

Standards Guide for Counting and Reporting Education Activities

Introduction

This guide outlines the criteria for identifying and counting people reached under Education Flash Appeal interventions. It is intended to promote consistency, accuracy, and accountability in tracking individuals (students, education personnel/teachers, and parents/caregivers) who directly benefit from services. It will also minimize overlaps and duplications in reporting, ensuring the Cluster has accurate and consolidated information on the response. For each activity, the guide defines who qualifies as a person reached, the minimum level of participation required, and the recommended period of engagement to ensure meaningful impact. This guidance can be used by implementing partners, field staff, and monitoring teams to support planning, reporting, and evaluation.

People targeted:

- **School-Aged Children¹:** defined as those between 6 and 17 years old, covering grades 1 to 10 at the primary level and grades 11 to 12 at the secondary level.
- **Kindergarten (KG) Children:** refers to children typically aged 4–5 years enrolled in KG1 and KG2 or equivalent early childhood education programmes.
- **Educational personnel/Teachers:** Education personnel can be organized into four main functional categories based on their primary or major functions. The classification is: **1)** instructional personnel (Teaching staff); **2)** professional support for students; **3)** management/quality control/administration; and **4)** maintenance and operations personnel.
- **Parents/ Caregivers:** Refers to the mother, father, or any adult primarily responsible for the care and support of a school-aged child. A caregiver may be a guardian or relative with whom the child lives and who provides daily care, including emotional, physical, and educational support.

¹ Due to the lack of access to formal education since 7 October 2023, students above 17 years old who were unable to sit for their final secondary exams (Tawjihi) are also included in the school-age population.

Flash Apple Activities, People Eligible, and reached criteria

Activity (Short name in the application / FA name)	People Eligible ²	When considering that people have reached	Minimum Period ³
1. Conduct learning support sessions (Provide Non-Formal Education (NFE) and Social Emotional Learning (SEL) to school-aged children in TLSs.)	a. School-aged children b. KG children c. Educational personnel	- Attending NFE classes in a TLS and participating in SEL sessions. - Have an administrative, educational, or operations role in the TLS.	3 months of attendance in-person and/or online learning (aligned with MoE and UNRWA) 2.5 hours per day, 3 days a week (average 7 h per week)
2. EiE learning materials/student kits (Provision of Inclusive EiE learning materials/student kits to school-aged children (Includes printed curricula, textbooks, notebooks, stationery, school bags, etc.))	a. School-aged children b. KG children	- Received a student kit and/or learning materials as per the Education Cluster minimum standards package (Look here)	At least one time distribution per child per FA period, tracked via activity or registration.

² Although implementing partners may report on this range of eligible people categories under specific education activities, only those categories formally identified and targeted in the Flash Appeal are included in the aggregation of final results. This approach ensures alignment with response planning parameters and maintains consistency in inter-agency reporting. Although implementing partners may report on this range of eligible people categories under specific education activities, each activity includes mandatory target category(ies). When multiple categories are eligible, partners must report exclusively on the mandatory category or categories that the activity is explicitly designed to target (e.g. under “Conduct learning support sessions,” partners must report on school-aged children, KG children, or both, depending on the actual target group of the activity).

³ If the activity standard or minimum period has not been met, people supported will be counted as enrolled in the activity but not as reached. Only those who meet both the activity standard and minimum period will be counted against the Flash Appeal target, though all enrolled will still be reported.

3. Emergency teaching materials to educational personnel (Provision of emergency education teaching materials to educational personnel (Includes manuals, printed guides, planning materials, etc.))	Educational personnel	- Received educational personnel kit and/or teaching materials (intended for teaching students) as per the Education Cluster minimum standards package (Look here)	At least one time distribution per educational personnel per FA period, tracked via activity or registration.
4. Emergency classroom supplies – equipment (Provision of emergency classroom supplies/equipment in learning spaces (Includes whiteboards, flipcharts, science kits, visual aids, classroom toolkits, etc.))	a. School-aged children b. KG children c. Educational personnel	- Benefited from the distributed supplies – equipment as per the Education Cluster minimum standards package (Look here)	At least one time distribution per TLS (TLS kit) per FA period, tracked via activity or registration.
5. Recruitment of educational personnel (incentives, conditional cash) (Recruitment and deployment of educational personnel, and provide incentives through Education-specific conditional cash to ensure the continuity of learning in Temporary Learning Spaces and non-formal education settings.)	Educational personnel	- Educational personnel who are recruited and deployed and/or receive Education-specific conditional cash incentives to ensure continuity of learning in Temporary Learning Spaces and non-formal education settings	At least one time payment per educational personnel per FA period, tracked via activity or registration.

