



Fact sheet on

The Extent to Which the Interventions of Palestinian Non-Governmental Organizations in **Temporary Learning Spaces**

Are Aligned with the Core Humanitarian Standard on Quality and Accountability (CHS)



“Strategic Partnership 2” Project
in partnership with
act:onaid



شبكة المنظمات الأهلية الفلسطينية

Palestinian NGO's Network - PNGO

Fact Sheet on the Extent to Which the Interventions of Palestinian Non-Governmental Organizations in Temporary Learning Spaces

Are Aligned with the Core Humanitarian Standard on Quality and Accountability (CHS)

Prepared by

Consultant

Eng. Salahuddin Mahmoud Tayeh

Consultant

Prof. Dr. Eng. Bassam Abdul Rahman Tayeh

Within the framework of the project: "Strategic Partnership 2"

In Partnership with ActionAid .

act:onaid

2025

Table of Contents

1	INTRODUCTION	1
2	STUDY METHODOLOGY	4
2.1	GENERAL APPROACH.....	4
2.2	DATA COLLECTION METHODS.....	4
2.3	SAMPLING METHODOLOGY.....	5
2.4	DATA ANALYSIS.....	5
3	PRESENTATION OF RESULTS	6
3.1	FIRST: THE GENERAL SITUATION OF TEMPORARY LEARNING SPACES.....	6
3.1.1	Types of Learning Spaces and Infrastructure.....	6
3.1.2	Human Resources.....	7
3.1.3	Targeted Student Groups.....	8
3.1.4	Resources and Services.....	9
3.1.5	Protection and Safety Measures.....	10
3.1.6	Challenges and Constraints.....	10
3.2	SECOND: ALIGNMENT OF INTERVENTIONS IN TEMPORARY LEARNING SPACES WITH THE CORE HUMANITARIAN STANDARDS FOR QUALITY AND ACCOUNTABILITY.....	11
3.2.1	Commitment One: Appropriate and Relevant Assistance.....	11
3.2.2	Commitment Two: The Response is Effective and Timely.....	13
3.2.3	Commitment Three: Strengthening Local Capacities.....	14
3.2.4	Commitment Four: Communication, Participation, and Feedback.....	15
3.2.5	Commitment Five: Complaints and Their Handling.....	16
3.2.6	Commitment Six: Coordination and Integration.....	16
3.2.7	Commitment Seven: Learning and Continuous Improvement.....	17
3.2.8	Commitment Eight: Supporting Staff and Their Competence.....	18
3.2.9	Commitment Nine: Managing Resources Responsibly.....	19
4	CONCLUSION.....	21
5	RECOMMENDATIONS.....	24
5.1	FIRST: STRATEGIC-LEVEL RECOMMENDATIONS.....	24
5.2	SECOND: RECOMMENDATIONS FOR PALESTINIAN NON-GOVERNMENTAL ORGANIZATIONS AT THE OPERATIONAL LEVEL.....	24
6	REFERENCES.....	25

1 Introduction

The Gaza Strip has been witnessing a worsening educational crisis for many years, which has escalated unprecedentedly during the recent war, as the educational system has suffered an almost complete collapse, leading to the deprivation of hundreds of thousands of children of their basic right to safe education. While educational crises in conflict areas around the world represent a major challenge, what Gaza's children are facing is an exceptional case. Reports of the Education Cluster (August 2025) indicate that more than 97% of schools have suffered varying degrees of damage, and that 91.8% of them require complete reconstruction or substantial repairs before resuming the educational process.

This reality is not merely a developmental crisis but a flagrant violation of human rights, requiring an urgent humanitarian response that goes beyond temporary solutions. The ongoing attacks have claimed the lives of more than 17,000 students and nearly 760 educational staff (Ministry of Education, September 2025), and have injured tens of thousands, deepening the psychological and social crisis among the younger generations, and increasing the scale of educational loss and collective trauma among children and families¹.

