



Occupied
Palestinian Territory
Education Cluster

Generations of children in Gaza already
have had their right to learn restricted.

The right to education is
protected under the
Convention on the Rights of
the Child and to do so during
emergencies is a duty.

Gaza Education Cluster Response Plan

January 2024

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Purpose

The purpose of this response plan is to ensure that the children and youth in Gaza can resume their right to learn as soon as possible after the cessation of hostilities, that all education actors do everything possible during the current hostilities to plan for this, and then support the effective resumption of education in Gaza once hostilities stop.¹

For it to be effective, this response plan needs to be developed and owned by all actors involved in support of the right of all children and youth in Gaza to education. The Education Cluster's role is to support this development and to facilitate ownership. This will require continuing and scaling up interventions that are possible before the cessation of hostilities, intervening in the first 6 months of early recovery after the ceasefire, and then for the remainder of the first year as reconstruction begins.

Background: Education before 7 October 2023

In Gaza, 17 years of blockade combined with recurrent conflict have damaged and destroyed an already fragile education infrastructure: increasing pressure on education facilities, disrupting education provision, and impacting the psychosocial wellbeing of children and teachers.

In June 2021, the Rapid Damage and Needs Assessment of the impact of the hostilities from May of that year noted that:

A 15-year-old living in Gaza today [in 2021] would have survived four major conflicts, the May 2021 round being the latest one. Repeated and prolonged exposure to such high levels of stress resulting from the cycle has far reaching ramifications on their physiological and emotional well-being, as well as their behavioral and neurological development. These negative effects, in turn, reduce children's ability to learn in school and become future productive individuals.

According to a study conducted by Save the Children International, after 15 years of blockade, four out of five children in Gaza say they are living with depression, grief and fear.²

The severity of the psychological impact on the ability of children in Gaza to learn, had been made worse by a variety of practical, administrative and infrastructural shortcomings.

Financial barriers to education

The blockade and conflict impacted socio-economic conditions, leading to children dropping out for financial reasons. According to 2022 MSNA (Multi Sectoral Needs Assessment), 9.1% of assessed households were not planning to enrol their school-aged children, and 15.2% of them reported the reason for doing so was because they could not afford school related expenses. Also 67.7% of school-aged boys' children and 13.7 % of school-aged girls' children, of the 5.7% of children (281 children) that dropped out of school during the school year (2021/2022) reported the reasons for dropping out

¹ Separate, but coordinated plans will be needed for children who have left Gaza and for the West Bank.

² [After 15 years of blockade, four out of five children in Gaza say they are living with depression, grief and fear | Save the Children International](#)

of school are due to child labour⁴. According to NRC's Out of School Children Situational Analysis Report 2023, the main barrier that prevents children from attending school is a family's inability to afford school expenses, such as stationery, textbooks and transportation. A total 57.1% (55.1% boys, 44.9% girls) of the children studied reported that the families' inability to pay for the education was the main reason for drop out.

Deteriorated infrastructure

Public education infrastructure had already deteriorated significantly before 7 October. Many schools had been damaged or destroyed in successive rounds of hostilities, further increasing pressure on education facilities due the increased number of students. The shortage of both public and UNRWA infrastructure also had an impact on the quality of education.

Moreover, more governmental schools are operating on a double shift system in 2023 compared to 2016 (63.4% in 2023 compared to 61.7% in 2016). This limits student access to the classroom to four hours per day on core subjects and foundational learning. It also results in student difficulties in focusing on their studies and heightened levels of violence in schools.

In addition to overcrowded classrooms, there is limited time available to reinforce learning, support slow learners, and provide remedial education programs or extracurricular activities. Before 7 October 2023, a further 150 schools were needed if all schools were to be able to operate on a single-shift system. This is, in addition to building at least 15 schools annually to account for population increase.

In the context of deteriorated infrastructure affecting education in Gaza, the challenges extend to Technical and Vocational Education and Training (TVET) programs as well. The infrastructure had already suffered significant decay due to the siege and successive rounds of hostilities before October 7. This deterioration has placed huge pressure on TVET facilities and workshops.

Children with disabilities were even more at risk of losing access to education in these conditions.