6. Capacity building of teachers and facilitators on NFE, SEL, MHPSS (Provide capacity-building and training to educational personnel on Non-Formal Education (NFE), Social Emotional Learning (SEL), Accelerated Learning Program (ALP)/Play to Heal (P&H)/Animation and Drama Workshops/Readiness to Learn (R to L), Mental Health and Psychosocial Support (MHPSS), School Safety, Evacuation Plans, and Emergency Preparedness.)	Educational personnel	- Attended a full or certified training session or workshop. - Received training materials	Completed at least 1 full training module (min. 1 day or equivalent hours)
7. Recreational activities (Provide structured, age-and gender-appropriate, and disability-inclusive recreational activities for school-aged children.)	a. School-aged children b. KG children	- Participated in structured recreational or play-based activities (e.g., sports, art, drama) as per the Education Cluster minimum package (Look here)	Minimum 6 weeks per FA period
8. Psychosocial support (Provision of structured, age- and gender-appropriate, and disability-inclusive MHPSS)	a. School-aged children b. KG children c. Educational personnel	- Received direct PSS services (individual or group sessions).	At least 6 group sessions OR 1 individual support session with referral follow-up

activities to school-aged children, educational personnel, and parents committees.)	d. Parents	- Attended structured well-being activities.	
9. Recreational/MHPSS kits/materials (Provision of age-and gender-appropriate, and disability-inclusive recreational/MHPSS kits/materials for school-aged children.)	a. School-aged children b. KG children	- Personally, received an age- and gender-appropriate kit. - Engaged in an activity using the materials, as per the Education Cluster minimum standards package (Look here)	At least one time distribution per child per FA period, tracked via activity or registration
10. Conduct awareness sessions and referral (Conduct awareness sessions with school-aged children, educational personnel, and parents' committees on UXO risks, evacuation plans, hygiene, PSEA, child protection, and basic health practices.)	a. School-aged children b. KG children c. Educational personnel d. Parents	- Attended and participated in at least one awareness session completed using the UNMAS standard materials- Signed attendance or documented via a group list/photo.	At least 1 completed session (min. 30 minutes, structured format)
11. Provide assistive devices (disability) (Provide assistive technologies to school-aged children and/or educational personnel with disabilities.)	a. School-aged children b. KG children c. Educational personnel	- Personally, received a functional assistive device (e.g., hearing aid, wheelchair, Braille materials, etc.)	One-time provision, with follow-up if applicable

12. Support to distance education (Provide distance and/or blended learning opportunities for school-aged children, including accessible modalities for children with disabilities.)	a. School-aged children b. KG children c. Educational personnel	- Supported through provision of devices, connectivity, or educational materials- Engaged in online or broadcast-based education. - Support MoE or UNRWA in building/developing an online system	Aligned with MoE and UNRWA
13. Establishment of Temporary Learning Spaces (Maintain, expand, or establish winterproof and accessible Temporary Learning Spaces (TLS) in and around IDP shelters or host communities, equipped with gender- and disability-appropriate WASH facilities and basic furniture such as desks, chairs.)	a. School-aged children b. KG children c. Educational personnel	Look at Guidelines for the Establishment of Temporary Learning Spaces in the Gaza Strip. (available at Link)	
14. Conducting a needs assessment on education-related needs (Continue efforts to assess and identify education-related needs through structured needs assessments.)	A cluster-led coordination activity (not a direct service delivery by implementing partners),		

Reporting mechanism

To ensure accurate tracking and harmonized reporting of education interventions, all implementing partners are required to report through the Education Cluster Offline Reporting System. This system has been developed and managed by the Education Cluster to consolidate partner activity data and inform response planning, coordination, and advocacy.

