the most vulnerable and marginalised, while COVID responses, including those under ‘pivoted’ reprogrammed activities under the ECW/MYRP were typically more blanket and ‘whole school’ in nature. As identified by a number of students and teachers in schools which were provided with COVID-19 protective supplies and/or stationery, not all of the children within the high-need schools are themselves within the highest need category of children in the country. This suggests that the efficiency of programme expenditure may be improved by adopting a pupil-level assessment of need where possible, rather than inferring a uniform needs profile for students at a common institution. As an example, a term of support in stationery may improve the equality of educational opportunities if given as the *second* term of support for a child



with very high need as compared with its provision as the first and only term of material support for a child with less severe material needs.



#### **Behavioural change depends on a wide nexus of facilitating conditions**

As illustrated during discussions with NGO1 staff regarding the effective reintegration of ex-detainees into their community, there is a requirement that behavioural and attitudinal shifts be supported across a wide range of stakeholders, including parents and community members. As counterfactual evidence, reports on the gender-transformative impacts of programming within certain schools illustrated that some were already predisposed towards an improvement of attitudes in this regard, whereas others (particularly in more rural situations) were not so inclined. The evidence in both cases suggests that a more holistic theory of change is required to achieved behavioural outcomes from the MYRP. Behavioural change interventions would likely be rendered more effective by ensuring they are designed in light of a comprehensive Knowledge, Attitudes, Practices and Behaviour (KAPB) assessment, and then monitored and evaluated on the basis of robust data.



#### **There are opportunities to 'cut out the middle man' in the context of localised intervention management going via consortium administrations**

The localisation agenda has room to be further streamlined into the organisational set-up of MYRP management, especially as concerns the opportunity for local NGOs or CSOs to act in a consortium-member capacity directly. It is anticipated that this would additionally allow for reduced overheads in terms of administrative costs while additionally building local capacities. This could potentially be addressed through a different programme delivery modality such as a 'consortium model' involving international and local CSOs through a structured capacity and systems building approach as a win-win proposition.



#### **MEAL and accountability systems need to be strong, well-designed, and implemented from the outset**

The lack of strong MEAL data and systems, especially those focussing on monitoring outcome achievement and collecting systematic, verifiable data on outputs, can be seen as a primary weakness of the programme, which undermined the effectiveness and accountability of the programme. Ensuring these are designed and planned from the outset will be important to ensuring these cornerstones of effective programming are in place and used to inform strong interventions.



#### **More targeted interventions, serving fewer children, with clearer differentiation of focus and fewer partners or (where feasible) a more streamlined partnership approach built on VfM and localisation of aid commitments**

The programme was fragmented, serving large numbers of child and adult beneficiaries with very small quantities of support; this more diluted approach to serving target population needs made it very challenging to understand, measure, and manage the programme and its achievement of desired outcomes.



#### **Assumption that training equals improved capacity**

In many cases, there appeared to be an assumption that training and 'capacity building' provided to national stakeholders equated to capacity improvements and desired impact. However, inputs (however well intentioned) do not always equate to impacts; careful consideration, evaluation, and evidence-driven reflection on the appropriateness and impact of capacity building initiatives will be helpful.



#### **MHPSS for children and teachers**

MHPSS programming, especially that focused on COVID response and for children in detention, were highlighted as some of the most-appreciated elements of programming. Expanding these interventions, and ensuring the psychosocial needs of teachers are considered, is also strongly recommended.



#### **Lessons from MYRP development and delivery in other contexts**

Findings from a comparative analysis between the composition of the SoP MYRP and other MYRPs recently implemented elsewhere in Africa and the Middle East suggest that, for a given intervention and budget, the planning and implementation of the SoP MYRP demonstrates a higher overall beneficiary count, and lower expenditure per beneficiary than elsewhere (Venalainen, Anderson, & Elte, 2021) The result is that more children are supported with less funding per-capita than in other comparative programming. This bears on the relevance of the intervention insofar as the Palestinian approach implies a similar profile of high needs amongst a larger group, rather than disadvantage being distributed much more unevenly as suggested by the greater expenditure/fewer beneficiaries approach adopted elsewhere. It remains as a point of developmental research the degree to which each approach to MYRP development is more or less relevant as far as the needs of the country's children are concerned. Potential implications of this were addressed in feedback by a range of stakeholders, suggesting this is a wider question

relating to MYRP development globally. This raises a question over the extent to which future programming under future MYRPs in SoP should seek to adopt a more 'focused' approach, though a lack of monitoring and evaluation data informed by the baseline for the MYRP raises challenges over the extent to which this can be stated definitively. Nonetheless, similar concerns were echoed in senior stakeholder KIs. This reiterates the importance of future MYRP interventions being informed by a solid data set, with robust and comparable monitoring and evaluation in place before programming is planned, and before implementation begins.

# Chapter 6: Recommendations<sup>8</sup>

The MYRP faced similar challenges across the ECW portfolio; their recent shift has resulted from their learnings in the past (many of which reflect those from the SoP MYRP): smaller beneficiary scale, offering holistic support to smaller numbers of children; work on ensuring ECW's 'value-add' (i.e. in legitimate emergency response vs complement to development-focussed programming like GPE ESPIGs); minimising the number of partners involved; strengthening MEAL and developing a standardised MYRP level MEAL plan to ensure that reporting is consistent, up-to-date, and includes metrics of outcome in learning, access, and equity.

In line with the findings and conclusions of the evaluation, the following are presented as the key recommendations for future development and implementation of MYRPs within the Palestinian context:



## Recommendation 1: Design Strengthening

Adopt a targeted, strategic and crisis-focused approach, built on concrete evidence and a data-driven basis, ensuring that resilience is clearly defined, and informed by a robust multi-dimensional barrier analysis addressing the needs of vulnerable groups.

Action Points:	Organisation Responsible
⇒ Undertake a data-driven, evidence-based needs assessments (with linkages to outcomes) to inform programme design.	<ul style="list-style-type: none"> <li>ECW</li> <li>PMU</li> <li>Steering Committee</li> </ul>
⇒ Develop and implement crisis response strategic plans, ensuring they are well/realistically resourced moving ahead, with clear lines of accountability.	<ul style="list-style-type: none"> <li>ECW</li> <li>MoE</li> <li>PMU</li> </ul>
⇒ Undertake a robust multi-dimensional barrier analysis of the education system to inform the next MYRP, ensuring resilience in the context of the State of Palestine is clearly defined.	<ul style="list-style-type: none"> <li>All partners</li> <li>ECW</li> <li>Government</li> </ul>
⇒ Draft an Action Plan detailing how the needs of children with disabilities (CwDs) can be integrated, and effectively served and impacted by future MYRP programming	<ul style="list-style-type: none"> <li>ECW</li> <li>MoE</li> <li>PMU</li> <li>Technical Committee</li> </ul>
⇒ Design a separate, differentiated MYRP for UNRWA, taking into account the distinct needs and characteristics of this agency having its own mandate and strategy.	<ul style="list-style-type: none"> <li>ECW</li> <li>MoE</li> <li>PMU</li> <li>Technical Committee</li> </ul>



## Recommendation 2: Effective MYRP Delivery

Ensure that interventions are communicated effectively to beneficiary communities, and streamline partnership arrangement based on VfM, localisation of aid, and AAP principles and commitment, selecting implementing partners through open and competitive bidding process.

Action Points:	Organisation Responsible
⇒ Design a communication strategy for the programme to communicate the interventions effectively to beneficiary communities, ensuring it is clear which organisation or donor was responsible for which intervention.	<ul style="list-style-type: none"> <li>All partners</li> <li>PMU</li> <li>Technical Committee</li> </ul>
⇒ Establish a Partnership Approach based on VfM, localisation of aid, and AAP principles and commitment.	<ul style="list-style-type: none"> <li>ECW</li> <li>MoE</li> <li>PMU</li> <li>Steering Committee</li> </ul>
⇒ Develop implementing partner selection criteria through an open and competitive bidding process.	<ul style="list-style-type: none"> <li>ECW</li> <li>MoE</li> <li>PMU</li> <li>Steering Committee</li> </ul>

<sup>8</sup> It should be noted that the Evaluation Steering Committee participated in the validation of the key recommendations in two different meetings.

<div>★ Recommendation 3: Sector-wide Alignment</div> <div>Develop a digital and centralised platform for tracking resource mobilisation and alignment, in which nexus-focussed activities are defined, specifying how they can add value.</div>		
Action Points:		Organisation Responsible
⇒	Build a system for tracking resource mobilisation and alignment, and link these to the outcome monitoring systems described in the relevant section below.	<div><div>ECW</div><div>MoE</div><div>PMU</div><div>Steering Committee</div></div>
⇒	Define nexus-focussed activities, and how they can add value to the programme.	<div><div>ECW</div><div>MoE</div><div>PMU</div></div>
<div>★ Recommendation 4: Effective Coordination and Resource Mobilization</div> <div>Clearly and realistically define the scale and types of additional resources to be leveraged and how the MYRP can do so, while aligning future programming with other funding sources and mechanisms and ensuring that economies of scale are achieved where possible.</div>		
Action Points:		Organisation Responsible
⇒	Develop a dedicated set of concrete and practical resource mobilisation strategies or activities and include it in the results framework, ensuring that these define how MYRPs can complement, without becoming swallowed by other strategies, plans, funding, resources/financing arrangements (such as GPE, JFA etc.), and other strategic actors (such as the World Bank and USAID).	<div><div>ECW</div><div>MoE</div><div>PMU</div><div>Steering Committee</div></div>
⇒	Where serving in a coordinating role, ensure that economies of scale are achieved where possible i.e. through collective procurement mechanisms, and that duplication of effort and overlap of programming is minimised.	<div><div>PMU</div></div>
<div>★ Recommendation 5: Strengthening Governance of MYRP</div> <div>Ensure government roles and responsibilities are clearly/well integrated from the outset of the programme, avoiding potential conflict of interests, and that the government has a leading role in leadership and oversight of programming, while building on PMU successes and capacity.</div>		
Action Points:		Organisation Responsible
⇒	Involve Government stakeholders more closely in the design, management, and evaluation of the MYRP through a Governance Arrangement flow chart and ToR that clearly defines the institutional arrangements, heirarchies, accountabilities, membership, and roles and responsibilities.	<div><div>ECW</div><div>MoE</div><div>PMU</div></div>
⇒	Conduct frequent strategic meetings with government stakeholders to ensure it has a strategic oversight of programming	<div><div>PMU</div><div>MoE</div><div>Steering Committee</div><div>Technical Committee</div></div>
⇒	Ensure role of PMU is incorporated explicitly into the next generation of MYRP Grant Management Plan, to ensure continuity while the future programming builds upon the successful work the PMU has undertaken to date.	<div><div>ECW</div><div>MoE</div><div>PMU</div><div>Steering Committee</div><div>Technical Committee</div></div>
<div>★ Recommendation 6: Robust monitoring, impact measurement and accountability of MYRP</div> <div>Partners should be actively encouraged to report on outcomes, and link programming to impact, maintaining (and sharing) quantitative data on clear and measurable outcomes, and ensuring output data is systematically collected and independently verifiable.</div>		
Action Points:		Organisation Responsible
⇒	Actively encourage partners to report on outcomes, and link programming to impact.	<div><div>PMU</div><div>Steering Committee</div></div>
⇒	Develop activities and outputs which actively promote learning, access, equity.	<div><div>ECW</div></div>

	<ul style="list-style-type: none"> <li>MoE</li> <li>PMU</li> <li>Steering Committee</li> </ul>
⇒ Design an effective M&E plan and system for the programme. This should include development of MEAL database, institutional capacity building, etc.	<ul style="list-style-type: none"> <li>MoE</li> <li>PMU</li> <li>Steering Committee</li> </ul>
⇒ Develop and implement systems for monitoring learning, access, and equity outcomes and partner delivery.	<ul style="list-style-type: none"> <li>MoE</li> <li>PMU</li> <li>Steering Committee</li> </ul>
⇒ Ensure precise indicator resolution, and maintain (and share) quantitative data on clear, measurable outcomes, defined using the SMART approach, i.e. Specific, Measurable, Achievable, Realistic, and Timebound.	<ul style="list-style-type: none"> <li>ECW</li> <li>PMU</li> <li>Technical Committee</li> </ul>
⇒ Integrate independent accountability mechanisms, ensuring that partners are held accountable beyond their own self-reporting on output metrics.	<ul style="list-style-type: none"> <li>ECW</li> <li>MoE</li> <li>PMU</li> <li>Steering Committee</li> </ul>
⇒ Systematically collect output data which are independently verifiable, without over depending on periodic narrative reports.	<ul style="list-style-type: none"> <li>ECW</li> <li>PMU</li> </ul>
⇒ Use strong monitoring data to inform ongoing programmatic improvement.	<ul style="list-style-type: none"> <li>ECW</li> <li>PMU</li> <li>Technical Committee</li> <li>Steering Committee</li> </ul>
⇒ Make use of school level and national data on attainment and progress to both plan interventions, and to gauge their impact on learning outcomes	<ul style="list-style-type: none"> <li>ECW</li> <li>PMU</li> <li>Technical Committee</li> <li>Steering Committee</li> </ul>
⇒ Define and assign clear responsibilities and outputs for MEAL team roles, holding them to account for these responsibilities.	<ul style="list-style-type: none"> <li>ECW</li> <li>PMU</li> <li>Steering Committee</li> <li>Technical Committee</li> </ul>

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## Annexure 1: Terms of References (TORs)

The Terms of Reference for this evaluation are available at the link below:

<https://drive.google.com/file/d/1uw1b2q0ZpMNuTPqfH18Rx5eZ6rgZ9wxF/view?usp=sharing>

## Annexure 2: Evaluation Matrix

### Full List of Research Questions and Sub-Questions



#### Relevance / Appropriateness

EQ1: How relevant, appropriate, and significant is the SoP ECW/MYRP at the country level? How can these aspects be strengthened in any future MYRPs in SoP?

Sub-questions:

- a. To what extent and how does the SoP ECW/MYRP respond to/reduce differentiated age, gender, geographic, disability and/or socio-economic based inequalities and needs of the most conflict/crisis affected population groups i.e. boys and girls, IDPs/refugees children, children with disabilities?
- b. How well does it adapt to needs and contexts of the country?



#### Coherence

EQ2: To what extent is the SoP ECW/MYRP aligning with, complementing, and leveraging international and national humanitarian-development system(s) and related plans, policies, and frameworks? How can these aspects be strengthened in future SoP MYRPs?

EQ3: How does the SoP ECW/MYRP align with, complement, and leverage ECW Global strategic plan, core functions and other investment modalities (FER)? How can this be strengthened?