Teacher shortage

Before 7 October 2023 in Gaza public schools, there was a shortage of 965 teachers and administrative staff. There were approximately 17,582 staff in the public education system in Gaza, including 11,937 teachers. However, only 6,247 teachers received regular monthly salaries from the PA in Ramallah. This negatively impacted the provision of education services as 4,166 teachers could be forced to stop working as they did not receive salaries and/or transportation support to and from school. UNRWA had around 10,000 education staff in Gaza, including 9,400 teachers.

Child and youth protection and inclusion related risks

Due to the dire socio-economic situation of many households in Gaza – some 46 per cent of the population live below the US\$5.5 poverty line and an estimated 62 per cent of households are severely or moderately food insecure – there was already a high risk of increased negative and harmful coping mechanisms on the part of vulnerable groups, particularly children, this had led to a rise in the school dropout rates, child labour and child marriage.

Children with disabilities are the most affected by the deteriorating situation, as many of them lack the basic assistive devices and adapted learning materials, or specialized support, to facilitate their learning in the classroom, as well as adequate transportation means, adapted school facilities and staff capacity to accommodate for their needs. 270,000 children in Gaza suffer from severe,

moderate or mild forms of learning difficulties.³ In 2022, some 27% of children with disabilities (6-17 years) were not enrolled in education (32% in the West Bank, compared to 24 per cent in Gaza), while those enrolled in education remain at a high risk of drop out due to the above-mentioned reasons. It should be noted that the continuous conflict and the most recent escalation will spark a dire increase in the number of children with disabilities.

Impact of the Hostilities: Education since 7 October 2023

This already extremely difficult situation has been made worse by the conflict since 7 October 2023. Since the start of hostilities, none of the 625,000 children and 1,800 TVET trainees in Gaza have been able to go to school or technical and vocational training centres. The current war has severely harmed the ability of children in Gaza to exercise their right to learn, and their wellbeing and mental health have been greatly affected. There has been significant impact on the mental health and psychosocial wellbeing of children, teachers and caregivers. The educational infrastructure in Gaza has also been seriously degraded.

As of **[23 January 2024]**, 378 school buildings have sustained damage. This is more than 76% of all school buildings in Gaza. As of the **[23 January 2024]** About 1.4 million people are sheltering in 264 Schools (UNRWA, public and Private).⁴ Gaza's two Technical and Vocational Education and Training (TVET) centres, namely the Gaza Training Centre (GTC) and the Khan Younis Training Centre (KYTC), have also suffered severe damage due to airstrikes. The infrastructure of both centres has been substantially compromised, with most training facilities rendered inoperable.

The Gaza Education Cluster carried out a school damage observation exercise in November 2023. In total, 41 Public schools were assessed out of 111 with reported damages in the three Southern governorates. All assessed schools sustained damage.⁵

The Ministry of Education has reported that, as of the **[23 January 2024]**, more than 4,510 students and 231 educational staff have been killed and more than 7,911 students and 756 teachers have been injured.⁶

There are authoritative reports that schools are being used for military operations by Israeli Security Forces, including for purposes of detention, and interrogation centres, and military bases. UNRWA was able to verify 241 incidents at 141 UNRWA premises (including 106 schools). Teaching and learning material have been largely destroyed and will need to be replaced for Education to resume.

Children and youth with disabilities are particularly vulnerable, and risk being left out of the limited activities taking place. Many of them might have lost their assistive devices and many more children will need support following the war.

³ Source: MSNA 2022

⁴ Source: MoE

⁵ 34 schools sustained minor damage, 4 schools sustained moderate damage, one sustained major damage, and two were totally destroyed. 3 of the assessed schools were hit directly, and 16 schools were affected due to the bombing of close-by buildings

The full report is available here: [Rapid Observation Exercise - Results presentation, 28 November 2023 - occupied Palestinian territory | ReliefWeb](#)

⁶ Source MoE

Role of the Education Cluster

The overall role of the national education cluster is to support and coordinate a coherent and effective education humanitarian response, which includes the coordination of needs assessments, development of a response strategy, long-term planning, cross-sector collaboration, and advocacy, based on the [Education Cluster SOPs for Education Cluster Coordination Assessment of Damaged Educational Facilities](#).