In the face of this harsh reality and the complete collapse of the life system in the Gaza Strip, and of educational services particularly, the Temporary Learning Spaces (TLS) have emerged as an emergency response aimed at providing an alternative educational environment for children, seeking to ensure the continuity of education and to mitigate the effects of psychological and social trauma. Education in emergencies is not merely a temporary service, but a fundamental human right and a tool for building community resilience, enhancing dignity, and protecting children from risks and exploitation. These spaces have targeted approximately 259,000 students through 705 temporary learning centers by the end of August 2025; however, major operational challenges still hinder the achievement of the desired quality of education. These challenges include a lack of funding, inadequate and unsuitable temporary infrastructure, and insufficient qualified human resources¹.

This study comes at a critical moment to attempt to assess the extent to which the interventions of Palestinian Non-Governmental Organizations (NGOs) in managing Temporary Learning Spaces align with the Core Humanitarian Standards on Quality and Accountability (CHS), which include nine key commitments that define the standards for implementing humanitarian work in a manner that upholds dignity, builds trust with the community, and ensures the protection of the most vulnerable groups. Below is a brief definition of the core commitments, with the formulation adapted to the field of education².

- 1) Commitment 1: The humanitarian response is appropriate and aligned with needs: This commitment focuses on providing an educational response that corresponds to the needs of the targeted groups, including children with disabilities, ensuring the inclusion of girls, and providing an educational environment that is culturally and psychologically appropriate.
- 2) Commitment 2: The response is effective and timely: This commitment addresses the speed of establishing and operating the learning spaces after crises and providing adequate resources for teachers and students to ensure the continuity of education without interruption.
- 3) Commitment 3: Strengthening local capacities: This commitment focuses on engaging the local community in operating the learning spaces, including recruiting teachers and volunteers from within the community, and encouraging parents to participate in designing educational activities.
- 4) Commitment 4: Communication, participation, and feedback: This commitment addresses the importance of communicating with parents and students, involving them in designing curricula and educational activities, and ensuring the existence of feedback channels.
- 5) Commitment 5: Complaints and their handling: This commitment focuses on having an effective system for receiving complaints from students and parents, ensuring that they feel safe when reporting issues, and responding promptly to complaints.
- 6) Commitment 6: Coordination and integration: This commitment addresses coordination with other humanitarian organizations, the Ministry of Education, and other sectors such as health, water, and sanitation, to ensure the integration of efforts.
- 7) Commitment 7: Learning and continuous improvement: This commitment focuses on conducting regular evaluations, documenting lessons learned from previous programs, and sharing experiences with other institutions to improve future operations.
- 8) Commitment 8: Supporting staff and their competence: This commitment addresses training teachers on education in emergencies, providing them with psychosocial support, and ensuring educational supervision to improve their performance.
- 9) Commitment 9: Responsible resource management: This commitment focuses on allocating and managing resources efficiently and fairly, and ensuring the existence of internal financial control mechanisms to avoid waste and ensure transparency.

These nine commitments are not merely theoretical guidelines, but rather an integrated practical framework. They provide guiding indicators to measure the degree of adherence to the quality and effectiveness of humanitarian assistance, thereby enhancing accountability to both beneficiaries and donors.

The alignment of the interventions of Non-Governmental Organizations (NGOs) with the Core Humanitarian Standard gains multiplied importance for several reasons¹:

- The extensive destruction that has affected education, as data from 2024 indicates that 76.6% of schools were directly bombed (as of September 2025).
- The significant human losses that have led to a shortage of qualified educational personnel.
- The urgent need for flexible and rapid responses that consider cultural and psychological sensitivities and provide a safe and inclusive learning environment.
- The necessity of building trust with local communities through transparency, fairness, and the active participation of families and children.
- The critical importance of considering the most marginalized groups, including children with disabilities, displaced persons, women, and girls.

In this context, the Core Humanitarian Standard (CHS) emerges as a comprehensive framework that provides guiding notes and clear indicators. These tools enable the measurement of the extent to which Non-Governmental Organizations (NGOs) adhere to the standards of quality, fairness, and empowerment, thereby ensuring the realization of children's rights to education, protection, and dignity. The Core Humanitarian Standard also reinforces the principles of neutrality, humanity, and non-discrimination, and calls for the establishment and adoption of safe and effective complaint mechanisms that facilitate community participation and continuous evaluation².