Sub-questions:

- a. To what extent does the SoP ECW/MYRP align and collaborate with other sources of funding (government, other donors or Non-Governmental Organisations (NGOs))?
- b. To what extent and how are the key actors (ECW, beneficiaries, Government, Civil Society Organisations (CSOs) and MYRP partners) engaged in the design, planning, implementation, and monitoring of the interventions and how can this be strengthened?
- c. To what extent and how coherent is the MYRP with global humanitarian development frameworks such as the Grand Bargain Commitments, New Way of Working, and Sustainable Development Goal (SDG) 4, Global Compact for Refugees, key principles of Human Rights-based Approach to Programming etc.?
- d. To what extent and how is it coherent with in-country Education in Emergencies and Protracted Crises (EiEPC) initiatives / strategies / policies / plans incl. MoE Education Sector Strategic Plan (ESSP) 2017- 2022, MoE COVID-19 response plan, Humanitarian Response Plan (HRP) and UNRWA Mid-Term Strategy, among others? (ensuring complementarity, harmonisation and co-ordination with others, including accounting for gaps, and the extent to which the intervention is adding value while avoiding duplication of effort.)

#### Efficiency



EQ4: To what extent is the SoP ECW/MYRP managed in an efficient, timely and transparent manner? How can these aspects be strengthened in any future MYRPs?

Sub-questions:

- a. How efficient is the organizational set-up and partnership approach (PMU, grantees/UNICEF SOP, the SC and TC, MoE) arrangements of the SoP ECW/MYRP across the project cycle phases and has it been effective in its operations?
- b. To what extent and how the SoP ECW/MYRP's processes and actors ensure that programme is designed and delivered in a cost-efficient manner, and results achieved cost-effectively?
- c. How are SoP ECW/MYRP processes and actors balancing speed and quality of its design and delivery?

EQ5: To what extent and how has the SoP ECW/MYRP created political commitment to address the needs of children and youth (boys/girls) affected by conflict and crisis on a global and in-country level?



#### Effectiveness

EQ6: To what extent and how has the SoP ECW/MYRP contributed directly &/or indirectly to mobilizing and leveraging funds at country level? How can the MYRPs be strengthened in this regard?

EQ7: To what extent and how did the SoP ECW/MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming in the State of Palestine? How can these aspects be strengthened in MYRP?

Sub-questions:

- a. How was the MYRP used to mobilize funds for the COVID response?
- b. To what extent are the ECW seed funds complementing the additional generated SoP ECW/MYRP funding, if any?
- c. If in-country resources were mobilized, to what extent are these joint efforts addressing needs sufficiently and effectively?
- d. If no in-country resources were mobilized, why not and how this can be improved?
- e. To what extent are the SoP ECW/MYRP approaches replicable &/or scalable to other conflict/crisis affected areas in the country?
- f. To what extent and how is accountability to affected populations considered in the SoP ECW/MYRP, and how can this be strengthened?
- g. To what extent are local organizations involved in the planning, implementation/monitoring, and redesign of the SoP ECW/MYRP?

EQ8: To what extent and how did the SoP ECW/MYRP strengthen country and local capacities at individual, organizational and institutional levels for improved EiEPC programming? How can the MYRPs be strengthened in this regard?

Sub-questions:

- a. To what extent and how did the SoP ECW/MYRP facilitate new and strengthen existing partnerships?
- b. How have the partnerships contributed to effective delivery of programme?

EQ9: To what extent and how did the SoP ECW/MYRP promote and strengthen: (i) the availability of quality data on education needs/gaps in SoP, and (ii) the measurement of output and outcome results? How can the MYRPs be strengthened in this regard?

EQ10: What is the progress made towards the different collective beneficiary results as identified in the country result frameworks (access, continuity, equity and gender equality, quality and learning, safety)? How can the MYRP be strengthened in this regard?

Sub-questions:

- a. To what extent and how is the SoP ECW/MYRP implementing a comprehensive multi-faceted packaged response so as to ensure continued access to safe quality education and improve life skills learning outcomes for children?
- b. To what extent and how has the MYRP taken equity considerations for different genders, the disabled and other marginalized population groups into account, and how can the MYRP be strengthened in this regard?
- c. Have there been any unintended positive or negative sideeffects on beneficiaries because of the support provided under the MYRP; and if so, how was this dealt with by the grantees and implementing partners?
- d. How and to what extent have contextual factors beyond the implementers' control facilitated/hindered achievement of SoP ECW/MYRP outcomes?
- e. What unintended outcomes has the SoP ECW/MYRP produced?



#### Sustainability

EQ11: How is the SoP ECW/MYRP promoting and strengthening sustainable and resilient education systems and solutions so far? How can it be strengthened in this regard?

Sub-questions:

- a. To what extent did the SoP ECW/MYRP address longer term institutional/systemic change i.e. capacity development, localization, standards (common approaches), system strengthening etc.?
- b. To what extent is it improving the resilience of the education system towards crisis settings in the SoP, and what are the major success factors towards doing so?
- c. To what extent has the SoP ECW/MYRP been conflict sensitive in its planning and implementation?



#### Cross-Cutting Themes

EQ12: To what extent have cross-cutting themes such as gender, age, disability, vulnerability, child and human rights, and accountability been integrated in the programme?

Sub-questions:

- a. To what extent has the programme addressed the needs of people of different genders, ages, and abilities?
- b. To what extent has the programme addressed the needs of the most marginalised people?
- c. To what extent has the SoP ECW/MYRP interventions reduced gender, age, disability, geographical or economic-based inequalities?

## Evaluation Matrix

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
<b>1. Relevance / Appropriateness</b>					
EQ1	How relevant, appropriate, and significant is the SoP ECW/MYRP at the country level? How can these aspects be strengthened in any future MYRPs in SoP?	<ul style="list-style-type: none"> <li>Extent to which stakeholders viewed the SoP ECW/MYRP as relevant, appropriate, and significant</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
1.1	To what extent and how does the SoP ECW/MYRP respond to/reduce differentiated age, gender, geographic, disability and/or socio-economic based inequalities and needs of the most conflict/crisis affected population groups i.e. boys and girls, IDPs/refugees children, children with disabilities?	<ul style="list-style-type: none"> <li>Extent to which stakeholders viewed the SoP ECW/MYRP as able to respond to / reduce relevant inequalities and needs of the beneficiary populations</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>Students</li> <li>Teachers</li> <li>UNICEF SOP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
1.2	How well does it adapt to needs and contexts of the country?	<ul style="list-style-type: none"> <li>Extent to which the needs addressed by the programme match the needs mentioned by stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
<b>2. Coherence</b>					

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
EQ2:	To what extent is the SoP ECW/MYRP aligning with, complementing, and leveraging international and national humanitarian-development system(s) and related plans, policies, and frameworks? How can these aspects be strengthened in future SoP MYRPs?	<ul style="list-style-type: none"> <li>Extent to which programme design, implementation, and outcomes align with, complement, and leverage relevant systems, plans, policies, and frameworks</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
EQ3:	How does the SoP ECW/MYRP align with, complement, and leverage ECW Global strategic plan, core functions and other investment modalities (FER)? How can this be strengthened?	<ul style="list-style-type: none"> <li>Extent to which programme design, implementation, and outcomes align with, complement, and leverage ECW Global strategic plan, core functions and other investment modalities (FER)</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
3.1	To what extent does the SoP ECW/MYRP align and collaborate with other sources of funding (government, other donors or NGOs)?	<ul style="list-style-type: none"> <li>Extent to which programme aligns and collaborates with other sources of funding</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> <li>Tabular Analysis and Comparison (as appropriate)</li> </ul>
3.2	To what extent and how are the key actors (ECW, beneficiaries, Government, CSOs and MYRP partners) engaged in the design, planning, implementation, and	<ul style="list-style-type: none"> <li>Extent to which different stakeholder group report engagement in the design, planning, implementation, and</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>Students</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>



Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
	monitoring of the interventions and how can this be strengthened?	monitoring of the interventions	<ul style="list-style-type: none"> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	
3.3	To what extent and how coherent is the MYRP with global humanitarian development frameworks such as the Grand Bargain Commitments, New Way of Working, and SDG4, Global Compact for Refugees, key principles of Human Rights-based Approach to Programming etc.?	<ul style="list-style-type: none"> <li>Extent to which programme design, implementation, and outcomes are coherent with relevant global frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>Project documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
3.4	To what extent and how is it coherent with in-country EiEPC initiatives/ strategies/policies/ plans incl. MoE ESSP, MoE COVID-19 response plan, HRP and UNRWA Mid-Term Strategy, among others? (ensuring complementarity, harmonisation and co-ordination with others, including accounting for gaps, and the extent to which the intervention is adding value while avoiding duplication of effort.)	<ul style="list-style-type: none"> <li>Extent to which programme design, implementation, and outcomes are coherent with in-country EiEPC initiatives / strategies / policies / plans.</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
<b>3. Efficiency</b>					
EQ4	To what extent is the SoP ECW/MYRP managed in an efficient, timely and transparent manner? How can these aspects be strengthened in any future MYRPs?	<ul style="list-style-type: none"> <li>Extent to which stakeholders view the management of the programme to have been</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>Students</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
		efficient, timely, and transparent.	<ul style="list-style-type: none"> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	
4.1	How efficient is the organizational set-up and partnership approach (PMU, grantees/UNICEF SOP, the SC and TC, MoE) arrangements of the SoP ECW/MYRP across the project cycle phases and has it been effective in its operations?	<ul style="list-style-type: none"> <li>Extent to which implementing staff and other key stakeholders view the organizational set-up and partnership approach arrangements as effective in its operations</li> </ul>	<ul style="list-style-type: none"> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
4.2	To what extent and how the SoP ECW/MYRP's processes and actors ensure that programme is designed and delivered in a cost-efficient manner, and results achieved cost-effectively?	<ul style="list-style-type: none"> <li>Expenditures incurred, unit costs for key inputs</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Tabular analysis of costs</li> <li>Emergent themes</li> </ul>
4.3	How are SoP ECW/MYRP processes and actors balancing speed and quality of its design and delivery?	<ul style="list-style-type: none"> <li>Level of achievements within project timelines</li> <li>Reasons for delay and project extensions</li> <li>Evidence of enabling and disabling factors and implications for project outcomes/results</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SOP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Project timeline</li> <li>Emergent themes</li> </ul>
EQ5	To what extent and how has the SoP ECW/MYRP created political commitment to address the needs of children and youth (boys/girls) affected	<ul style="list-style-type: none"> <li>Evidence of political commitments to address the needs of children and youth (boys/girls) affected by conflict and</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
	by conflict and crisis on a global and in-country level?	crisis on a global and in-country level			
<b>4. Effectiveness</b>					
EQ6	To what extent and how has the SoP ECW/MYRP contributed directly &/or indirectly to mobilizing and leveraging funds at country level? How can the MYRPs be strengthened in this regard?	<ul style="list-style-type: none"> <li>Extent to which stakeholders consider that the SoP ECW/MYRP contributed directly &amp;/or indirectly to mobilizing and leveraging funds at country level.</li> </ul>	<ul style="list-style-type: none"> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
EQ7	To what extent and how did the SoP ECW/MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming in the State of Palestine? How can these aspects be strengthened in MYRP?	<ul style="list-style-type: none"> <li>Extent to which stakeholders considered that the SoP ECW/MYRP promoted and strengthen a joint, coordinated, evidence-based, and inclusive approach to EiEPC programming in the State of Palestine, and extent to which Project Data demonstrates this.</li> </ul>	<ul style="list-style-type: none"> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
7.1	How was the MYRP used to mobilize funds for the COVID response?	<ul style="list-style-type: none"> <li>Extent to which documentation demonstrates MYRP was used to mobilize funds for the COVID response. in addition to stakeholder input corroborating this.</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> <li>Tabular analysis of fund mobilization, as appropriate</li> </ul>

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
7.2	To what extent are the ECW seed funds complementing the additional generated SoP ECW/MYRP funding, if any?	<ul style="list-style-type: none"> <li>Extent to which what extent documentation demonstrates ECW seed funds complementing the additional generated SoP ECW/MYRP funding, if any, in addition to stakeholder input corroborating this.</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> <li>Tabular analysis of funding, as appropriate</li> </ul>
7.3	If in-country resources were mobilized, to what extent are these joint efforts addressing needs sufficiently and effectively?	<ul style="list-style-type: none"> <li>Extent to which stakeholders considered community needs were addressed sufficiently and effectively, as well as the extent to which this is demonstrated by Project Data.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
7.4	If no in-country resources were mobilized, why not and how this can be improved?	<ul style="list-style-type: none"> <li>Stakeholder views on the mobilisation of in-country resources, in addition to evidence of mobilisation in Project Data.</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> <li>Tabular analysis of resources, as appropriate.</li> </ul>
7.5	To what extent are the SoP ECW/MYRP approaches replicable &/or scalable to other conflict/crisis affected areas in the country?	<ul style="list-style-type: none"> <li>Extent to which key stakeholders report that the SoP ECW/MYRP approaches replicable &amp;/or scalable to other</li> </ul>	<ul style="list-style-type: none"> <li>Project documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
		conflict/crisis affected areas in the country			
7.6	To what extent and how is accountability to affected populations considered in the SoP ECW/MYRP, and how can this be strengthened?	<ul style="list-style-type: none"> <li>▪ Extent to which communities participated in decisions on defining and prioritising SoP ECW/MYRP interventions</li> <li>▪ Beneficiaries report being provided with secure means to provide feedback and complain about the programme and its activities</li> <li>▪ Extent to which feedback information was regularly collected, analysed, and integrated into decision-making processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project Data, Records, and Documentation</li> <li>▪ Students</li> <li>▪ Teachers</li> <li>▪ UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolio review</li> <li>▪ MYRP Beneficiary Survey</li> <li>▪ MYRP Beneficiary FGD</li> <li>▪ Teacher Training and Recruitment Survey</li> <li>▪ Implementing Staff (Teacher) KIIs</li> <li>▪ Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emergent themes</li> </ul>
7.7	To what extent are local organizations involved in the planning, implementation / monitoring, and redesign of the SoP ECW/MYRP?	<ul style="list-style-type: none"> <li>▪ Extent to which local organisations report involvement in programme planning, implementation / monitoring, and redesign</li> </ul>	<ul style="list-style-type: none"> <li>▪ Partner staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emergent themes</li> </ul>
EQ8	To what extent and how did the SoP ECW/MYRP strengthen country and local capacities at individual, organizational	<ul style="list-style-type: none"> <li>▪ Extent to which relevant stakeholders report strengthened capacity for</li> </ul>	<ul style="list-style-type: none"> <li>▪ UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emergent themes</li> </ul>