The National Cluster is co-led by UNICEF and Save the Children and is accountable for both Gaza and West Bank including East Jerusalem and is based in the UNICEF office in Jerusalem. The Sub-national Cluster is led by UNICEF and is based in Gaza.

The Education Cluster also has responsibility for coordinating with the other Clusters as well as cross-cutting areas, namely the Child Protection Area of Responsibility, the Gender Based Violence Area of Responsibility, the WASH (Water, Sanitation and Hygiene) and Shelter Clusters, the Health Cluster and the MHPSS (Mental health and Psycho-Social Support) Working Group.

Planning assumptions

The Education Cluster in Gaza will continue and scale up current activities while hostilities continue. Partners also need to plan for once a stable ceasefire is in place.

While the situation remains fluid and hard to predict, it is safe to assume that, following a ceasefire:

- People will continue to be displaced, due to many buildings being destroyed or non-inhabitable or to safety issues limiting access. While people will want to return to their homes this may simply not be possible: access may be denied, buildings may be destroyed.
- Basic needs like electricity, fuel, water etc. will still be an issue, as well as bringing supplies into Gaza.
- UN agencies and NGOs may have access restricted either for self-imposed safety and security reasons or because of restrictions imposed by the authorities. Access might be different in North vs. South Gaza.

In respect to education, we know:

- Children and youth and their parents/caregivers will be eager for a return to a sense of normalcy provided by access to education.
- The needs for the reconstruction and restarting of education in Gaza are significant and will be expensive, given the level of damage suffered by Education facilities during the war. Many schools and educational centres and institutions will continue being used as shelters for displaced households. Textbooks, teaching and learning materials will also need to be replaced.
- Temporary learning spaces can be made available and can be set up.
- Education partners' response might be subject to different constraints in different parts of the Gaza strip.
- Palestinian civil society will be active in ensuring that children and youth are able to resume their education. Teachers will want to return to teaching as soon as they are mentally and physically able to do so. Individuals will wish to engage in supporting children and youth.
- There will be an immediate and continuing need for MHPSS support for children, youth, teachers and their parents/caregivers/families.
- The needs of children with disabilities will be enormous, as well as for teachers and education staff. The response will need to take these needs into account, in a mainstreamed and in a targeted way.
- There will be a need to ensure the continuity of learning and provide accelerated learning and/or catch-up education to make up for the lost learning time since 7th of October.

Response phases

This plan outlines the Education Cluster's response through three phases, following the Ministry of Education's and UNRWA's Education in Emergencies approach. The three phases can overlap, some activities will carry through all three phases and timelines are flexible and will need to be adjusted as the response is implemented.

- **Current activities**

While hostilities continue, focusing on children's and youth wellbeing through recreational activities and MHPSS.

As of end of 2023, the education partners have been able to undertake a limited but crucial response focusing on MHPSS and recreational activities in the three Southern governorates in Gaza (Khan Younis, Rafah, and Middle Area).⁷

Should a temporary ceasefire take place, the Education Cluster's assessment team will resume their observation exercise started in November 2023 to verify the level of damage of schools in all locations they can access safely and assess the availability of space to set up temporary learning spaces, in order to prepare the next phase of response. MHPSS and recreational activities can also be scaled up for children and parents/caregivers. Education partners will continue monitoring the situation and adjust this plan as needed.

- **Early recovery**

Early recovery will focus on continuity and restoration of learning in non-formal settings.

In the first 6 months after a definitive ceasefire, education partners will focus on providing a safe learning environment for children and youth to resume learning. Formal learning will resume in non-formal/temporary settings (temporary learning spaces can be set up wherever possible, operating on double or triple shifts where necessary). Adapted curricula, academic calendar and grading/assessment methods might be necessary. Education cluster partners will work alongside the Ministry of Education and UNRWA to ensure all affected children and youth have resumed access to learning, and to prepare the next phase of the response.

- **Reconstruction**

Education Cluster partners will support the Ministry of Education and UNRWA efforts to rebuild schools and educational centres and institutions in all five governorates in the Gaza strip and ensure the resumption and continuity of education. In addition to the building process, that may be extremely expensive, it is also important to note that all education material and administrative equipment will need to be replaced. Shelters will need to be built/set up to accommodate displaced households still taking shelter in schools.