Note: Cluster reporting is aligned with the calendar year and the Flash Appeal activities and indicators. As such, any achievements recorded in the previous year do not count toward the current year's reporting, even if the academic year spans both calendar years.

We recognize that many Cluster members are implementing multi-year projects. In these cases, members are encouraged to plan their targets accordingly and to report only on the achievements made within the 2026 calendar year. This approach ensures that the Cluster reports systematically against the Flash Appeal targets and avoids duplication of results from the previous year.

- **System Overview**

The **5Ws Desktop Application** is a robust offline data collection and management tool developed to support education partners in recording and reporting their activities across Gaza. Designed for low-connectivity environments, the system ensures uninterrupted workflow by operating offline and synchronizing data automatically once an internet connection is available.

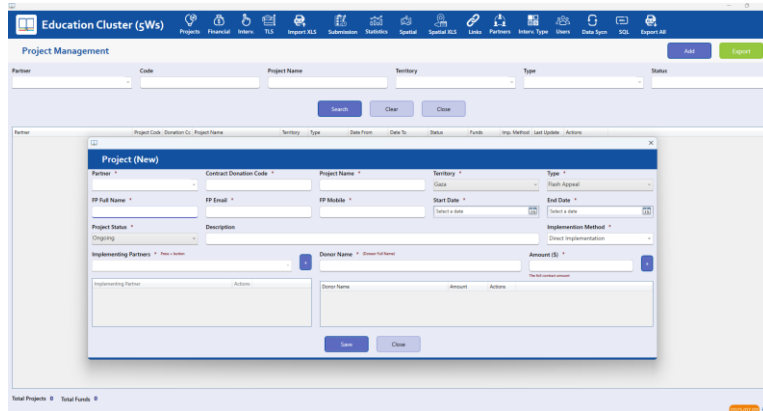
- **Access to the application:**

Each partner is provided with at least one designated user account and reporting focal point to ensure responsible data entry and communication. To gain access and obtain a user account, partners should coordinate directly with the cluster IM team to confirm their registration and ensure they have the latest version of the application.

- **Core Components**

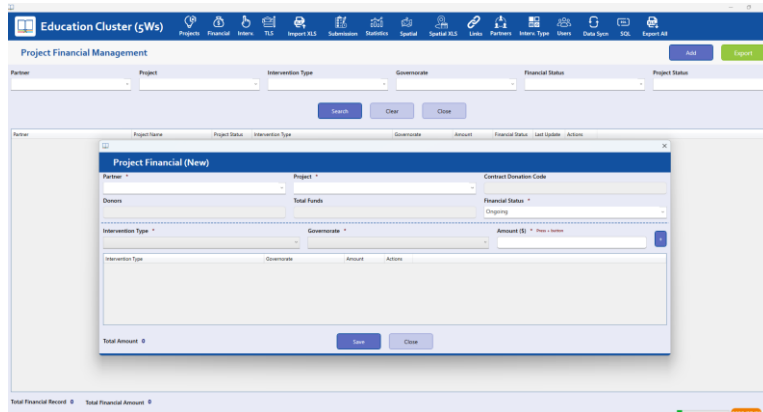
The application is structured into five main components:

1. **Projects:** Captures essential project metadata, including (Project name and Code – project period “Start and end dates” - Donor information - Total funding - Implementing partner(s).



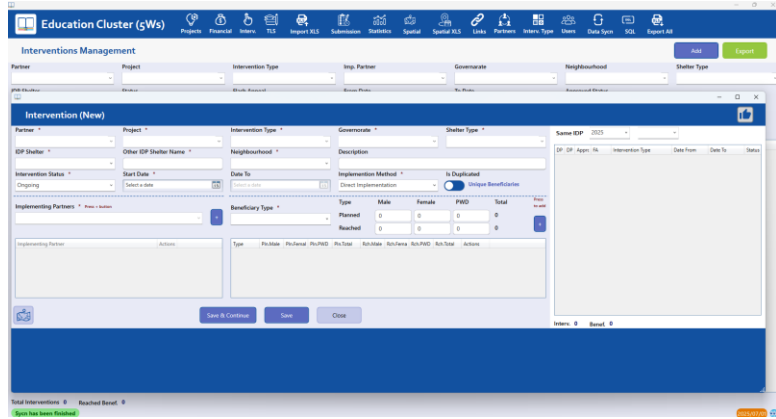
The screenshot displays the 'Project Management' interface. At the top, there is a navigation bar with various icons and a search bar. Below the navigation bar, there is a form titled 'Project (New)'. The form contains several fields for project metadata, including Partner, Project Name, Territory, Type, Start Date, End Date, Project Status, and Description. There is also a section for 'Implementing Partners' with a table for adding new partners. The bottom of the form shows 'Total Projects' and 'Total Funds'.