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
	and institutional levels for improved EiEPC programming? How can the MYRPs be strengthened in this regard?	improved EiEPC programming.			
8.1	To what extent and how did the SoP ECW/MYRP facilitate new and strengthen existing partnerships?	<ul style="list-style-type: none"> <li>▪ Evidence of MOUs or agreements on how stakeholders have agreed to cooperate.</li> <li>▪ Stakeholder views on cooperation amongst relevant stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project Data, Records, and Documentation</li> <li>▪ UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolio review</li> <li>▪ Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emergent themes</li> </ul>
8.2	How have the partnerships contributed to effective delivery of programme?	<ul style="list-style-type: none"> <li>▪ The extent to which stakeholder feedback and project data and documentation reflect that partnerships have (or have not) contributed to effective delivery of programme.</li> </ul>	<ul style="list-style-type: none"> <li>▪ UNICEF SOP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emergent themes</li> </ul>
EQ9	To what extent and how did the SoP ECW/MYRP promote and strengthen: (i) the availability of quality data on education needs/gaps in SoP, and (ii) the measurement of output and outcome results? How can the MYRPs be strengthened in this regard?	<ul style="list-style-type: none"> <li>▪ MEAL plan and efficient implementation – result indicators captured, responsive tools, frequency of reporting, development and updating of useful databases</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project documentation</li> <li>▪ UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolio review</li> <li>▪ Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emergent themes</li> </ul>
EQ10	What is the progress made towards the different collective beneficiary results as	<ul style="list-style-type: none"> <li>▪ Level of achievements against outcomes and indicators</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project Data, Records, and Documentation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Portfolio review</li> <li>▪ MYRP Beneficiary Survey</li> <li>▪ MYRP Beneficiary FGD</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tabular ranking of achievements</li> </ul>



Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
	identified in the country result frameworks (access, continuity, equity and gender equality, quality and learning, safety)? How can the MYRP be strengthened in this regard?	<ul style="list-style-type: none"> <li>Nature and extent of variations in implementation and achievements by different partners</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
10.1	To what extent and how is the SoP ECW/MYRP implementing a comprehensive multi-faceted packaged response so as to ensure continued access to safe quality education and improve life skills learning outcomes for children?	<ul style="list-style-type: none"> <li>The extent to which beneficiaries report that the SoP ECW/MYRP implementing a comprehensive multi-faceted packaged response so as to ensure continued access to safe quality education and improve life skills learning outcomes for children, and the extent to which this is reflected in Project Data.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> <li>Project Data, Records, and Documentation</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
10.2	To what extent and how has the MYRP taken equity considerations for different genders, the disabled and other marginalized population groups into account, and how can the MYRP be strengthened in this regard?	<ul style="list-style-type: none"> <li>Evidence of equitable participation of different genders, the disabled and other marginalized population groups</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> <li>Project Data, Records, and Documentation</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
10.3	Have there been any unintended positive or negative side effects on beneficiaries because of the support provided under the MYRP; and if so, how was this dealt with by the grantees and implementing partners?	<ul style="list-style-type: none"> <li>Reports of negative side effects from beneficiaries and other stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
10.4	How and to what extent have contextual factors beyond the implementers' control facilitated/hindered achievement of SoP ECW/MYRP outcomes?	<ul style="list-style-type: none"> <li>Changes in the operational context (outside project activities) that facilitated/hindered achieving/contribution to project outcomes and goals</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
10.5	What unintended outcomes has the SoP ECW/MYRP produced?	<ul style="list-style-type: none"> <li>Reports of unintended outcomes from different stakeholder groups</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
<b>5. Sustainability</b>					
EQ11	How is the SoP ECW/MYRP promoting and strengthening sustainable and resilient education systems and solutions so far? How can it be strengthened in this regard?	<ul style="list-style-type: none"> <li>Availability and implementation of sustainability strategy</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Portfolio review</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
11.1	To what extent did the SoP ECW/MYRP address longer term institutional/systemic change i.e. capacity development, localization, standards (common approaches), system strengthening etc.?	<ul style="list-style-type: none"> <li>Extent to which stakeholders report SoP ECW/MYRP has address longer term institutional/systemic change</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>UNICEF SOP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
11.2	To what extent is it improving the resilience of the education system towards crisis settings in the SoP, and what are the major success factors towards doing so?	<ul style="list-style-type: none"> <li>The extent to which respondents report the MYRP is improving the resilience of the education system towards crisis settings in the SoP, and what are the major success factors towards doing so, in addition to Project Data reflecting this.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> <li>Project Data, Records, and Documentation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
11.3	To what extent has the SoP ECW/MYRP been conflict sensitive in its planning and implementation?	<ul style="list-style-type: none"> <li>Extent to which stakeholders report SoP ECW/MYRP has been conflict sensitive in its planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
<b>Cross-Cutting Themes</b>					
EQ12	To what extent have cross-cutting themes such as gender, age, disability, vulnerability, child and human rights, and	<ul style="list-style-type: none"> <li>Extent to which relevant themes have been integrated in programme</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>Students</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>

Q#	Questions & Sub-Questions	Indicators & Information to be Gathered	Information Sources	Data Collection Methods and Tools	How Findings Will be Reported
	accountability been integrated in the programme?	design and implementation	<ul style="list-style-type: none"> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	
12.1	To what extent has the programme addressed the needs of people of different genders, ages, and abilities?	<ul style="list-style-type: none"> <li>Extent to which the needs addressed by the programme match the needs mentioned by beneficiaries of different ages, genders, and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
12.2	To what extent has the programme addressed the needs of the most marginalised people?	<ul style="list-style-type: none"> <li>Extent to which the needs addressed by the programme match the needs mentioned by beneficiaries from marginalised communities</li> </ul>	<ul style="list-style-type: none"> <li>Project Data, Records, and Documentation</li> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>
12.3	To what extent has the SoP ECW/MYRP interventions reduced gender, age, disability, geographical or economic-based inequalities?	<ul style="list-style-type: none"> <li>Extent to which beneficiaries report reductions in inequalities as a result of ECW/MYRP programming.</li> </ul>	<ul style="list-style-type: none"> <li>Students</li> <li>Teachers</li> <li>UNICEF SoP / partner staff</li> </ul>	<ul style="list-style-type: none"> <li>MYRP Beneficiary Survey</li> <li>MYRP Beneficiary FGD</li> <li>Teacher Training and Recruitment Survey</li> <li>Implementing Staff (Teacher) KIIs</li> <li>Client and Stakeholder KIIs</li> </ul>	<ul style="list-style-type: none"> <li>Emergent themes</li> </ul>

## Annexure 3: Methodology

### 3.1 Research Conceptual Framework and Design

In accordance with the requirement for a rights-based and gender- and vulnerability-sensitive evaluation, the consultants sought to ensure that issues of gender, realization of child rights, and marginalization are appropriately considered throughout data collection. This included ensuring that only female data collectors engaged with women and girls, that females felt safe and comfortable during engagements, and that all vulnerable respondents are appropriately represented (through gender-, economic-, displacement-status-, and location-disaggregated data collection) across all tools. In addition, all participants were interviewed in locations where they could not be overheard by other persons, so they felt able to discuss issues comfortably.

### 3.2 Research Methods

Multiple instruments collected data against individual research questions, engaging in a process of 'triangulation' of findings (Denscombe, 2010). The following data collection tools were developed and deployed by the consultancy team: Portfolio Review; MYRP Beneficiary Survey; MYRP Beneficiary FGD; Teacher Training and Recruitment Survey; Implementing Staff (Teacher) KIs; Client and Stakeholder KIs.

### 3.3 Data Analysis

Quantitative data was disaggregated and analysed with pivots, generated with the VADER and RAKE packages, using the Python coding language, and used to produce graphs, tables, charts, and figures, allowing for in-depth statistical analyses of secondary, project, data, and primary data where applicable.

The qualitative data was analysed using the VADER package, as well as a bottom-up process of inductive reasoning to identify any incipient patterns, emerging narrative, and key themes. This approach to qualitative data analysis gives the experiences and perspectives of participants a central position in the study of findings. This is advantageous, as beneficiaries are the ultimate recipients in humanitarian programmes, meaning that their perspectives and experiences are critical in measuring wellbeing outcomes, setting targets, and identifying recommendations. The VADER package was also used to generate 'sentiment analysis scores' in the interval [-4,4] used to convey the overall sentiment expressed across respondents on a particular topic.

#### Sentiment Analysis Scores

At points throughout this report, 'sentiment analysis scores' in the interval [-4,4] are used to convey the overall sentiment expressed across respondents on a particular topic. While these data can be understood straightforwardly according to the rule 'higher scores imply more satisfied respondents', the following excerpt from the metric's development paper supported a more detailed understanding of the data thus presented:

*'The VADER sentiment lexicon is sensitive both the polarity and the intensity of sentiments expressed in social media contexts, and is also generally applicable to sentiment analysis in other domains.'*

*Sentiment ratings from 10 independent human raters (all pre-screened, trained, and quality checked for optimal inter-rater reliability). Over 9,000 token features were rated on a scale from "[-4] Extremely Negative" to "[4] Extremely Positive", with allowance for "[0] Neutral (or Neither, N/A)". We kept every lexical feature that had a non-zero mean rating, and whose standard deviation was less than 2.5 as determined by the aggregate of those ten independent raters. This left us with just over 7,500 lexical features with validated valence scores that indicated both the sentiment polarity (positive/negative), and the sentiment intensity on a scale from -4 to +4. For example, the word "okay" has a positive valence of 0.9, "good" is 1.9, and "great" is 3.1, whereas "horrible" is -2.5, [and] the frowning emoticon :( is -2.2, [etc.]'*

### 3.4 Limitations and Mitigation Measures

Thuso was mindful of the following potential limitations on this final evaluation:

- **Stakeholder recall or knowledge:** Given the complexity and diversity of the humanitarian response in SoP, it can be the case that beneficiaries do not recall one specific support they received; this can make it challenging to garner insight into what programming impacts might have been, or extract relevant and targeted insights for the evaluation. The consultancy team worked closely with the client to mitigate this challenge in the field, without causing undue influence or bias in the data collection process.

- **Self-reported data:** The primary data relies (to a certain extent) on retrospective self-reported data. It is possible that participants did not recall events completely accurately and/or may have felt pressured to give responses that they deemed to be socially or (in the case of staff) professionally desirable. The enumeration team was instructed not to lead the respondents and have been asked to read scripts carefully and explain when appropriate. Analysis also undertook to account for any biases that may have emerged from such self-reporting.
- **Client staff time and availability:** In-country evaluation activity was one of myriad competing requirements for country offices; multiple assessments, evaluations, and strategic activities all compete for time of in-country teams, requiring careful scheduling and limiting the support they can offer. The consultants worked closely with the client to secure required data, striking a careful balance of tenacity, persistence, and patience to achieve the required outcomes of this assignment.

In the course of data collection and analysis, the following, additional, issues have the potential to serve as limitations to findings derived from the data collected:

- **Lack of Quantitative Data on Intended Impacts and Outcomes:** Such evaluations generally make use of a mixed methods approach, as intended for this report, drawing on primary data, and project data, to allow for both qualitative and quantitative judgements. In several instances, data on impact and outcomes (i.e. learning outcomes, etc.) has not been shared with the research team. As such, there is an increased reliance on primary data undertaken in the course of this evaluation. A range of data analysis techniques, including sentiment analysis scoring, and the use of word-clouds, have been applied to allow for quantitative analysis despite this limitation.
- **Potential Skewed Sampling:** Reports from enumerators suggest that, while random sampling was sought (within the constraints detailed in the approved research methodology), interventions (independent of the research team) by implementation partners and school leaders / teaching staff, may have encouraged participation in data collection by individuals (particularly teaching professionals) who had participated directly in relevant interventions. This could lead to an overstating of impact, and an overreporting of awareness, of interventions by such parties.
- **Exhaustive Sampling in Smaller Settings:** Some of the education settings in which data was collected, sample targets exceeded the number of individuals within the demographic group targeted. In such contexts, sampling was exhaustive, but fell short of school-level numerical targets as all relevant individuals were engaged.
- **Potential for Briefing of Respondents:** An important component of research is that individual responses should not be 'led'. Reports from enumerators suggest that, in some instances, Implementation Partners, or the authorities responsible for management of schools to be visited, requested that research visits be paused, and sought visits to the schools in question. It is possible that in such cases, interventions may have discussed with respondents by these parties, which has the potential to undermine the independence and findings.

### 3.5 Integration of HRBA, Gender Equality, Equity into Evaluation Design and Methods

UNICEF SoP Guidance on Gender Integration in Evaluations was used to guide this research project. This resource explains that gender should be integrated across all evaluation phases, from planning to implementation, reporting, and use/dissemination. Thus, the following measures were adopted:

1. Context analysis and reconstructed Theory of Change to ensure strong gender analysis.
2. Where relevant, gender-specific questions have been integrated into the evaluation questions.
3. The data collection plan considers how, by whom, when and where the data collection could limit the participation of certain gender groups.
4. All enumerators were briefed on UNEG Handbook on Integrating Human Rights and Gender Equality in Evaluation.
5. Data collection teams included female enumerators, and care was taken to ensure that only female data collectors engage with women and girls, that females feel safe and comfortable during engagements, and that women are appropriately represented (through gender-segregated data collection engagements) in all data collection. In addition, where possible, females were interviewed in location where they cannot be overheard by other persons and so they feel able to discuss issues comfortably.
6. Data was disaggregated along lines of sex, gender identity, age, education, geographical location, poverty, ethnicity, indigeneity, and disability, as appropriate.
7. Throughout the entire evaluation exercise, data analysis occurred, and Thuso uses an 'iterative' process of data analysis, particularly gender analysis, to show, for example, where data is missing, what the most interesting questions are, or what further data might be needed that better reflects the gender equality perspective. Data was analysed in a manner sensitive to gender, with data disaggregated by gender as appropriate. A gender-mainstreaming approach was taken to report writing



8. There is a plan in place for evaluation findings to be reviewed and validated by the evaluation manager and programme staff, as well as local stakeholders familiar with social and cultural gender norms.
9. The evaluation report sought to include implications for gender equality and child rights in every section of the evaluation report
10. Recommendations sought to include specific reference to advancing gender equality and the rights of women and girls, including Social Protection (SP) and SDGs
11. Any unexpected results on gender equality or rights of women and girls were addressed, as well as other unexpected gender-based differences in results or processes.
12. UNICEF SoP will ensure that the evaluation dissemination and evaluation products are accessible and barrier free for all stakeholders, girls and boys, women and men, and their organizations.

### 3.6 Final ECW Evaluation Implementation Phases and Deliverables

The Final Evaluation Implementation Phases and Deliverables are outlined in the Table below.