This must result in creating a better educational environment than that which was in place before. Phase three activities will be discussed further when appropriate.

⁷ For detailed information about the response so far please visit [Education Cluster 5Ws – Gaza response](#).

Result Framework

Phase I Objective: School-aged, affected children have access to recreational activities and psychosocial support to improve their wellbeing during ongoing conflict

| Summary of needs | Source |
|---|--|
| 645,525 school aged children (4-17) living in shelters and host communities with no access to education, and having gone through multiple displacements, and traumatic events. Students need MHPSS and recreational activities | MoE, UNRWA, Education Cluster partners |

| # | Activity | Output indicators | Targets | Standards (see Cluster standards for more details) |
|------|---|--|---------|---|
| I.1. | Provision of recreational activities | # of children with access to recreational activities (disaggregated by age, gender and disability) | 645,525 | <ul style="list-style-type: none"> Education Cluster - Recreational Activities and MHPSS EiE Guidelines |
| I.2. | Provision of MHPSS to children, youth and teachers | # of children, youth reached (disaggregated by age, gender and disability) | 645,525 | <ul style="list-style-type: none"> Education Cluster - Recreational Activities and MHPSS EiE Guidelines Activities can include PFA and self-worth activities, problem solving and decision-making skills, positive coping mechanisms. Training for teachers can include identification/and referral of children with disabilities and unaccompanied and separated children (UASC), to be done in coordination with the CPAoR |
| | | # of teachers reached (disaggregated by gender and disability) | 22,564 | |
| I.3. | Provision of recreational kits | # of kits distributed | 645,525 | <ul style="list-style-type: none"> oPt Education Cluster - EiE Response Standards-Kits |
| I.4. | Provision of emergency learning kits | # of kits distributed | 645,525 | <ul style="list-style-type: none"> oPt Education Cluster - EiE Response Standards-Kits |
| I.5. | Conduct a rapid damage assessment of schools and educational centres/institutions | # of school buildings assessed | 565 | <ul style="list-style-type: none"> SOP for Education Cluster Coordination Assessment of Damaged Educational Facilities Include availability and readiness of teachers, what additional resources exist and can be leveraged (assistant teachers, substitutes, university graduates, etc.) |

Phase 2 Objective: School-aged, affected children return to education through the provision of non-formal and formal learning in non-formal, safe and inclusive settings

| Summary of needs | Source |
|--|--|
| <p>645,525 students aged children (6-17) living in shelters and host communities with no access to education since October 7th. Lack of learning spaces as schools and educational centres/institutions are either damaged, destroyed or used as shelters Lack of teaching and learning materials as they were destroyed Teachers are not equipped in a conflict sensitive manner or to dispense psychological first aid to students Teachers and students need MHPSS</p> | MoE, UNRWA, Education Cluster partners |
| Outcome indicators: | |
| 1. % of students attending formal, non-formal and informal learning spaces (disaggregated by age, gender and disability) | |
| 2. % of students who report feeling safe at school or in temporary learning spaces (disaggregated by age, gender and disability) | |
| 3. % of students reporting that they are satisfied with the learning opportunities provided (disaggregated by age, gender and disability) | |
| 4. % of teachers reporting they are satisfied with the support they are provided (disaggregated by gender and disability) | |

| # | Activity | Output indicators | Targets | Standards (see cluster standards for more details) |
|------|--|---|---------|--|
| 2.1. | Establish temporary learning spaces in/around IDP shelters equipped with WASH facilities | # of temporary learning centres established | 2,000 | <ul style="list-style-type: none"> • Size and number of temporary classrooms (square meters, # of learners per) Assumption is that service providers (MoE, UNRWA) will be able to mobilize their teachers and lead the efforts of publishing accelerated curriculum • Materials to be used/prohibited for walls and roof • Unit costs for various models/materials • WASH standards (gender sensitive, disability accessible, etc.) • Protection standards: fencing, first aid kit, etc. • oPt Education Cluster - EiE Response Standards for the TLSs |
| | | # of children with access to safe, accessible learning spaces (disaggregated by age, gender and disability) | 645,525 | |
| 2.2. | Continued provision of MHPSS to school-aged children and teachers | # of children reached (disaggregated by age, gender and disability) | 645,525 | <ul style="list-style-type: none"> • Jointly or by CPAoR/MHPSS working group • Implementation of psychosocial support to students and teachers during the first six months after return to school. • Ensuring every school and learning space has a school counsellor, MHPSS focal point, and access and information to well defined referral pathways. |
| | | # of teachers reached (disaggregated by gender and disability) | 22,564 | |