2. **Financial:** Allows partners to allocate and track project funds by (Activity type and Geographic distribution)

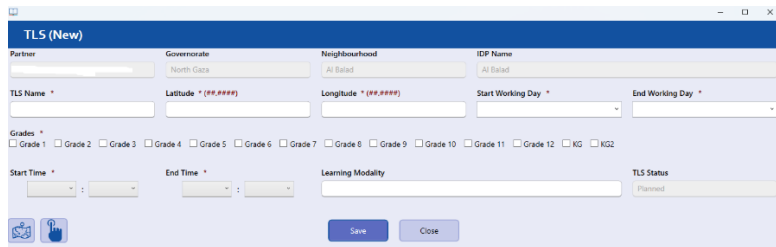


The screenshot displays the 'Project Financial Management' interface. At the top, there is a navigation bar with various icons and a search bar. Below the navigation bar, there is a form titled 'Project Financial (New)'. The form contains several fields for financial data, including Partner, Project, Intervention Type, Governance, Financial Status, and Amount. There is also a section for 'Total Funds' and a table for adding new financial records. The bottom of the form shows 'Total Financial Record' and 'Total Financial Amount'.

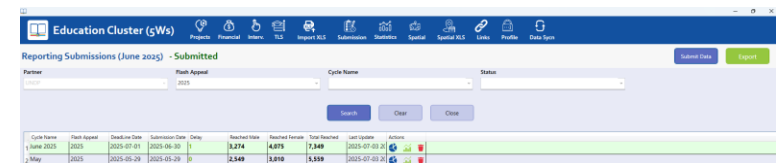
3. **Interventions:** it's the Main component. Partners record detailed information about education interventions, including (Activity type and geographic locations - Implementation period “start and end dates” - Activity status - people reached data disaggregated by type, gender, and disability - Implementation method).



4. **Temporary Learning Spaces (TLSs):** Used to capture detailed information about temporary learning spaces, including (TLS name and coordinates - Supported grades - Learning modality).



5. **Submission:** Allows partners to submit data based on the reporting cycle, enabling them to display a snapshot of submitted data and providing trend analysis and summary views.