Table 2: Evaluation Implementation Phases and Deliverables

Phase/Deliverable	Timeframe	Location
1. Design phase		
▪ Draft inception report and data collection tools and submit to the client for review	1 <sup>st</sup> September 2022	Remote/In-country*
▪ Amend inception report in line with client feedback and submit second draft to the client for review	September – November 2022	
▪ Amend inception report in line with client feedback and submit final draft to the client for validation	1 <sup>st</sup> November 2022	
2. Field work		
▪ Collect data as per methodology outlined in the inception report	23 <sup>rd</sup> November – 20 <sup>th</sup> December 2022	Remote/In-country
▪ Engage in feedback process to discuss findings and determine if any changes / recommendations need to be made prior to drafting the report	22 <sup>nd</sup> December 2022	
3. First draft evaluation report		
▪ Analyse data and draft report (incorporating feedback received during previous stage); submit draft report for review	7 <sup>th</sup> January 2023	Remote
5. Presentation of evaluation findings		
▪ Present evaluation findings to SoP ECW/MYRP	10 <sup>th</sup> January 2023	Remote/In-country
5. Second draft evaluation report		
▪ Amend draft report in line with client feedback and submit second draft to the client for review	Pending feedback	Remote
5. Final evaluation report		
▪ Implement SoP ECW/MYRP inputs and submit final evaluation report for validation	Pending feedback	Remote

## Annexure 4: List of Documents Reviewed

### Project Documentation

- ECW Multi-Year Resilience Programme (MYRP) for the State of Palestine 2019-2021 (Proposal)
- Activities Mapping AI 25072022
- ECW Annual Joint Narrative Report 01/2020-12/2020
- ECW Annual Joint Narrative Report 01/2021-12/2021
- ECW Narrative Report 01/06/2019 – 31/03/2020

- ECW 6-monthly Progress Report 01/01/2020 – 30/06/2020
- ECW FER Joint Narrative Report 06/04/2020 – 31/05/2021
- ECW 6-monthly Progress Report 01/07/2020 – 31/12/2020
- ECW Narrative Report 01/06/2019 – 30/11/2019
- Sample of technical review
- Needs Assessment and MEAL Baseline for the Education Cannot Wait (ECW) Multi-Year Resilience Programme (MYRP) for the State of Palestine (2019-2021)
- Copy of MYRP New Funds Tracking System Palestine
- Outcome National\_Business area\_ECW
- Output National\_Business area\_Outputs
- UNICEF SoP Monitoring and Evaluation Plan (September 2021)
- ECW Workplan template
- MYRP master workplan final

### **Accountability to Affected Populations (AAP)**

- UNICEF - State of Palestine Operational Framework on Accountability to Affected Populations (AAP) and Prevention of Sexual Exploitation and Abuse (PSEA)
- UNICEF-State of Palestine Operational Guidance on Accountability to Affected Populations (AAP)

### **Guidance on Gender Integration in Evaluations**

- UNICEF Guidance on Gender Integration in Evaluations

### **Ethical Clearance / Guidance**

- IRB Ethics Review of UNICEF Research Project Materials for the Protection of Human Subjects Feedback Template
- UNICEF Guidance Document for Informed Consent
- Ethical Considerations for Evidence Generation Involving Children on the COVID-19 Pandemic (2020)
- Guidance Document for Protection of Research Data
- Guidance Document for the Protection of Human Subjects' Identities
- Guidance Document of the Protection of Human Subjects' Safety
- HML HELP DESK Review of UNICEF Documents for Ethical Concerns Feedback Template
- Exploring Critical Issues in the Ethical Involvement of Children with Disabilities in Evidence Generation and Use (2020)
- UNICEF Consent Form Checklist and Template
- Informed Consent Form Example
- Informed Consent Template for Children (11-18 years old)
- Informed Consent Template for Parents
- Protection Protocols
- Protection Protocols Template

### **Evaluation Quality Assurance**

- Copy of Final Geros 2020 EQA Standard Template
- Evaluation Report Review template
- Inception Report Review Template
- UNICEF Procedure for Quality Assurance in Research
- UNICEF State of Palestine SoP for Evaluation Studies and Research
- UNICEF-Adapted UNEG Evaluation Reports Standards (2017)
- OECD Evaluation Criteria: Adapted Definitions and Principles for Use (2019)
- Better Criteria for Better Evaluation OECD/DAC Network on Development Evaluation (Presentation 10 Dec 2019)
- Better Criteria for Better Evaluation OECD/DAC Network on Development Evaluation (Webinar 16 Jan 2020)
- OECD DAC Evaluation Criteria Draft Proposal for Adaptation (Draft 1: January 2019)
- Sample Inception Report: Evaluation of Family Centres in Gaza - Inception Report - revised 6 December 2017

### **Evaluation Steering Committee ToR**

- ToR ECW Evaluation Steering Committee

### **National Documents**

- The National Youth Strategy in Palestine (2017-2020)
- National Strategy for Early Childhood Development and Intervention 2017-2022
- Ministry of Education (August 2020) Education Sector Strategic Plan “UPDATED STRATEGY”
- Ministry of Education (October 2015) Palestine Inclusive Education Policy
- SoP National Health Strategy 2021-2023
- National Inter-Sectoral Violence Against Children Strategy in The Context of COVID-19 (NIVACS) 2021-2023
- SoP National Policy Agenda 2017-2022
- State of Palestine's Country Programme for the Green Climate Fund (2019) Climate Resilient Transformation with the Green Climate Fund
- National Policy Agenda: National Priorities, Policies & Policy Interventions (Matrix)
- SoP Prime Minister's Office, Public Policies 2021-2023
- Palestine Economic Policy Research Institute (MAS) (2020) Estimating the Costs of Implementing the 2019 Draft Law on the Rights of Persons with Disabilities
- The Updated Social Development Sector Strategy 2021-2023
- Palestinian National Voluntary Review on the Implementation of the 2030 Agenda (2018)

## Conventions and Treaties

- CEDAW Consideration of reports submitted by States parties under article 18 of the Convention pursuant to the simplified reporting procedure (March 2017)
- CEDAW Concluding observations on the initial report of the State of Palestine (July 2018)
- Updated Confidential Report by the United Nations Country Team in the State of Palestine: Review of the State of Palestine's initial report by the Committee on the Elimination of Discrimination against Women
- CERD Initial and second periodic reports submitted by the State of Palestine under article 9 of the Convention, due in 2017 (March 2018)
- Joint Alternative Report to the State of Palestine's Initial Report to the Committee on the Rights of the Child CHILDREN'S RIGHTS IN PALESTINE 83rd Session of the Committee on the Rights of the Child 3-7 June 2019 Submitted 20 April 2019
- CRC Concluding observations on the initial report of the State of Palestine
- Statement by the Independent Commission for Human Rights on the Initial report submitted by the State of Palestine to the United Nations Committee on the Rights of the Child (April 2019)
- Global Initiative to End All Corporal Punishment of Children (2019) BRIEFING ON THE STATE OF PALESTINE FOR THE COMMITTEE ON THE RIGHTS OF THE CHILD, SESSION 83 PRE-SESSIONAL WORKING GROUP
- Submission by Human Rights Watch to the Committee on the Rights of the Child on the State of Palestine
- AL-HAQ SUBMISSION TO THE COMMITTEE ON THE RIGHTS OF THE CHILD ON THE FIRST PERIODIC REVIEW OF THE STATE OF PALESTINE (2020)
- UNITED NATIONS COUNTRY TEAM IN THE STATE OF PALESTINE CONFIDENTIAL REPORT ON THE IMPLEMENTATION OF THE CONVENTION ON THE RIGHTS OF THE CHILD IN THE STATE OF PALESTINE
- Initial report submitted by the State of Palestine under article 44 of the Convention, due in 2016 (September 2018)
- Palestine State Party Report – CRC (Arabic Version)
- Palestine State Party Report - CRPD (2019) (Arabic Version)

## UNICEF Documents

- Annual Management Review, 16 December 2020
- Area programme document: Palestinian children and women in Jordan, Lebanon, the Syrian Arab Republic and the State of Palestine (2017)
- Annex 1: Results and resources framework, Area Programme Document for Palestinian Children and Women in the State of Palestine, 2018-2022
- A C4D Strategy for Early Childhood Development and Children with Developmental Delays and Disabilities for Palestine (2019)
- UNICEF (2018) Children in the State of Palestine
- Compiled 2020 End-Year Review
- Humanitarian Action For Children, SoP (2021)
- Occupied Palestinian Territory Flash Appeal (2021)
- Shelter Cluster Palestine (2021) Escalation of hostilities – Gaza May 2021
- 90 Day- Emergency Response Plan to Provide Basic Urgent Needs
- UNICEF SoP SitRep 2018, 2019, 2020, 2021
- Formative Evaluation of Early Childhood Development interventions on children living with developmental delays and disabilities in the West Bank and the Gaza Strip (2021)

- Evaluation of a Postnatal Home Visiting Program for mothers, neonates and their families in Gaza, State of Palestine, over the period 2011 – 2016 (2018)
- UNICEF State of Palestine Fundraising Strategy – March 2014
- UNICEF SoP Planning, Monitoring And Evaluation Guide
- UNICEF Country Programme Action Plan for Palestinian Children and Women in the State of Palestine 2018-2022
- Strategy Note UNICEF - State of Palestine Country Programme 2018-2022 (2017 draft)
- Advocacy Strategy UNICEF State of Palestine January 2020
- UNICEF State of Palestine, Key Risks and Mitigation Actions (May 2021)

## UN Documents

- OPT Humanitarian Response Plan 2018, 2019, 2020, 2021
- OPT Humanitarian Needs Overview 2018, 2019, 2020, 2021
- Deloitte (2021) Report on Macro Assessment of the Public Financial Management System of the State of Palestine
- COMMON COUNTRY ANALYSIS 2016 Leave No One Behind: A Perspective on Vulnerability and Structural Disadvantage in Palestine
- Social and Economic Situation of Palestinian Women and Girls July 2018 - June 2020
- United Nations Development Assistance Framework State of Palestine 2018-2022

## Other Documents

- UNICEF (2016) Every child counts: understanding the needs and perspectives of children with disabilities in the State of Palestine
- UNICEF (2019) MENA GENERATION 2030 Investing in children and youth today to secure a prosperous region tomorrow
- State of Palestine MENA GENERATION 2030 COUNTRY FACT SHEET
- State of Palestine Atlas of Sustainable Development 2020
- State of Palestine Palestinian Central Bureau of Statistics Population, Housing and Establishments Census 2017
- Characteristics of Individuals with Disabilities in Palestine An Analytical Study Based on the Population, Housing and Establishments Census 2007, 2017
- Preliminary Results of the Population, Housing and Establishments Census, 2017
- Analytical Study Comparison of the Status of Children in Palestine based on Palestinian Census Data from 1997, 2007 and 2017 (2020)
- UNICEF (2018) ACCESS TO CHILD JUSTICE IN PALESTINE Assessment and Recommendations for Future Programming
- COVID-19 Protection Needs Identification and Analysis in the State of Palestine (2020)
- Country Report: Palestine - Findings from the Social Service Workforce Mapping May 2019
- Arab World for Research and Development (2020) Coping with COVID-19 Pandemic: Impacts and Coping Strategies among Palestinians
- Rapid Assessment of the impact of COVID-19 pandemic on the local economy of the Gaza Strip
- Palestinian Central Bureau of Statistics (PCBS) Issues a Press Release on the Results of COVID-19 Business Pulse Survey in Palestine, 2020 during (5/3/2020 – 31/5/2020)
- Impact of the COVID-19 Outbreak and Lockdown on Family Dynamics and Domestic Violence in Palestine - June 2020
- PARTICIPATORY GENDER ANALYSIS REPORT (WEST BANK & GAZA STRIP) APRIL 2020
- Rapid Gender Assessment March 2020
- Impact of Corona Pandemic on Social Relations in Gaza Strip\Palestine
- Inter-cluster assessment in East Jerusalem 23 and 24 April 2020
- Palestinian Central Bureau of Statistics (PCBS) Announces Results of Impact of COVID-19 Pandemic (Coronavirus) on the Socio-economic Conditions of Palestinian Households Survey (March-May), 2020
- Public Opinion on Coronavirus- Palestine (Poll report)
- Results of A Study on: "The Impact of COVID- 19 on Palestinian Society" (May 2020)
- Study of the Social Impacts of the COVID-19 Pandemic in Palestine and its Implications on Policies and Future Governmental and Non-Governmental Interventions (For a Resilient Society that Leaves no one Behind) (2020)
- KAP Study for the 'Risk Communication and Community Engagement Plan (RCCE)' for the State of Palestine (2020)
- 2nd KAP Study for the 'Risk Communication and Community Engagement Plan (RCCE)' for the State of Palestine (2022)
- UNFPA Assessing of PCBS Census Data in light of Palestine 2030 projections and models
- Palestine 2030 Demographic Change: Opportunities for Development Summary Report Revised Edition April 2017
- Early Childhood Development Investment Case, Costing and Financing Strategy for children from 0 to age 8 in the West Bank and the Gaza Strip, February 2021

- Report: Baseline Knowledge Attitudes and Practices (KAP) Study in support of A C4D Strategy for Early Childhood Development and Children with Developmental Delays and Disabilities for Palestine Final Draft – July 29, 2019
- West Bank and Gaza Disability in the Palestinian Territories Assessing Situation and Services for People with Disabilities (PWD)
- GAZA RAPID DAMAGE AND NEEDS ASSESSMENT JUNE 2021
- Gaza Strip Imagery Analysis 2021
- Situational Analysis of Women and Girls in MENA and Arab States Region REGIONAL REPORT January 2021 – Final Version
- Palestinian Multiple Indicator Cluster Survey 2014
- Palestinian Multiple Indicator Cluster Survey 2019-2020
- OPT MSNA Key Analysis Findings.(2021)
- Gaza Strip Nutrition Multi-Sectoral Assessment (2019)
- Nutrition multi-sectoral assessment - Report of the Nutrition multi-sectoral assessment conducted in the vulnerable areas of the Gaza Strip, Palestine during the period from October 15 to 31, 2018 (2018)
- Nutrition Multisectoral Assessment Recommendations (2018)
- UNICEF (2016) Child Poverty in the Arab States: Analytical Report of Eleven Countries
- Poverty map for the Palestinian Territories "PECS and Census 2017" Technical report (2019)
- Palestinian Central Bureau of Statistics Poverty Profile in Palestine (2017)
- Cash Transfers in Palestine: Building Blocks of Social Protection (2019)
- MEASURING POVERTY IN WEST BANK AND GAZA Methodology Review using PECS 2016 Technical report (2018)
- Public Expenditure Review of Education in Palestine (2013)
- UNICEF State of Palestine Situation Analysis of Children Living in The State of Palestine, 2016/17 Summary
- MICS-EAGLE SoP Overview
- MICS-EAGLE Data Tables (July 2021)
- Attitudes towards the learning of Life Skills by Gender and Cultural Capital – Palestinian Data Fact Sheet –
- Promoting Non-violent Behaviour Among Adolescents Programme Evaluation Report (2019)

## Annexure 5: Guidelines for Key Informant Interviews

The study was conducted in line with UNICEF's guidelines on ethical research,<sup>9</sup> and guidelines for conducting research in conflict situations,<sup>10</sup> to ensure that children are involved respectfully and any potential risks of harm are prevented. The consultancy team followed the United Nations Evaluation Group's Norms and Standards for Evaluation<sup>11</sup> throughout the conduct of this evaluation, and adhered to the five key evaluator obligations namely independence, impartiality, credibility, declaration of conflicts of interest, and accountability. The research upheld the following ethical safeguards for research studies: respect for dignity and diversity, right to self-determination (informed consent), fair representation, compliance with codes for vulnerable groups (in this case UNICEF Procedures for Ethical Research Involving Children), confidentiality, and avoidance of harm.