| | | | | |
|------|--|--|---------|--|
| 2.3. | Provision of recreational kits | # of children reached (disaggregated by age, gender and disability) | 645,525 | <ul style="list-style-type: none"> oPt Education Cluster - EiE Response Standards-Kits |
| 2.4. | Back to school campaign | | | <ul style="list-style-type: none"> Include information on positive coping and seeking MHPSS support, referral pathways Include key messages to encourage parents and communities to promote and support inclusion and children's wellbeing, and return to school and to learning Include key messages for parents and communities on engagement and participation in the establishment and maintenance of safe learning spaces Can be discussed through a Cluster Back to School task force |
| 2.5. | Provision of assistive devices to teachers and children with disabilities | # of teachers and children with disabilities provided with assistive devices | 12,510 | |
| 2.6. | Conduct awareness sessions on risks associated with damaged buildings and UXO | # of school-aged children and/or educational personnel and/or parents benefited from awareness sessions on risks associated with damaged buildings and UXO | 668,089 | <ul style="list-style-type: none"> Work with protection colleagues to establish child friendly and accessible communication materials |
| 2.7. | Train teachers and education personnel on PSEA and safeguarding, pedagogy, classroom management, PFA | # of educational personnel trained | 22,564 | <ul style="list-style-type: none"> Include community awareness raising, child friendly reporting mechanisms, clear SOPs on investigations and disciplinary measures determination, and referral to assistance services Provide training and resources to education professionals to enhance their capacity to identify cases of PTSD, GBV, neglect, and other traumatic incidents in children. Include training to teachers on identification/and referral of children with disabilities and UASC. could be done in coordination with the CPAoR |
| 2.8. | Organise after school activities learning support sessions | # of students reached (disaggregated by age, gender and disability) | xx | <ul style="list-style-type: none"> Support to learners to facilitate catch-up learning Linked with child protection and child friendly spaces, where children can be doing "self-learning", playing, etc while they are out of school |
| 2.9. | Provision of teaching and learning materials and EiE kits | # of teachers provided with materials | 645,525 | |

| | | | | |
|-------|---|--|---------|---|
| | | # of kits distributed | | <ul style="list-style-type: none"> • Include adapted teaching and learning materials to support children with disabilities' return to learning • Can include digital learning materials and equipment for students and teachers |
| 2.10. | Provision of distance learning for students | # of students reached (disaggregated by age, gender and disability) | 645,525 | <ul style="list-style-type: none"> • Includes online and offline learning, and self-learning materials developed by MoE • Support MoE and UNRWA in strengthening distance learning modalities, including development and printing of self-learning materials, teachers' capacity building, innovative solutions to reach the most vulnerable children |
| 2.11 | Cash grants to schools/TLS | # of schools/TLS supported | 3,000 | <ul style="list-style-type: none"> • To support light rehabilitation of schools to accelerate return to formal education • Cash grant amount to be discussed with CWG and EC |
| 2.12 | Conduct a comprehensive needs assessment on education related needs | # of school buildings assessed | 228 | <ul style="list-style-type: none"> • Can be joint with CPAoR • Should include data collection on the needs of most vulnerable children including girls and children with disabilities, and needs related to education personnel |
| 2.13 | Support MoE and UNRWA with light school rehabilitation and cleaning | # of school buildings benefited from light rehabilitation and cleaning | 325 | <ul style="list-style-type: none"> • Cleaning of debris and/or minor rehabilitation of schools • Mild rehabilitation of schools used as shelters or with mild damages, with gender and age-appropriate and disability accessible WASH facilities • What constitutes light rehabilitation': timeframe (e.g. within XX number of days), cost (less than \$500), type of repair, etc. • WASH standards, disability accessible, gender-sensitive latrines • Protection standards: fencing, first aid kit, etc. • Link with volunteer network, tertiary institutions, TVET centers etc. for components |