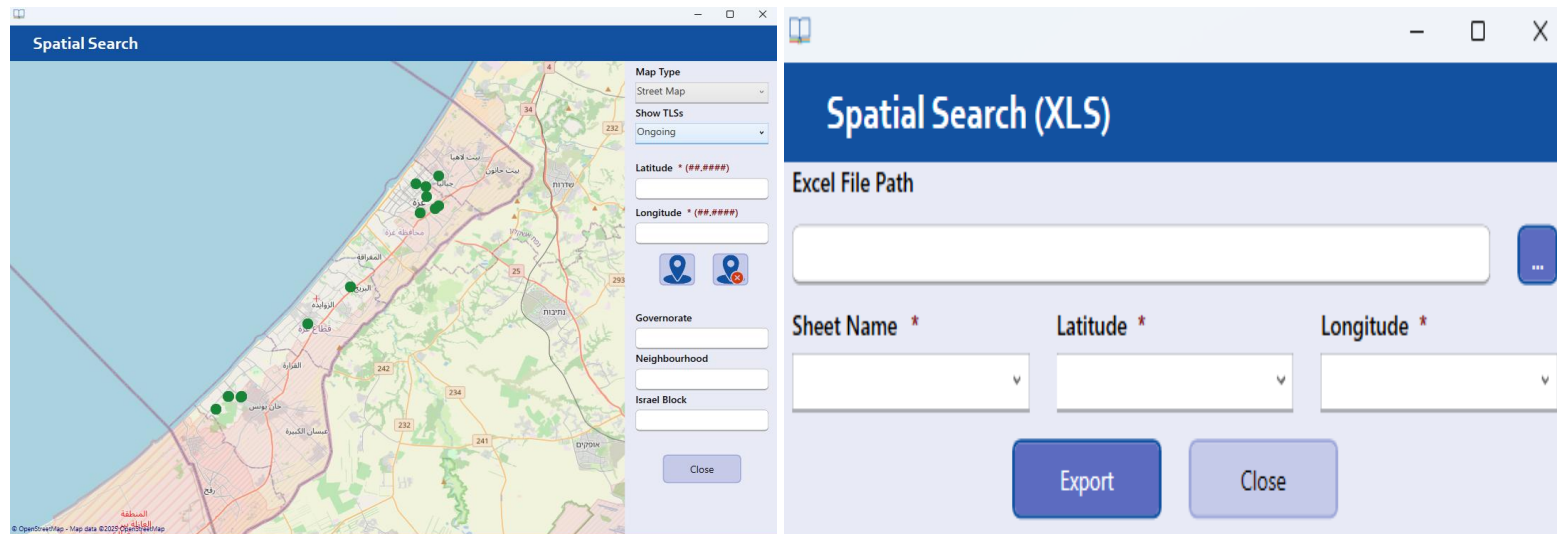


Cycle Name	Plan Approved	Start Date	Submission Date	Delay	Reached Male	Reached Female	Total Reached	Last Update	Action
June 2025	2025-07-01	2025-06-29	0	2,549	3,819	5,369	2025-07-02 14:00	🔄	
May 2025	2025-06-29	2025-05-29	0				2025-07-02 14:00	🔄	

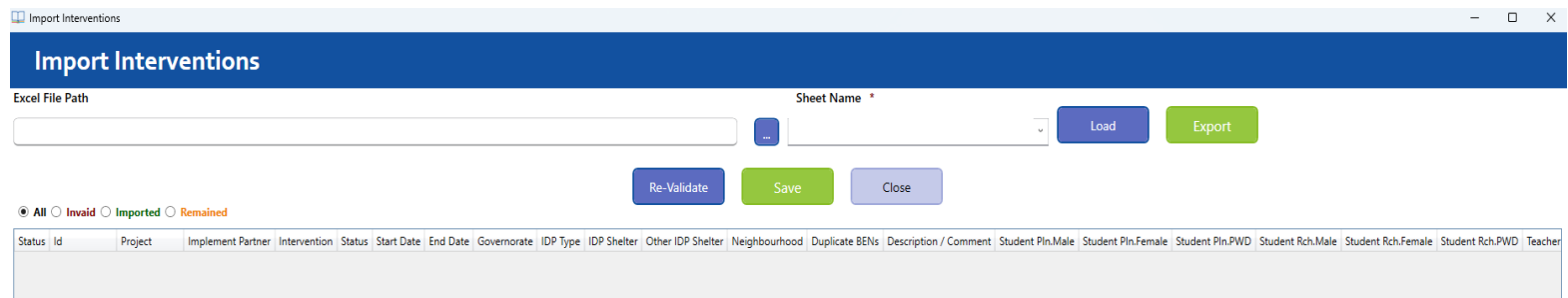
- **Key Features**

To enhance usability and data accuracy, the application includes:

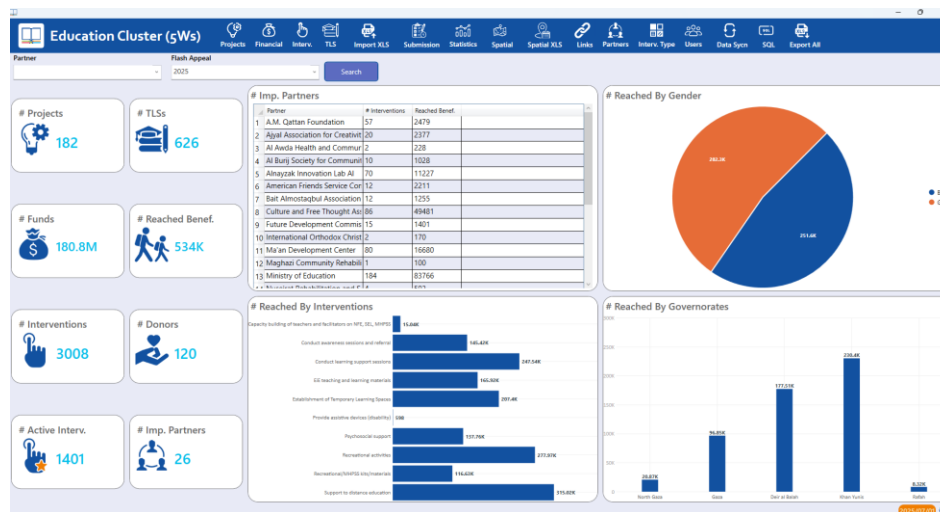
- ✓ **Satellite Map & Spatial Search:** Enables partners to visualize locations and search for intervention areas using geospatial tools.



- ✓ **Data Import/Export:** Supports Excel-based templates for bulk data entry and extraction.



- ✓ **Offline Functionality with Auto-Sync:** Operates fully offline, with automatic synchronization when internet access is detected.
- ✓ **User-Friendly Interface:** Simplifies complex data entry processes while enforcing validation rules and consistency checks.
- ✓ **Statistics tab:** provides partners with a structured interface to view and illustrate their reported results in a disaggregated format. It enables users to analyze people reached data by key variables such as age, sex, and activity type.



- ✓ **Links tab:** centralized resource hub within the 5Ws application, providing partners with direct access to key documents, guidance materials, tools, and relevant external platforms.

Education Cluster (5Ws)

Projects
 Financial
 Interim
 TLS
 Import XLS
 Submission
 Statistics
 Spatial
 Spatial XLS
 Links
 Partners
 Interim Type
 Users
 Data Sync
 SQL
 Export All