### Informed consent

Written informed consent for children's participation in the study was obtained from each child's parent using a standardised written consent form in Arabic. The purpose of the research was explained to parents and children by UNICEF staff before the site visits and when the researcher was on site, allowing opportunity for parents and children to ask questions and consider whether to participate. This consent was renegotiable meaning that children could withdraw at any stage during an interview. Written informed consent was also obtained from adult participants. This written informed consent included requesting permission to quote the participant using his/her position. Consent forms were included at the beginning of each data collection instrument.

### Compliance with UNICEF procedures for ethical research involving children

The study adhered to the UNICEF's guidelines on ethical research involving children. In addition, an ethical review was undertaken by Health Media Lab (HML) Institutional Review Board at Headquarters.

<sup>9</sup> UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis; Document Number: CF/PD/DRP/2015-001 Effective Date: 01 April 2015 Issued by: Director, Division of Data, Research and Policy (DRP); UNEG Norms and Standards as well as the UNEG Ethical Guidelines for Evaluation.

weblinks: <http://www.uneval.org/normsandstandards/index.jsp> <http://www.unevaluation.org/ethicalguidelines>

<sup>10</sup> Berman, G., Hart, J., O'Mathúna, D., Mattellone, E., Potts, A., O'Kane, C., Shusterman, J., and Tanner, T. (2016). What We Know about Ethical Research Involving Children in Humanitarian Settings: An overview of principles, the literature and case studies, Innocenti Working Paper No. 2016-18, UNICEF Office of Research, Florence

<sup>11</sup> United Nations Evaluation Group (2016). Norms and Standards for Evaluation. New York: UNEG

## Confidentiality (protection of human subject identities and protection of data)

### Protection of human subject identities

The names of children and adult participants were not collected. No photographs were taken of children who participated in the evaluation. Written consent was obtained from participants to include their position/organisation but not their name in cases where their responses are quoted in the final report.

### Protection of data<sup>12</sup>

KIIs were implemented by the field team using tablets and smart phones. Collected data was submitted to Thuso's cloud-based system on a daily basis. All data was collected, uploaded, and stored in a secure format. Extensive measures were taken to ensure data do not fall into the wrong hands, or lead to adverse effects for respondents or the client.

## Avoidance of harm (protection of human subject safety)

The political context of SoP is unpredictable with the potential for escalations of hostilities between local, and regional, armed groups a daily reality. The situation was monitored on an ongoing basis by Thuso and by UNICEF to ensure action would be taken to ensure the safety of participants and the research team where emergent concerns would arise.

Potential participants were informed of the study primarily by UNICEF, and by SoP ECW/MYRP PMU, MoE and grantees/partners where applicable, who facilitated access to respondents in the country and provided introductions to stakeholders.

In the event that participation in the research appeared to have caused upset for individual children, or adverse reactions from other participants, enumerators were instructed to stop the interview and assess the participant's mental status by asking them what their thoughts and feelings are, and whether they feel safe and able to continue the interview. If the participant was unable to continue, the enumerator would discontinue the interview and escort the participant to a quiet area. The enumerator would offer, with participant consent, for a member of the UNICEF team to assist them. Where such incidents arose, enumerators were instructed to document them (anonymously). No such incidents arose during the data collection process.

## Annexure 6: Guidelines for Focus Group Discussions

The study was conducted in line with UNICEF's guidelines on ethical research,<sup>13</sup> and guidelines for conducting research in conflict situations,<sup>14</sup> to ensure that children are involved respectfully and any potential risks of harm are prevented. The consultancy team followed the United Nations Evaluation Group's Norms and Standards for Evaluation<sup>15</sup> throughout the conduct of this evaluation, and adhered to the five key evaluator obligations namely independence, impartiality, credibility, declaration of conflicts of interest, and accountability. The research upheld the following ethical safeguards for research studies: respect for dignity and diversity, right to self-determination (informed consent), fair representation, compliance with codes for vulnerable groups (in this case UNICEF procedures for ethical research involving children), confidentiality, and avoidance of harm.

### Informed consent

Written informed consent for children's participation in the study was obtained from each child's parent using a standardised written consent form in Arabic. The purpose of the research was explained to parents and children by UNICEF staff before the site visits and when the researcher was on site, allowing opportunity for parents and children to ask questions and consider whether to participate. This consent was renegotiable meaning that children could withdraw at any stage during the FGD. Written informed consent was also obtained from adult participants. This written informed consent included requesting permission to quote the participant using his/her position. Consent forms were included at the beginning of each data collection instrument.

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<sup>12</sup> UNICEF Guidance Document for Protection of Research Data, December 2016.

<sup>13</sup> UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis; Document Number: CF/PD/DRP/2015-001 Effective Date: 01 April 2015 Issued by: Director, Division of Data, Research and Policy (DRP); UNEG Norms and Standards as well as the UNEG Ethical Guidelines for Evaluation.

weblinks: <http://www.uneval.org/normsandstandards/index.jsp> <http://www.unevaluation.org/ethicalguidelines>

<sup>14</sup> Berman, G., Hart, J., O'Mathúna, D., Mattellone, E., Potts, A., O'Kane, C., Shusterman, J., and Tanner, T. (2016). What We Know about Ethical Research Involving Children in Humanitarian Settings: An overview of principles, the literature and case studies, Innocenti Working Paper No. 2016-18, UNICEF Office of Research, Florence

<sup>15</sup> United Nations Evaluation Group (2016). Norms and Standards for Evaluation. New York: UNEG



## Compliance with UNICEF procedures for ethical research involving children

The study adhered to the UNICEF's guidelines on ethical research involving children. In addition, an ethical review was undertaken by Health Media Lab (HML) Institutional Review Board at Headquarters.

## Confidentiality (protection of human subject identities and protection of data)

### Protection of human subject identities

The names of children and adult participants were not collected. During the FGD each participant was assigned a number (including age and sex), which was used to record their responses in the session. No photographs were taken of children who participated in the evaluation. Written consent was obtained from participants to include their position/organisation but not their name in cases where their responses are quoted in the final report.

### Protection of data<sup>16</sup>

FGDs were implemented by the field team using tablets and smart phones. Collected data was submitted to Thuso's cloud-based system on a daily basis. All data was collected, uploaded, and stored in a secure format. Extensive measures were taken to ensure data do not fall into the wrong hands, or lead to adverse effects for respondents or the client.

## Avoidance of harm (protection of human subject safety)

The political context of SoP is unpredictable with the potential for escalations of hostilities between local, and regional, armed groups a daily reality. The situation was monitored on an ongoing basis by Thuso and by UNICEF to ensure action would be taken to ensure the safety of participants and the research team where emergent concerns would arise.

Potential participants were informed of the study primarily by UNICEF, and by SoP ECW/MYRP PMU, MoE and grantees/partners where applicable, who facilitated access to respondents in the country and provided introductions to stakeholders.

FGDs with children were separated by sex. This ensured that cultural sensitivities are respected and the safety, especially of female participants, was upheld.

In the event that participation in the research appeared to have caused upset for individual children, or adverse reactions from other participants, enumerators were instructed to stop the interview and assess the participant's mental status by asking them what their thoughts and feelings are, and whether they feel safe and able to continue the interview. If the participant was unable to continue, the enumerator would discontinue the interview and escort the participant to a quiet area. The enumerator would offer, with participant consent, for a member of the UNICEF team to assist them. Where such incidents arose, enumerators were instructed to document them (anonymously). No such incidents arose during the data collection process.

## Annexure 7: Ethical Clearance Letter

Ethical clearance letter available at the following link:

[https://drive.google.com/file/d/1\\_NczMVMEEVA0n6yEHSOC4DbkLTpUQH-Uy/view?usp=sharing](https://drive.google.com/file/d/1_NczMVMEEVA0n6yEHSOC4DbkLTpUQH-Uy/view?usp=sharing)

## Annexure 8: Data Collection Tools

### Client and Stakeholder KII

#### Informed Consent Form

Hello, my name is \_\_\_\_\_, and I am helping UNICEF to understand how their programming has supported the quality of education provision in the SoP.

We would very much appreciate your participation in this survey. Participation involves an interview with you about your experiences with the Education Cannot Wait/Multi-Year Resilience Programme.

The interview with you will take about 1 hour to complete.

The information you provide will be strictly confidential. In case your responses will be quoted in the final report, your name will not be used to identify you. However, if you agree, your position and organization will be used to attribute your responses.

<sup>16</sup> UNICEF Guidance Document for Protection of Research Data, December 2016.

Your participation in this study will not benefit you directly, but it may benefit others in the future, as your responses may improve future programmes and our understanding about ways to provide better services to local communities.

Your participation in this study is voluntary. This will be the only time that we will ask you questions as part of this survey. If you don't want to be in the study, it is OK. If you want to be in the study now and change your mind later, that's OK too. You can stop at any time. If you agree to participate, you can decide not to answer any question and can stop the interview at any time. Your decision about whether to participate in this study or to answer any specific questions will in no way affect any services that you receive. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

Before you say yes or no to being in this study, we will answer any questions you have. If you join the study, you can ask me questions at any time during the interview. You may also contact the research lead, Matthew Goldie-Scot, at [m.goldie-scot@thusogroup.com](mailto:m.goldie-scot@thusogroup.com) if you have any questions or concerns.

Please tick the boxes beside the statements you agree with, and sign and date the bottom of the page. I will leave you with your own copy of this information and consent form.

- ☐ I am willing to take part in this research.
- ☐ I understand the purpose of this research, and that I am able to ask questions about it at any time.
- ☐ I understand that I am free to withdraw my consent for involvement with this research project at any time.
- ☐ I would like my responses to be attributed completely anonymously.
- ☐ I am happy for my organization to be used when attributing my responses.
- ☐ I am happy for my role to be used then attributing my responses.

Participant Name:

Participant Signature:

Date:

## Questions

Respondent org	
Respondent role	
Respondent gender	
Respondent age	
Willing to have quotes attributed to role / organization (with individual not named)	Yes/No (if Yes, written consent must be obtained, using the consent form provided)
Other details	
Can you please provide me with a brief overview of your involvement in the development of the SoP ECW/MYRP, and its implementation? How long have you been involved for?	
Do you have any other relevant areas of insight or guidance to offer with regard to future SoP ECW/MYRP development?	
<b>Relevance and Appropriateness</b>	<b>Req.<sup>17</sup></b>
How relevant, appropriate, and significant is the support provided to the SoP ECW/MYRP target group(s) i.e. boys, girls, youth, teachers, learning spaces, communities?	✓

<sup>17</sup> Indicates which questions are required for resolution by ECW.

To what extent does the SoP ECW/MYRP align with existing education needs objectives and assessments in place?	✓
To what extent and how does the SoP ECW/MYRP equally respond and adapt to differentiated needs of conflict- and crisis- affected population groups i.e. boys and girls, IDPs/refugees/hosts, children with disabilities?	✓
To what extent are the choices of geographical locations and target groups transparent and evidence-based given country/context needs?	
<b>Coherence</b>	
How coherent is the SoP ECW/MYRP with existing humanitarian-development response and (transitional) education sector policies, plans and frameworks?	✓
To what extent does the SoP ECW/MYRP align and collaborate with other sources of funding that support the SoP ECW/MYRP target group(s)?	✓
To what extent does the SoP ECW/MYRP align with other sources of ECW funding in-country?	
<b>Coverage and Reach</b>	
Does the SoP ECW/MYRP focus on the most urgent education crisis population groups and geographical locations?	✓
Was the selection of grantees process transparent and fair, given the country context and needs?	✓
To what extent does the SoP ECW/MYRP reach the most marginalized and vulnerable unable to access education and learning otherwise, proportionate to their needs?	
<b>Efficiency</b>	
To what extent is the SoP ECW/MYRP designed and implemented in a cost-efficient, timely and satisfactory manner?	✓
Is the financial absorption capacity of the SoP ECW/MYRP satisfactory and aligned with what is planned?	✓
<b>Effectiveness</b>	
To what extent has the SoP ECW/MYRP achieved or is likely to achieve the planned education outputs and outcomes (access, continuity, learning, gender, safety and protection, MHPSS etc.) for boys and girls as identified in the results framework?	✓
To what extent and how is the SoP ECW/MYRP implementing a comprehensive multi-faceted packaged response to ensure continued access to safe quality education and improve learning outcomes?	✓
To what extent has the SoP ECW/MYRP made progress in achieving the planned systemic outcomes (advocacy, resource mobilization, joint planning and reviews, capacity strengthening, data and evidence) as identified in the results framework?	✓

To what extent and how did the SoP ECW/MYRP promote and strengthen a joint, (humanitarian-development) coordinated, evidence-based, and inclusive approach to EiEPC programming?	✓
To what extent and how is accountability to affected populations considered in the SoP ECW/MYRP and how can this be strengthened?	
How and to what extent has the SoP ECW/MYRP contributed to the empowerment of girls, including adolescent girls?	✓
To what extent has the SoP ECW/MYRP contributed to change the knowledge, attitudes, and behavior of boys and communities regarding gender equality?	
To what extent and how are the key actors (ECW, beneficiaries, Government, Civil Society Organizations (CSOs) and UN grantees) engaged in the design, planning, implementation, and monitoring of the interventions?	
Have there been any unintended positive or negative effects of the support that was provided under the SoP ECW/MYRP; and if so, how was this dealt with?	✓
To what extent has the SoP ECW/MYRP contributed to address GBV risks and barriers faced by girls and female teachers?	
To what extent has the SoP ECW/MYRP been flexible in its implementation and responsive to change in the context of COVID-19, as well as given the challenging political and security environment of the SoP?	
<b>Value for Money (V4M)</b>	
How cost-effective have the different implementation approaches to achieve the SoP ECW/MYRP objectives been?	
Do the costs of the SoP ECW/MYRP outweigh its benefits?	
How well are value for money considerations embedded into the SoP ECW/MYRP management processes?	
<b>Connectedness and Sustainability</b>	
What concrete measures has the SoP ECW/MYRP applied to support longer-term continuity, resilience, and institutional/systemic change? How can the SoP ECW/MYRP be strengthened in this regard?	✓
To what extent and how did the SoP ECW/MYRP facilitate new and strengthen existing (local) partnerships? How have the partnerships contributed to effective delivery of programs?	✓
<b>Gender Responsiveness</b>	
To what extent has the SoP ECW/MYRP contributed to address gendered systemic barriers?	