Phase 3 Objective: School-aged, affected children have access to a safe inclusive and quality education during the reconstruction phase

| Summary of needs | Source |
|---|--|
| Xxx students who were displaced multiple times in needs of access to a safe inclusive education in formal settings. Xxx schools and education centres lightly damaged in need of rehabilitation, including WASH facilities Xxx schools and education centres need to be rebuilt Teachers and students are all in need of continued long-term MHPSS | MoE, UNRWA, Education Cluster partners |
| Outcome indicators: | |
| 1. % of students who self-report improved social and emotional learning skills (disaggregated by age, gender and disability). | |
| 2. % of teachers and facilitators satisfied with the psychological first aid and psychosocial services and personal items received to enhance their wellbeing (disaggregated by gender and disability). | |
| 3. % of children attending formal, non-formal and informal learning spaces (disaggregated by age, gender and disability). | |

| # | Activity | Output indicators | Targets | Standards and costing: questions to consider |
|------|---|--|--|---|
| 3.1. | Conduct and support detailed damage assessment of all public, UNRWA and Private schools | # of bills of quantities of the damaged schools affected | Based on the results of the rapid assessment | <ul style="list-style-type: none"> • SOP for Education Cluster Coordination Assessment of Damaged Educational Facilities • Include kindergartens |
| 3.2. | Conduct a comprehensive education needs assessment | | | <ul style="list-style-type: none"> • Can be joint with CPAoR • Should include data collection on the needs of most vulnerable children including girls and children with disabilities, and needs related to education personnel |
| 3.3 | Support MoE and UNRWA with school rehabilitation and reconstruction | # of school buildings benefited from rehabilitation and reconstruction | 150 | <ul style="list-style-type: none"> • Major rehabilitation of schools • Major rehabilitation of schools used as shelters with gender and age-appropriate and disability accessible WASH facilities • Reconstruction of schools that are fully damaged • Use MoE and UNRWA standards for school construction • Build back better: Using the rubble, rainwater collection systems, solar panels, etc. |

| | | | | |
|------|---|---|---------|---|
| 3.3. | Continued provision of MHPSS to school-aged students and teachers | # of students with access to safe, accessible learning spaces (disaggregated by age, gender and disability) | 645,525 | <ul style="list-style-type: none"> • Jointly or by CPAoR/MHPSS working group • For teachers, include training for how to manage the return to the classroom, and training on psychological first aid. • Implementation of psychosocial support to school-aged children after their return to school by MHPSS practitioners and teachers. • Ensuring every school and learning space has a school counsellor, MHPSS focal point, and access and information to well defined referral pathways. |
| | | # of teachers reached (disaggregated by gender and disability) | 22,564 | |
| 3.4. | Offer refresher training to teachers in learner center pedagogy, inclusive education, PSEA and safeguarding, including referral pathways, PSS first aid | # of teachers reached (disaggregated by gender and disability) | 22,564 | <ul style="list-style-type: none"> • |
| 3.5. | Provide catch-up classes and accelerated learning to school-aged children | # of children reached (disaggregated by age, gender and disability) | 645,525 | <ul style="list-style-type: none"> • Details to be discussed for students in Grade 12 to account for end of the year exams |
| 3.6. | Provision of EiE teaching and learning materials and students' kits | # of teachers who benefited from kits distributed | 22,564 | <ul style="list-style-type: none"> • Include adapted teaching and learning materials to support children with disabilities' return to learning • Can include digital learning materials and equipment • oPt Education Cluster - EiE Response Standards-Kits |
| | | # of children who benefited from kits distributed | 645,525 | |
| 3.7. | Strengthen school management committees (SMCs) | # of CMC established | 600 | <ul style="list-style-type: none"> • Include DRR training • Support SMCs and Parents councils to develop school specific plans (School-Based Management) based on their needs and activate their role in monitoring of schools. |
| 3.8. | Provision of distance learning for students | # of students reached (disaggregated) | | <ul style="list-style-type: none"> • Includes online and offline learning, and self-learning materials developed by MoE • Support MoE and UNRWA in strengthening distance learning modalities, including development and printing of self-learning materials, teachers' capacity building, innovative solutions to reach the most vulnerable children |
| 3.9 | Cash for EiE | # of households reached with cash support | 100,000 | <ul style="list-style-type: none"> • Households with students benefit from Cash support to allow return to school, either stand-alone or as part of multi-purpose cash • Requirements and criteria to be discussed with Cash Working Group |