Important Links

Link Name

Type

Search

Clear

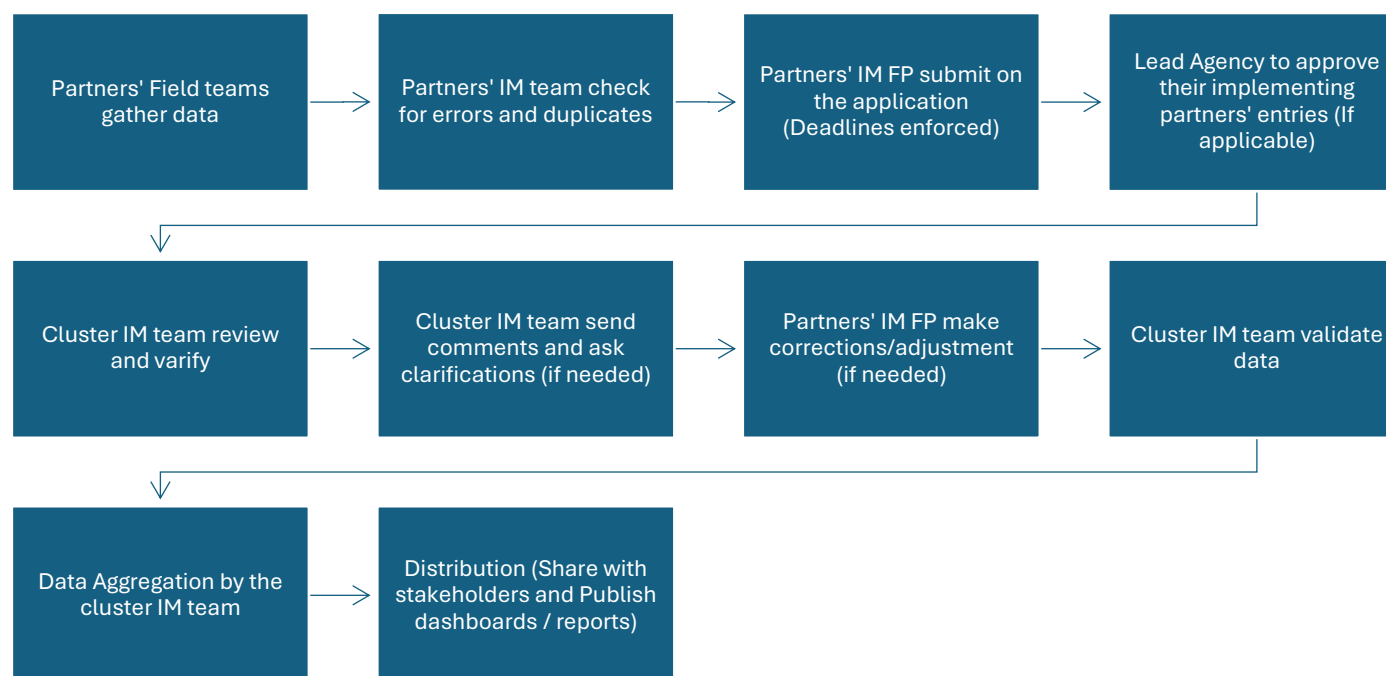
Close

Link Name	Link Name	Active	Last Update	Actions
1	5Ws	https://unicef-my.sharepoint.com/:?g=/personal/ytamineh_unicef_org/Etp	2025-07-03	
2	5Ws Dashboard	https://app.powerbi.com/view?r=eyJgaXRoMTIwMTI2ZGQ0MDZlTlVx	2025-07-03	
3	CLI Mod. platform	https://eduports.inspire.net/	2025-07-03	
4	CLI Sheet	https://unicef-my.sharepoint.com/:?g=/personal/ytamineh_unicef_org/EVg	2025-07-03	
5	Cluster Website	https://response.relefiweb.it/palestine/education	2025-07-03	
6	TLSis mapping	https://unicef-my.sharepoint.com/:?g=/personal/ytamineh_unicef_org/EqV	2025-07-03	
7	TLSis vs. Evaluation Orders	https://app.powerbi.com/view?r=eyJgaXRoMTIwMTI2ZGQ0MDZlTlVx	2025-07-03	

Reporting Frequency:

Partners are required to report cumulative figures on a monthly basis⁴, covering activities and updates implemented during the previous calendar month. The reporting deadline for each cycle will be clearly indicated within the 5Ws application, and a reminder will be communicated to all partner Information Management (IM) focal points by the IM team.

Monthly Reporting Flow – From Data Collection to Consolidation



⁴ Reporting timelines/frequency may be adjusted based on operational context, evolving needs, or coordination requirements. Any changes will be communicated in advance by the cluster IM team.

Support: User guides and technical support are available through the Cluster team upon request. Also, the training video is available here (add [link](#))

Data Privacy and Protection:

The Education Cluster does not collect or require any personally identifiable information (PII) of people reached, including children. All reporting is conducted using aggregated and anonymized data to ensure the privacy and protection of individuals. In addition, the exact locations of activities (such as GPS coordinates) reported through the 5Ws application are treated as sensitive information; they are securely stored and not shared publicly. Partners are reminded to follow ethical reporting practices and to avoid collecting or sharing personal data in any form as part of their submissions to the Cluster.

Data Quality Assurance:

To ensure the reliability and credibility of reported data, all partners are expected to adhere to data quality standards. This includes accurate people reached counting, proper use of disaggregation (by age, gender, and disability), and consistency in applying definitions across activities. The Information Management (IM) team will conduct systematic reviews, validations, and consistency checks to identify discrepancies or potential duplications. Partners are encouraged to maintain clear documentation and source records to support their reported figures. Any identified issues will be addressed in coordination with the reporting partner to ensure data integrity before aggregation and use in external reporting.

Data Aggregation and Reporting Procedures for Accountability to the Flash Appeal:

Data submitted by partners will be systematically consolidated and analyzed by the Education Cluster's Information Management (IM) team. This process ensures that individual contributions are accurately synthesized into comprehensive reports, dashboards, and situational analyses that support strategic coordination and decision-making. The IM team is responsible for validating, aggregating, and aligning all data with the objectives, targets, and indicators established in the Flash Appeal. Through these procedures, the Cluster maintains strong accountability to donors and stakeholders by providing clear, timely, and evidence-based reporting on the collective response. This aggregated information is essential for monitoring progress, identifying gaps, informing resource allocation, and facilitating adaptive programmatic interventions in response to the evolving humanitarian context.