To what extent have changes in the knowledge, attitudes, and behavior of education personnel regarding gender equality, promoted new practice in the provision of gender responsive pedagogy?	
<b>Impact</b>	
To what extent has the SoP ECW/MYRP contributed to continued education access and learning of boys, girls, and adolescents in and beyond the supported learning spaces and communities?	
Has the SoP ECW/MYRP (un)intentionally led to wider social, health, economic, and/or environmental changes for supported boys, girls, schools, teachers, and communities?	
To what extent and how has the SoP ECW/MYRP contributed to broader education/SDG4 development in SoP?	
<b>General Follow-up</b>	
Do you have any evidence or documents to share with me you think will be useful? If so, please name them.	
Do you have any final thoughts, comments, or advice to share with me?	

## MYRP Beneficiary Survey

### Informed Consent Form

Hello, my name is \_\_\_\_\_, and I am helping UNICEF to understand how their programming has supported the quality of education provision in your community.

We would very much appreciate your participation in this survey. Participation involves an interview with you about your experiences with the Education Cannot Wait/Multi-Year Resilience Programme.

The interview with you will take about 30 minutes to complete.

The information you provide will be strictly confidential and never connected to you. Other people will not know if you are in this study or what you have said. We will put information we learn from you together with information we learn from other people we interview. No one will be able to tell what information came from you. When we tell other people about this research, we will never use your name, and no one will ever know what answers you gave. Only a few researchers will have access to this information, and all information will be stored safely under the care of the lead researcher.

Your participation in this study will not benefit you directly, but it may benefit others in the future, as your responses may improve future programmes and our understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. This will be the only time that we will ask you questions as part of this survey. If you don't want to be in the study, it is OK. If you want to be in the study now and change your mind later, that's OK too. You can stop at any time. If you agree to participate, you can decide not to answer any question and can stop the interview at any time. Your decision about whether to participate in this study or to answer any specific questions will in no way affect any services that you receive. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

Before you say yes or no to being in this study, we will answer any questions you have. If you join the study, you can ask me questions at any time during the interview. You may also contact the research lead, Matthew Goldie-Scot, at [m.goldie-scot@thusogroup.com](mailto:m.goldie-scot@thusogroup.com) if you have any questions or concerns.

Please tick the boxes beside the statements you agree with, and sign and date the bottom of the page.

- ☐ I am willing to take part in this research.
- ☐ I understand the purpose of this research, and that I am able to ask questions about it at any time.

☐ I understand that I am free to withdraw my consent for involvement with this research project at any time.

Participant Name:

Participant Signature:

Date:

## Questions

Child School	
Child Gender	
Child Age	
Parental Consent Secured	Yes/No (if Yes, written consent must be obtained, using the consent form provided)
Other details	
Are you aware of any interventions in your school, or support to your school and your community, which has been supported by the SoP ECW/MYRP? (Explanation to be provided as required)	
Are you aware of any of the following interventions in your school, or your community?	
WASH Rehabilitation Cleaning materials for 2020 Grade 12 exams and Gaza Back to School DRR Equipment Science and IT learning kits Arabic and Maths self-learning E-learning equipment and recreational spaces support Internet access Safety equipment Arabic and Maths summer camps Digital Entrepreneurial Adolescents Leadership (DEAL) life skills Additional learning needs support Multi-sectoral support for ex-detainee and detained children	
Using automated conditional logic within SurveyCTO, the following questions will then be relayed to the participant.	
<b>Relevance and Appropriateness</b>	<b>Req.<sup>18</sup></b>
Do you consider this intervention met the needs of your community (i.e. boys, girls, youth, teachers, learning spaces, communities)? Please give reasons for your answer.	✓
Do you know how it was decided to target your community with this intervention? Please give as much detail as possible.	
<b>Coherence</b>	
Did the intervention work well alongside other schooling, and support, that you receive? Please give reasons for your answer.	✓
<b>Coverage and Reach</b>	
Do you consider that the intervention met the needs of those who needed it the most? Please give reasons for your answer?	✓

<sup>18</sup> Indicates which questions are required for resolution by ECW.



Do you consider the way support was targeted was transparent and fair? Please give reasons for your answer?	✓
<b>Efficiency</b>	
Do you consider that resources were used well during the intervention? Please give reasons for your answer.	✓
<b>Effectiveness</b>	
What effect do you do you consider the intervention has had on you, on others who it targeted, and your community?	✓
Have you been able to give feedback on the effectiveness of the intervention during its implementation?	
What effect do you do you consider the intervention has had on girls, including adolescent girls?	✓
What effect do you do you consider the intervention has on the way boys and girls think about the role that gender can have on individuals in your community?	
Was any harm caused to you, or to anyone else, by the intervention? Please provide as much detail as possible.	
Did the intervention affect any risks or other challenges faced by girls, or by women in your community?	
<b>Value for Money (V4M)</b>	
Do you think the intervention made good use of funds?	
Do you think there was any waste of funds, or money that was not used appropriately?	
<b>Connectedness and Sustainability</b>	
Do you think the intervention will continue to impact on you, and your community, moving forward? Please give reasons for your answer.	✓
Did the intervention support any other activities that take place in your school, or your community? Please give details.	✓
<b>Gender Responsiveness</b>	
Did the intervention have different effects on boys and girls? Please give reasons for your answer.	
<b>Impact</b>	
What do you consider have been the main impacts (positive or negative) of the intervention?	
<b>General Follow-up</b>	

Do you have any evidence or documents to share with me you think will be useful? If so, please name them.	
Do you have any final thoughts, comments, or advice to share with me?	

## MYRP Beneficiary FGD

### Informed Consent Form

Hello, my name is \_\_\_\_\_, and I am helping UNICEF to understand how their programming has supported the quality of education provision in your community.

We would very much appreciate your participation in this survey. Participation involves an interview with you about your experiences with the Education Cannot Wait/Multi-Year Resilience Programme.

The interview with you will take about 30 minutes to complete.

The information you provide will be strictly confidential and never connected to you. Other people will not know if you are in this study or what you have said. We will put information we learn from you together with information we learn from other people we interview. No one will be able to tell what information came from you. When we tell other people about this research, we will never use your name, and no one will ever know what answers you gave. Only a few researchers will have access to this information, and all information will be stored safely under the care of the lead researcher.

Your participation in this study will not benefit you directly, but it may benefit others in the future, as your responses may improve future programmes and our understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. This will be the only time that we will ask you questions as part of this survey. If you don't want to be in the study, it is OK. If you want to be in the study now and change your mind later, that's OK too. You can stop at any time. If you agree to participate, you can decide not to answer any question and can stop the interview at any time. Your decision about whether to participate in this study or to answer any specific questions will in no way affect any services that you receive. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

Before you say yes or no to being in this study, we will answer any questions you have. If you join the study, you can ask me questions at any time during the interview. You may also contact the research lead, Matthew Goldie-Scot, at [m.goldie-scot@thusogroup.com](mailto:m.goldie-scot@thusogroup.com) if you have any questions or concerns.

Please tick the boxes beside the statements you agree with, and sign and date the bottom of the page.

- ☐ I am willing to take part in this research.
- ☐ I understand the purpose of this research, and that I am able to ask questions about it at any time.
- ☐ I understand that I am free to withdraw my consent for involvement with this research project at any time.

Participant Name:

Participant Signature:

Date:

### Questions

School	
Number of Participants	
Participants Genders	
Participant Ages	
Parental Consent Secured	Yes/No (if Yes, written consent must be obtained, using the consent form provided)

Other details	
Are you aware of any interventions in your school, or support to your school and your community, which has been supported by the SoP ECW/MYRP? (Explanation to be provided as required)	
Are you aware of any of the following interventions in your school, or your community?	
<p>WASH Rehabilitation</p> <p>Cleaning materials for 2020 Grade 12 exams and Gaza Back to School</p> <p>DRR Equipment</p> <p>Science and IT learning kits</p> <p>Arabic and Maths self-learning</p> <p>E-learning equipment and recreational spaces support</p> <p>Internet access</p> <p>Safety equipment</p> <p>Arabic and Maths summer camps</p> <p>Digital Entrepreneurial Adolescents Leadership (DEAL) life skills</p> <p>Additional learning needs support</p> <p>Multi-sectoral support for ex-detainee and detained children</p>	
Using automated conditional logic within SurveyCTO, the following questions will then be relayed to the participants:	
Tell me a little about the interventions?	
<b>Relevance and Appropriateness</b>	<b>Req.<sup>19</sup></b>
Do you consider this intervention met the needs of your community (i.e. boys, girls, youth, teachers, learning spaces, communities)? Please give reasons for your answer.	✓
Do you know how it was decided to target your community with this intervention? Please give as much detail as possible.	
<b>Coherence</b>	
Did the intervention work well alongside other schooling, and support, that you receive? Please give reasons for your answer.	✓
<b>Coverage and Reach</b>	
Do you consider that the intervention met the needs of those who needed it the most? Please give reasons for your answer?	✓
<b>Efficiency</b>	
Do you consider that resources were used well during the intervention? Please give reasons for your answer.	✓
<b>Effectiveness</b>	
What effect do you do you consider the intervention has had on you, on others who it targeted, and your community?	✓
<b>Value for Money (V4M)</b>	

<sup>19</sup> Indicates which questions are required for resolution by ECW.

Do you think the intervention made good use of funds?	
Do you think there was any waste of funds, or money that was not used appropriately?	
<b>Connectedness and Sustainability</b>	
Do you think the intervention will continue to impact on you, and your community, moving forward? Please give reasons for your answer.	✓
Did the intervention support any other activities that take place in your school, or your community? Please give details.	✓
<b>Gender Responsiveness</b>	
What effect do you consider the intervention has had on boys and girls in your community?	
What effect do you do you consider the intervention has on the way boys and girls think about the role that gender can have on individuals in your community?	
Was any harm caused to you, or to anyone else, by the intervention? Please provide as much detail as possible.	✓
What do you consider have been the main impacts (positive or negative) of the intervention?	
<b>General Follow-up</b>	
Do you have any evidence or documents to share with me you think will be useful? If so, please name them.	
Do you have any final thoughts, comments, or advice to share with me?	

## Implementing Staff (Teacher) KIIs

### Informed Consent Form

Hello, my name is \_\_\_\_\_, and I am helping UNICEF to understand how their programming has supported the quality of education provision in your community.

We would very much appreciate your participation in this survey. Participation involves an interview with you about your experiences with the Education Cannot Wait/Multi-Year Resilience Programme.

The interview with you will take about 45 minutes to complete.

The information you provide will be strictly confidential and never connected to you. Other people will not know if you are in this study or what you have said. We will put information we learn from you together with information we learn from other people we interview. No one will be able to tell what information came from you. When we tell other people about this research, we will never use your name, and no one will ever know what answers you gave. Only a few researchers will have access to this information, and all information will be stored safely under the care of the lead researcher.

Your participation in this study will not benefit you directly, but it may benefit others in the future, as your responses may improve future programmes and our understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. This will be the only time that we will ask you questions as part of this survey. If you don't want to be in the study, it is OK. If you want to be in the study now and change your mind later, that's OK too. You can stop at any time. If you agree to participate, you can decide not to answer any question and can stop the interview at any time. Your decision about whether to participate in this study or to answer any specific questions will in no way affect any services that you receive. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

Before you say yes or no to being in this study, we will answer any questions you have. If you join the study, you can ask me questions at any time during the interview. You may also contact the research lead, Matthew Goldie-Scot, at [m.goldie-scot@thusogroup.com](mailto:m.goldie-scot@thusogroup.com) if you have any questions or concerns.

Please tick the boxes beside the statements you agree with, and sign and date the bottom of the page.

- ☐ I am willing to take part in this research.
- ☐ I understand the purpose of this research, and that I am able to ask questions about it at any time.
- ☐ I understand that I am free to withdraw my consent for involvement with this research project at any time.

Participant Name:

Participant Signature:

Date:

## Questions

School	
Teacher Role	
Teacher gender	
Teacher Age	
Willing to have quotes attributed to role / organization (with individual not named)	Yes/No (if Yes, written consent must be obtained, using the consent form provided)
Other details	
Are you aware of any interventions in your school, or support to your school and your community, which has been supported by the SoP ECW/MYRP? (Explanation to be provided as required)	
<ul style="list-style-type: none"> <li>• WASH Rehabilitation</li> <li>• Cleaning materials for 2020 Grade 12 exams and Gaza Back to School</li> <li>• DRR Equipment</li> <li>• Science and IT learning kits</li> <li>• Arabic and Maths self-learning</li> <li>• E-learning equipment and recreational spaces support</li> <li>• Internet access</li> <li>• Safety equipment</li> <li>• Arabic and Maths summer camps</li> <li>• Digital Entrepreneurial Adolescents Leadership (DEAL) life skills</li> <li>• Additional learning needs support</li> <li>• Multi-sectoral support for ex-detainee and detained children</li> </ul>	
Using automated conditional logic within SurveyCTO, the following questions will then be relayed to the participants:	
Tell me a little about the interventions, and (if applicable) your role in implementing them:	
Do you have any other relevant areas of insight or guidance to offer with regard to future SoP ECW/MYRP development?	

<b>Relevance and Appropriateness</b>	<b>Req.<sup>20</sup></b>
How relevant, appropriate, and significant was the intervention to the target group(s) (i.e. boys, girls, youth, teachers, learning spaces, communities?)	✓
Did the intervention align well with existing education needs objectives and assessments in place?	✓
Did the intervention equally respond and adapt to differentiated needs of conflict- and crisis- affected population groups i.e. boys and girls, IDPs/refugees/hosts, children with disabilities?	✓
Do you consider that the intervention's geographical locations and target groups were transparent and evidence-based given SoP's needs?	
<b>Coherence</b>	
Was the intervention well aligned with existing humanitarian-development response and (transitional) education sector policies, plans and frameworks?	✓
<b>Coverage and Reach</b>	
Did the intervention reach the population groups and geographical locations most in need?	✓
Was the selection of participants transparent and fair?	✓
Do you think the intervention reached the most marginalized and vulnerable unable to access education and learning otherwise, proportionate to their needs?	
<b>Efficiency</b>	
Was the intervention implemented in a cost-efficient, timely and satisfactory manner?	✓
<b>Effectiveness</b>	
Do you consider the intervention was effective?	✓
Do you consider the intervention contributed to the empowerment of girls, including adolescent girls?	✓
Do you consider the intervention contributed to change the knowledge, attitudes, and behavior of boys and communities regarding gender equality?	
Who was engaged in the design, planning, implementation, and monitoring of the intervention?	
Have there been any unintended positive or negative effects of the intervention of which you are aware?	✓

<sup>20</sup> Indicates which questions are required for resolution by ECW.