The estimated cost of rebuilding and ensuring the resumption of a safe, inclusive, and quality education for all school-aged affected children and youths of Gaza is **USD 855 million**.

Cross-sectoral activities

With WASH cluster

- Ensure all newly established TLS, rehabilitated schools, education centres have functioning, safe, gender and disability sensitive WASH facilities

With CPAoR

- Establishment of referral pathways for CP cases in coordination with CP actors - including training to teachers and educational staff
- Conduct a child protection risk assessment and mitigation plan, looking at risks face by children in and in the way to/from the learning spaces
- Establishment of Early Childhood Care and Development sites for all children between the age of 2 and 5 jointly with CPAoR partners

With Nutrition cluster

- Ensure all students attending non-formal education in or around shelters benefit from school feeding

With Health cluster

- Provision of menstrual hygiene management materials to girl students enrolled in non-formal and formal education programmes
- Provision of assistive devices to teachers and children with disabilities

With MHPSS Working Group

- Establish referral pathways, and training of teachers on PFA and case identification.
- Ensuring every school and learning space has a school counsellor, MHPSS focal point, and access and information to well defined referral pathways.

With Cash Working Group

- Determine the appropriate amount for small grants to schools for light rehabilitation and Cash for EiE grants to households with students
- Determine the appropriate amount for Education in multi-purpose cash

Useful resources

| RESOURCE AND LINK | DESCRIPTION |
|--|---|
| Call 4 Action - Edu Cluster | Hostilities in the Gaza Strip Call for Action: Denial of Children's Right to Education in Gaza |
| Education Cluster standards | Cluster standards in place for the provision of equipment in the response include standards for: <ul style="list-style-type: none"> • Student kits • Recreation kits • Temporary learning centre kits |
| MHPSS guidance package | All available guidance and content used by cluster partners, as well as the guidance note, and key messages can be found here. |
| Tools and guides for MHPSS in crisis situations for the Education Sector | List of resources compiled by UNESCO |
| Safeguarding and PSEA resource pack | In this folder you will find the newly developed Safeguarding and PSEA guidance, code of conduct template, consent form template. |
| INEE resources | List of resources compiled by UNESCO |
| Impact of the blockade | Developed by Gaza Education Cluster in 2023 |
| Education Cluster strategy | The Education Cluster strategy will be revised as soon as possible. |
| Gaza Education Cluster rapid needs assessment (June 2023) | Concept note, report and recommendations from the rapid observation exercise led by the Gaza sub-national education cluster on November 25-27. The team verified the level of damage of 41 schools in the 3 southern governorates, as well as the availability of education and recreational activities personnel and space to set up TLS once security allows. |
| Education Cluster Contingency Plan | Plan updated in 2023 |
| INEE: Humanitarian-Development Coherence in Education: Working together in crisis contexts | The purpose of this paper is to demystify the concept of humanitarian-development coherence. Using the New Ways of Working definition, or working over multiple years toward collective outcomes based on the comparative advantage of a diverse range of actors, this paper recapitulates the concept of humanitarian-development coherence and why it is critical, provides an overview of barriers to coherence in the education sector and identifies illustrative examples of coherent action. |
| Addressing Adolescence: Advocating for Age- and Gender-Responsive Social and Emotional Learning during Emergencies | |
| INEE Guidance Note on Conflict Sensitive Education | This guidance note aims to support and expand on the INEE Minimum Standards content in order to provide a reference tool for conflict sensitive education strategies and resources for education practitioners and policy makers working in conflict-affected and fragile contexts. |