Has the intervention contributed to addressing GBV risks and barriers faced by girls and female teachers?	
<b>Value for Money (V4M)</b>	
How cost-effective have the was the intervention?	
Do the costs of intervention outweigh its benefits?	
How well are value for money considerations embedded into the intervention?	
<b>Connectedness and Sustainability</b>	
Do you consider the intervention will continue to have positive effects on the target community?	✓
Did the intervention facilitate new and strengthen existing (local) partnerships?	✓
<b>Gender Responsiveness</b>	
Did the intervention contribute to addressing gendered systemic barriers?	
Did the intervention impact on knowledge, attitudes, and behavior of education personnel regarding gender equality, promoted new practice in the provision of gender responsive pedagogy?	
<b>Impact</b>	
To what extent has the intervention contributed to continued education access and learning of boys, girls, and adolescents in and beyond the supported learning spaces and communities?	
Has the intervention (un)intentionally led to wider social, health, economic, and/or environmental changes for supported boys, girls, schools, teachers, and communities?	
To what extent and how has the intervention contributed to broader education/SDG4 development in SoP?	
<b>General Follow-up</b>	
Do you have any evidence or documents to share with me you think will be useful? If so, please name them.	
Do you have any final thoughts, comments, or advice to share with me?	

## Teacher Training and Recruitment Survey

### Informed Consent Form

Hello, my name is \_\_\_\_\_, and I am helping UNICEF to understand how their programming has supported the quality of education provision in your community.

We would very much appreciate your participation in this survey. Participation involves an interview with you about your experiences with the Education Cannot Wait/Multi-Year Resilience Programme.

The interview with you will take about 45 minutes to complete.

The information you provide will be strictly confidential and never connected to you. Other people will not know if you are in this study or what you have said. We will put information we learn from you together with information we learn from other people we interview. No one will be able to tell what information came from you. When we tell other people about this research, we will never use your name, and no one will ever know what answers you gave. Only a few researchers will have access to this information, and all information will be stored safely under the care of the lead researcher.

Your participation in this study will not benefit you directly, but it may benefit others in the future, as your responses may improve future programmes and our understanding about ways to provide better services to people like you.

Your participation in this study is voluntary. This will be the only time that we will ask you questions as part of this survey. If you don't want to be in the study, it is OK. If you want to be in the study now and change your mind later, that's OK too. You can stop at any time. If you agree to participate, you can decide not to answer any question and can stop the interview at any time. Your decision about whether to participate in this study or to answer any specific questions will in no way affect any services that you receive. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

Before you say yes or no to being in this study, we will answer any questions you have. If you join the study, you can ask me questions at any time during the interview. You may also contact the research lead, Matthew Goldie-Scot, at [m.goldie-scot@thusogroup.com](mailto:m.goldie-scot@thusogroup.com) if you have any questions or concerns.

Please tick the boxes beside the statements you agree with, and sign and date the bottom of the page.

- ☐ I am willing to take part in this research.
- ☐ I understand the purpose of this research, and that I am able to ask questions about it at any time.
- ☐ I understand that I am free to withdraw my consent for involvement with this research project at any time.

Participant Name:

Participant Signature:

Date:

Questions

Respondent Organisation	
Respondent Role	
Respondent Gender	
Respondent Age	
Willing to have quotes attributed to role / organization (with individual not named)	Yes/No (if Yes, written consent must be obtained, using the consent form provided)
Other details	

Could you please provide some information about the training you received in the dimensions of inclusive education, digital entrepreneurship, life skills, the use of Disaster Risk-Reduction (DRR) equipment, Psychosocial Support (PSS) service delivery, and emergency planning?

Do you have any other relevant areas of insight or guidance to offer with regard to future SoP ECW/MYRP development?	
<b>Relevance and Appropriateness</b>	<b>Req.<sup>21</sup></b>
How relevant, appropriate, and significant was the training to your context, and those you work with?	✓
Did the training align well with your wider work?	✓
Did the training help you to respond and adapt to differentiated needs of conflict- and crisis- affected population groups i.e. boys and girls, IDPs/refugees/hosts, children with disabilities?	✓
Do you consider that the training's geographical locations and target groups were transparent and evidence-based given SoP's needs?	
<b>Coherence</b>	
Was the training well aligned with existing humanitarian-development response and (transitional) education sector policies, plans and frameworks?	✓
<b>Coverage and Reach</b>	
Did the training reach the population groups and geographical locations most in need?	✓
Was the selection of participants in training transparent and fair?	✓
Do you think the training helped you to meet the needs of the most marginalized and vulnerable unable to access education and learning otherwise, proportionate to their needs?	
<b>Efficiency</b>	
Was the training implemented in a cost-efficient, timely and satisfactory manner?	✓
<b>Effectiveness</b>	
Do you consider the training was effective?	✓
Do you consider the training contributed to the empowerment of girls, including adolescent girls?	✓
Do you consider the training contributed to change the knowledge, attitudes, and behavior of boys and communities regarding gender equality?	
Who was engaged in the design, planning, implementation, and monitoring of the training?	

<sup>21</sup> Indicates which questions are required for resolution by ECW.

Have there been any unintended positive or negative effects of the training of which you are aware?	✓
Has the training contributed to addressing GBV risks and barriers faced by girls and female teachers?	
<b>Value for Money (V4M)</b>	
How cost-effective was the training?	
Do the costs of the training outweigh its benefits?	
How well are value for money considerations embedded into the training?	
<b>Connectedness and Sustainability</b>	
Do you consider the training will continue to have positive effects?	✓
Did the training facilitate new and strengthen existing (local) partnerships?	✓
<b>Gender Responsiveness</b>	
Did the training contribute to addressing gendered systemic barriers?	
Did the training impact on knowledge, attitudes, and behavior of education personnel regarding gender equality, promoted new practice in the provision of gender responsive pedagogy?	
<b>Impact</b>	
To what extent has the training contributed to continued education access and learning of boys, girls, and adolescents in and beyond the supported learning spaces and communities?	
Has the training (un)intentionally led to wider social, health, economic, and/or environmental changes for supported boys, girls, schools, teachers, and communities?	
To what extent and how has the training contributed to broader education/SDG4 development in SoP?	
<b>General Follow-up</b>	
Do you have any evidence or documents to share with me you think will be useful? If so, please name them.	
Do you have any final thoughts, comments, or advice to share with me?	

## Annexure 9: Sample Breakdown

### Sample Proposed in Inception Report

The following sample was proposed in the Inception Report, as approved by stakeholders:

#	Modality	MYRP Beneficiary Survey	MYRP Beneficiary FGD		Teacher Training and Recruitment Survey	Implementing Staff (Teacher) KIIs
			# of FGDs	# of Participants		
<b>1</b>	<b>WASH Rehabilitation</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>2</b>	<b>Cleaning materials for 2020 Grade 12 exams and Gaza Back to School</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>3</b>	<b>DRR Equipment</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>4</b>	<b>Science and IT learning kits</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>

	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>5</b>	<b>Arabic and Maths self-learning</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>6</b>	<b>E-learning equipment and recreational spaces support</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>7</b>	<b>Internet access</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>8</b>	<b>Safety equipment</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4



9	Arabic and Maths summer camps	100	8	40	14	8
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
10	Digital Adolescents Entrepreneurial Leadership (DEAL) life skills	100	8	40	14	8
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
11	Additional learning needs support	100	8	40	14	8
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
12	Multi-sectoral support for ex-detainee and detained children	100	8	40	14	8
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
TOTAL		1,200	96	480	168	96

## Sample Updated in response to UNICEF SoP Requests and Field Context

In line with the approach set out and approved within the Final Inception Report, final sampling was completed in light of the lists of beneficiary schools shared by stakeholders. It was originally proposed to sample across West Bank and Gaza for each modality, feedback from stakeholders rendered this unnecessary in modalities where programming took place in only one of these locations. As such, final samples were amended to reflect this. Overarching sample targets were not amended, and align with those in the proposed approach, as approved by stakeholders. It should be noted that samples have been listed as 'NA' if a specific modality did not take place in a given location (i.e. for modalities limited to the West Bank or Gaza only, NA would mark a location in which the modality was not implemented, and where sampling has therefore not taken place).

#	Modality	MYRP Beneficiary Survey	MYRP Beneficiary FGD		Teacher Training and Recruitment Survey	Implementing Staff (Teacher) KIIs
			# of FGDs	# of Participants		
<b>1</b>	<b>WASH Rehabilitation</b>	<b>50</b>	<b>4</b>	<b>20</b>	<b>7</b>	<b>4</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	N/A	N/A	N/A	N/A	N/A
<b>2</b>	<b>Cleaning materials for 2020 Grade 12 exams</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	N/A	N/A	N/A	N/A	N/A
<b>3</b>	<b>Gaza Back to School</b>					
	West Bank	N/A	N/A	N/A	N/A	N/A
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4

<b>4</b>	<b>DRR Equipment</b>	<b>50</b>	<b>4</b>	<b>20</b>	<b>7</b>	<b>4</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	N/A	N/A	N/A	N/A	N/A
<b>5</b>	<b>Science and IT learning kits</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>6</b>	<b>Arabic and Maths self-learning</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>7</b>	<b>E-learning equipment and recreational spaces support</b>	<b>50</b>	<b>4</b>	<b>20</b>	<b>7</b>	<b>4</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	N/A	N/A	N/A	N/A	N/A
<b>8</b>	<b>Internet access</b>	<b>50</b>	<b>4</b>	<b>20</b>	<b>7</b>	<b>4</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	N/A	N/A	N/A	N/A	N/A

<b>9</b>	<b>Safety equipment</b>	<b>50</b>	<b>4</b>	<b>20</b>	<b>7</b>	<b>4</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	N/A	N/A	N/A	N/A	N/A
<b>10</b>	<b>Arabic and Maths summer camps</b>	<b>100</b>	<b>8</b>	<b>40</b>	<b>14</b>	<b>8</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>11</b>	<b>Digital Entrepreneurial Adolescents Leadership (DEAL) life skills</b>	<b>50</b>	<b>4</b>	<b>20</b>	<b>7</b>	<b>4</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	N/A	N/A	N/A	N/A	N/A
<b>12</b>	<b>Additional learning needs support</b>	<b>50</b>	<b>4</b>	<b>20</b>	<b>7</b>	<b>4</b>
	West Bank	N/A	N/A	N/A	N/A	N/A
	Gaza Strip	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
<b>13</b>	<b>Multi-sectoral support for ex-detainee and detained children</b>	<b>50</b>	<b>4</b>	<b>20</b>	<b>7</b>	<b>4</b>
	West Bank	50 (25m; 25f)	4 (2m; 2f)	20 (10m; 10f)	7	4
	Gaza Strip	N/A	N/A	N/A	N/A	N/A

Additional modalities						
14	Computer Labs	25	2	10	5	2
	West Bank	25 (12m; 13f)	2 (1m; 1f)	10 (5m; 5f)	5	2
	Gaza Strip	N/A	N/A	N/A	N/A	N/A
15	STEM	25	2	10	5	2
	West Bank	25 (12m; 13f)	2 (1m; 1f)	10 (5m; 5f)	5	2
	Gaza Strip	N/A	N/A	N/A	N/A	N/A

Towards the end of the data collection, UNICEF SoP requested that data collection be added on 3 additional modalities (arising from 'pivots' in programming) to be added (Computer Labs, STEM and HR systems). The data collection and sample was distributed across the randomly selected beneficiaries in West Bank and within the MoE, in line with the approach undertaken previously, sampling on the basis of resources available, which were repurposed accordingly.

## Annexure 10: Overview of UNRWA Activities in SoP

### Gaza Strip

Outcome	Output	Activity	Location		Timeframe	
			Governorate	Community/ies	Starting Date	Ending Date
I. Outcome 1: Improved, sustained, and safe equitable, inclusive and gender-responsive access to education and learning opportunities for crisis-affected vulnerable and marginalized girls and boys (4-17 years old)/ Increased access to education for crisis-affected girls and boys:	1.3: School infrastructure is improved and kits/supplies distributed to ensure inclusive access by crisis-affected vulnerable and marginalized children	1.3.1: Improve infrastructure of schools (School adaptation-Gaza)	North, Gaza, Middle, KhanYounis and Rafah	This activity is targeting the UNRWA school's infrastructure in order to improve the safe environment inside the schools knowing that 70% of UNRWA school buildings in Gaza working on double shifts in average 1,000 students inside per one school. The ongoing works is year three contract of rehabilitating six UNRWA schools which tender was recently advertised and closed and school location expected to be handed over to contractors during August 2022.	Sep-19	Aug-22
		1.3.2: Provide devices, equipment and learning support kits and supplies ( Learning support material-Gaza)	North, Gaza, Middle, KhanYounis and Rafah	The target of this activity is UNRWA school students from grade 5 to grade 9 as per classes in year one and year two where teachers are still using the provided learning toolkits inside the classrooms, moreover in year three UNRWA will distribute back-to-school kits (students stationery) for students.	Sep-19	Aug-22
II. Outcome 2: Improved quality and relevance of education for crisis-affected vulnerable and marginalized girls and boys (6-17 years old) in inclusive and protective environments/ Strengthened equity and gender equality in education in crisis:	2.1: Teachers, supervisors, education staff and facilitators are equipped to deliver life skills and citizenship education (LSCE) through inclusive and child-centered methods	2.1.2: Train teachers and education staff on inclusive and child-centered teaching and learning methods (UNRWA support teachers in Gaza)	North, Gaza, Middle, KhanYounis and Rafah	Education programme of UNRWA hired 340 support teachers every year (during three years) targeting students in grade 3 and four in the Arabic and Math subjects. Which the activity is completed for the three years.	Jan-20	May-22
	2.2: Schools and communities are equipped to provide a protective	2.2.1: Develop a strengthened, innovative, harmonized and coordinated approach for the	North, Gaza, Middle, KhanYounis and Rafah	UNRWA deployed 127 counsellors in year one and 64 counsellors in year two, where every counsellor is serving one school out of 278 school based on 2021-2022 class-formation. In total of 64 schools still	Sep-19	Aug-22



	environment through a strengthened, innovative, harmonized and coordinated approach to psychosocial support (PSS)	delivery of PSS services in the education system (Deployment of Counsellors-Gaza)		benefiting from counselling services funded under ECW MYRP until October 2022		
		2.2.1: Monitoring (Gaza)	Gaza		Feb-20	Dec-22

## West Bank

Outcome	Output	Activity	Location		Timeframe	
			Governorate	Community/is	Starting Date	Ending Date
Impact ECW/MYRP: Crisis-affected vulnerable and marginalized girls and boys (4-17 years old) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments	7724 of children and youth receiving individual learning materials	Provide the Students with the SLM	Nablus, Ramallah &Albireh ,Jerusalem, Hebron	All 19 schools : 1. JALAZONE BASIC BOYS, 2. JALAZONE BASIC GIRLS,3. JALAZONE BASIC Co-ed, 4. JERUSALEM BASIC BOYS, 5. JERUSALEM BASIC Co-ed, 6.KALANDIA BASIC BOYS 1, 7.KALANDIA BASIC BOYS 2, 8. KALANDIA BASIC GIRLS 1, 9.KALANDIA BASIC GIRLS 2, 10.SHU'AFAT BASIC BOYS, 11.SHU'AFAT BASIC GIRLS 1, 12.SHU'AFAT BASIC GIRLS 2, 13.AIDA BASIC BOYS,14. HEBRON BASIC BOYS,15. HEBRON BASIC GIRLS,16. RAMADIN BASIC COED,17. GHOR FARA'A BASIC COED, 18.WALAJEH BASIC COED,19 SUR BAHER BASIC COED	Q3 2020	Q1 2021
Impact ECW/MYRP: Crisis-affected vulnerable and marginalized girls and boys (4-17 years old) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments	151 of teachers/administrators trained.	2.1.2 Train teachers and education staff on inclusive and child-centred teaching and learning methods	Nablus, Ramallah &Albireh ,Jerusalem, Hebron	Teachers and education cadre	Q3 2020	ongoing

Impact ECW/MYRP: Crisis-affected vulnerable and marginalized girls and boys (4-17 years old) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments	# of teachers/administrators financially supported	psychosocial support for all the 19 schools	Nablus, Ramallah & Albireh ,Jerusalem, Hebron	provided the schools with 19 counsellors in Y 1+2 and 13 counsellors in Y 3 : list of schools provided with the counsellors in Y 3 : 1.Jalazone Basic Girls School 2.Jalazone Basic CoEd School 3.Aida Basic Boys School 4.Ramadin Basic Co-ed School 5.Ghor El Fara Basic Coed School 6.Kalandia Basic Boys School No. 1 7.Kalandia Basic Girls School No. 1 8.Jerusalem Basic Girls School 9.Shufat Basic Boys School 10.Shufat Basic Girls School No. 2 11Hebron Basic Girls School 12. Hebron Basic Boys School 13.Jalazone Basic Boys School	Q3 2019	ongoing
Impact ECW/MYRP: Crisis-affected vulnerable and marginalized girls and boys (4-17 years old) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments	# of classrooms built or rehabilitated (including in temporary learning spaces)	Improve infrastructure of UNRWA schools through maintenance and rehabilitation (maintenance works at 10 schools) : maintenance work for 4 schools in Y1 : (JALAZONE BASIC BOYS, JALAZONE BASIC GIRLS, JALAZONE BASIC Co-ed, ASIC BOYS, RAMADIN BASIC COED. And 4 in Y 2: 1.Hebron Basic BS 2. Hebron Basic GS-3Jeftlic Basic Co-Ed School 4. Kalandia Basic Boys School and 2 schools in Y3- till June: Kalandia Basic Girls School No. 1	Nablus, Ramallah ,Jerusalem, Hebron	4 schools in Y1 : (JALAZONE BASIC BOYS, JALAZONE BASIC GIRLS, JALAZONE BASIC Co-ed, ASIC BOYS, RAMADIN BASIC COED. And 4 in Y 2: 1.Hebron Basic BS 2. Hebron Basic GS-3Jeftlic Basic Co-Ed School 4. Kalandia Basic Boys School and 2 schools in Y3- till June: Kalandia Basic Girls School No. 1 Jerusalem Basic Girls School	Q3 2019	Ongoing

		Jerusalem Basic Girls School				
Impact ECW/MYRP: Crisis-affected vulnerable and marginalized girls and boys (4-17 years old) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments	# of classrooms built or rehabilitated (including in temporary learning spaces)	Established 13 interactive rooms with colored furniture for UNRWA schools: in Y 1 - 3 interactive rooms, In Y 2: 10 interactive rooms were established . the interactive room includes: teacher table and chair colored furniture for students( chairs and tables cupboard +colored pigeon halls colored curtains and for some rooms interactive whiteboard-projector.	Nablus, Ramallah &Albireh ,Jerusalem, Hebron	In Y 1:3 schools. (1. Jalazone Basic CoEd School 2. Ramadin basic COED 3. Ghor El Fara Basic Coed School in Y 2: 10 interactive rooms were established in 10 schools :10 schools. 1. Hebron basic girls school+2. Kalandia basic boys school#2 3. Kalandia Bg SCHOOL # 2 4. Jerusalem girls school5. Guru Alfara'=(2162=768 males+1394 females)+ Hebron Basic boys school,Shufat B.Boys school, Shufat B. Girls school;Sur baher Co-ed school ,Jerusalem B.Boys school	Q3 2019	ongoing
Impact ECW/MYRP: Crisis-affected vulnerable and marginalized girls and boys (4-17 years old) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments	# of classrooms supported with school-in-a-box, teachers' guides, chalk boards, posters, maps, bookshelves etc. or similar	Provide schools with normal furniture :students benches,whiteboard,student chairs: 17 schools	Nablus, Ramallah &Albireh ,Jerusalem, Hebron	(8 Y1 +9 Y 2 =17 schools )Y1 .1 Jalazon Basic girls school2. Jalazon B.B.school3. Jalazoon Coed school4. Ramaden Basic co-ed school5. Kalandia B.B.SCHOOL6.Kalandia B.B.# 2 SCHOOL7. Kalandia +Jalazone Basic Girls School In Y 2 9 Jalazone Basic CoEd School Kalandia Basic Girls School No. 1 Shufat Basic Girls School No. 1 Hebron Basic Girls School Hebron Basic Boys School Shufat Basic Boys School Shufat Basic Girls School No. 2 BGS#1 8. Kalandia BGS#2	Q3 2019	Q4 2020
Impact ECW/MYRP: Crisis-affected vulnerable and marginalized girls and boys (4-17 years old) have sustained and safe access to improved quality and relevance of education in	# of classrooms supported with school-in-a-box, teachers' guides, chalk boards, posters, maps,	Provided the schools with laptops- 11 laptops	Nablus, Ramallah &Albireh ,Jerusalem, Hebron	Jalazone Basic Boys School Jalazone Basic CoEd School Walajeh Basic Coed School Ramadin Basic Co-ed School Ghor El Fara Basic Coed School Kalandia Basic Boys School No. 2 Kalandia Basic Girls School No. 2	Q3 2020	Q3 2020

inclusive and protective environments	bookshelves etc. or similar			Jerusalem Basic Girls School Jerusalem Basic Boys School Shufat Basic Boys School Hebron Basic Girls School		
Impact ECW/MYRP: Crisis-affected vulnerable and marginalized girls and boys (4-17 years old) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments	# of classrooms supported with school-in-a-box, teachers' guides, chalk boards, posters, maps, bookshelves etc. or similar	provided schools with photocopiers 12 photocopiers	Nablus, Ramallah & Albireh ,Jerusalem, Hebron	Jalazone Basic Girls School Jalazone Basic CoEd School Walajeh Basic Coed School Ghor El Fara Basic Coed School Kalandia Basic Girls School No. 1 Kalandia Basic Girls School No. 2 Jerusalem Basic Girls School Shufat Basic Girls School No. 1 Shufat Basic Girls School No. 2 Sur Baher Basic Co-ed School Hebron Basic Girls School Hebron Basic Boys School	Q3 2020	Q3 2020
Impact ECW/MYRP: Crisis-affected vulnerable and marginalized girls and boys (4-17 years old) have sustained and safe access to improved quality and relevance of education in inclusive and protective environments	# of classrooms supported with school-in-a-box, teachers' guides, chalk boards, posters, maps, bookshelves etc. or similar	provides schools with outdoor games: 19 schools	Nablus, Ramallah & Albireh ,Jerusalem, Hebron	19 schools with the balls and 4 schools for the recreational space with outdoor games : Jalazone Basic CoEd School Kalandia Basic Boys School No. 2 Kalandia Basic Girls School No. 2 Shufat Basic Girls School No. 2	Q3 2020	Q3 2020
Schools and communities are equipped to provide a protective environment through a strengthened, innovative, harmonized and coordinated approach to psychosocial support (PSS)	# of counsellors and education personnel trained on or deployed for psychosocial support funded by ECW	provide 19 counsellors with building capacity training	Nablus, Ramallah & Albireh ,Jerusalem, Hebron	19 counsellors in Y 1 the list of the counsellors were shared with ECW : M and E tool	Q3 2019	Q3 2019

## Annexure 11: UNESCO Inclusive Education Report

Report available at the following link:

[https://drive.google.com/file/d/1ZUYx0wuUz37vrsexqLmiO1IUGHeCi4K4/view?usp=share\\_link](https://drive.google.com/file/d/1ZUYx0wuUz37vrsexqLmiO1IUGHeCi4K4/view?usp=share_link)

## Annexure 12: Additional Findings

### Strategized Approaches for Achieving a Wider Evidence Base:

- ★ Engaging MoE all five MYRP partners in all phases of the ECW/MYRP M&E, governance, assessments, re-programming, and implementation.
- ★ Undertaking a participatory external final evaluation led by the joint evaluation committee to create a platform for cooperation on generating data.
- ★ Allowing the PMU to coordinate SoP ECW/MYRP data management with all five MYRP partners.
- ★ Creating a Task Force to monitor the implementation of the DEAL intervention.
- ★ Supporting NGOs to document violations against the right to education.
- ★ Use the National level guide on Inclusive Education developed by UNSECO and relevant experts and endorsed by the MoE to create and curate an accredited body of institutionalized research.
- ★ Leverage UNRWA's expertise in supporting refugee students, utilizing their robust M&E system for regular reporting to internal and external stakeholders at all levels.

SOURCE: (ECW NARRATIVE REPORT FOR PERIOD 01/2021 – 12/2021, 2022, P. 34)

### Process of documentation of violations in and around schools

Through the recruitment of five field data collectors, one of the programme's local partners was able to ensure the correct documentation of violations in and around schools (ECW narrative report for period 01/2021 – 12/2021, 2022). A summary of these processes, as reported in the narrative report, is listed below:

- i. The local partner field workers have monitored and documented 236 cases of violations against students and school faculty in various locations since December 2019/20.
- ii. This intervention ensures proper data is available to enable efficient and rapid response to violations against the right to education.
- iii. All collected data undergoes a rigorous fact-checking and verification process before the information is uploaded to the Education Cluster's education-related violations database. Members of the Education Cluster have responded to four identified incidents, so far, following a cluster trigger response.
- iv. SCI has supported the MoE to renew the QLIK license with the company that created the MOE's own database for recording education violations, Ulitmit.
- v. The QLIK license ensures access to the MoE's database and allows MoE staff to document violations against schools and access data to gather information for reporting and prioritize necessary interventions.

### Capturing ECW/MYRP Direct Contributions

To capture ECW/MYRP direct contributions, the PMU followed up with MYRP partners on measuring the results of several major interventions related to improved and safe access to education, including on:

- ECW/MYRP physical support to schools;
- ECW/MYRP psychosocial supported children;
- ECW/MYRP remedial education supported children;
- Engaged parents/caregivers (of children under house arrest and ex-detainees); and
- Special support to prolonged hospitalized children.

## Annexure 13: Gender Considerations of Programming

Further to the primary data garnered above, which provides a range of insights into gender considerations of programming, the 2020 Narrative Report provides a further degree of granularity with regard to the gender sensitive approach adopted, which informed programming under the auspices of the MYRP:

*The programme is ensuring a gender sensitive and responsive approach to programming in both teaching and learning initiatives, assessments, design and M&E. The Gender Advisor by Save the Children continues to support the PMU and the entire programme part-time, ensuring gender sensitive programming and implementation and to strengthen the future programme documents through gender analysis. She also supports the partners by providing refresher capacity building sessions on gender.*

*During the COVID-19 crisis, the PMU has emphasized to the partners the importance of maintaining awareness that across all spheres (education, health, economy, security and social protection etc.) the impact of COVID-19 is exacerbated for the most vulnerable groups, particularly women and girls, simply by virtue of their sex. According to recent reporting by UN Women, Palestinian women and girls are disproportionately affected by the pandemic which is creating and exacerbating pre-existing gender-specific risks and vulnerabilities and is expected to widen inequalities - especially in the economic sphere. In this context, MYRP partners shall practice due diligence in detecting and providing immediate support for any increase in incidents of gender-based violence (GBV). All partners have been encouraged to consider impact of COVID-19 on safeguarding and protection issues in their work and in the risk management matrix updates.*

*The ECW/MYRP partners have reported on initiatives on mainstreaming gender. For instance, UNRWA has a five-year gender strategy which seeks to mainstream gender considerations throughout all its services, including education. Moreover, UNRWA reflects the gender lens in education policies, strategies, professional development programmes for educators and in the disaggregated data. The UNRWA education programme emphasises that all Palestine refugee children, regardless of gender, abilities, disabilities, socio-economic status, health, and psychosocial needs have equal opportunity for learning in UNRWA schools. In the 2017/2018 academic year, UNRWA also rolled out a Gender Guide for Teachers, to further enhance understanding of gender issues and activities to address gender biases. The UNRWA Education in Emergencies (EiE) programme is designed to ensure continued education for boys and girls in times of acute conflict and to determine and address any gender-based causes. UNRWA schools in [the] Gaza [Strip] and the West Bank currently educate a total of about 45,726 students in the West Bank (18,345 boys and 27,381 girls) and 282,360 students in [the] Gaza [Strip] (145,867 boys and 136,493 girls) in grades 1-9. Regarding the specific needs of boys, girls and children with disabilities, activities are designed to cater for these specific needs. ECW/MYRP will also develop the capacity of education staff and children to address violence in UNRWA schools, considering the different types of violence affecting boys and girls, as well as children with disabilities. Accordingly, the capacity building of school staff on addressing violence against children was planned for March-April 2020 in the West Bank but has been postponed to October 2020, due to the COVID-19 crisis, the related school closures and the vacation period that followed.*

*Partners working on school maintenance and infrastructure rehabilitation (UNDP & UNRWA) are committed to ensure gender sensitiveness and inclusive school design for all, including girls and boys with special educational needs and/or disabilities. In addition, partners are supporting the establishment of gender-appropriate WASH facilities, in addition to the implementation of new accessibility guidelines developed by the UNRWA Department of Infrastructure and Camp Improvement: "Technical Standards and Guidelines for Physically Accessible Environment at UNRWA Premises". The different needs of these children will be supported through the provision of responsive transport services and assistive devices to ensure that their individual learning needs are adequately addressed, and they have access to safe and enabling learning environment.*

(ECW NARRATIVE REPORT FOR PERIOD 06/2019 – 03/2020, 2020)



## Annexure 14: Programme Log-Frame/Logic Model

The Programme Log-Frame/Logic Model (updated in 2021), can be found at the link below.

<https://docs.google.com/spreadsheets/d/1Bx0GM5qrzDr7GOXZxT3ZXs9br4PqMVza/edit?usp=sharing&oid=115991579989324375246&rtpof=true&sd=true>