Based on the above, this study aims to assess the extent to which the interventions of Palestinian Non-Governmental Organizations (NGOs) in managing Temporary Learning Spaces align with the nine commitments of the Core Humanitarian Standard (CHS). This will be achieved through:

- Reviewing existing policies, procedures, and field practices
- Analyzing strengths and weaknesses.
- Documenting valuable experiences and lessons learned.
- Formulating practical recommendations to enhance the continuity and quality of education in emergencies and to ensure its consistency with global humanitarian standards and practices.

This endeavor goes beyond merely assessing the current situation; it seeks to outline a roadmap that enables local and international actors to protect children's rights and ensure their access to quality and safe education even under the harshest conditions, in commitment to shared humanitarian values. According to the *CHS Guidance Notes and Indicators*, these commitments should not be viewed as separate elements, but rather as an integrated system that collectively enhances the ability of actors to³:

- Understand the local context and changing needs
- Engage communities in all stages of the response.
- Strengthen transparency, accountability, and trust.
- Protect vulnerable groups from risks and exploitation.
- Document learning and continuously improve performance.

2 Study Methodology

2.1 General Approach

This study adopted a descriptive and analytical methodology for the comprehensive collection and analysis of information, combining both desk-based and field sources. This approach provided an accurate and comprehensive scientific understanding of the extent to which the interventions of Palestinian Non-Governmental Organizations (NGOs) in the Gaza Strip, in managing Temporary Learning Spaces, comply and align with the Core Humanitarian Standards for Quality and Accountability (CHS).

2.2 Data Collection Methods

1) Questionnaire : A detailed questionnaire was used to collect quantitative data. The questionnaire was divided into two main parts:

- Part One: Collection of descriptive data about the Temporary Learning Spaces, including geographic location (governorate), type of center (camp, host community, mobile center), number of beneficiaries and targeted age groups, condition of infrastructure and availability of basic facilities, educational resources, psychosocial support, health services, data on the number and types of students and staff, in addition to operational challenges.
- Part Two :Addressed detailed questions related to each of the nine commitments of the Core Humanitarian Standard (CHS), as follows:

1.Appropriate and relevant assistance	2. Timely delivery of assistance	3. Strengthening community capacities
4.Information sharing	5.Safe and effective complaint mechanisms	6.Coordination and complementarity in response
7.Continuous learning and improvement	8.Competent and well-supported staff	9.Effective and efficient resource management

Clear rating scales were used, such as the Likert Scale⁴, which indicates the degree of respondents' agreement with the questionnaire items (on a scale ranging from: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly Disagree). In addition, several open-ended questions were included (such as methods of supporting teachers and recommendations). The questionnaire was distributed to a random sample of managers of Temporary Learning Spaces and representatives of some NGOs managing these spaces, ensuring clarity of the items and providing sufficient time

for response. The questionnaire was distributed to many NGOs working in the education sector, particularly in managing Temporary Learning Spaces in the Gaza Strip, and 31 responses were received from 22 NGOs.

2) **In-depth Individual Interviews:** A set of interview questions was developed to collect in-depth qualitative data with seven managers of Temporary Learning Spaces. The interview included a series of open-ended questions distributed across main themes, covering :

- How needs are identified, educational programs are designed, and cultural and social contexts are considered.
- Speed of response, availability of resources, and field challenges.
- Recruitment and training of local staff, and community participation in operations.
- Consultation mechanisms and feedback loops with beneficiaries.
- Existence and effectiveness of complaint systems.
- Coordination with humanitarian and official entities.
- Continuous evaluation and utilization of lessons learned.
- Psychological and professional support for staff.
- Transparency in resource management and fair distribution.
- The key success factors and the main difficulties and challenges faced by the educational process

The interviews concluded with an open-ended question about future recommendations for developing education responses in emergencies.

2.3 Sampling Methodology

Given the multiplicity of Temporary Learning Spaces and their geographical distribution, stratified sampling was adopted to ensure adequate representation. This included:

- Selecting Temporary Learning Spaces in multiple areas (Gaza, Middle Area, Khan Younis).
- Including various types of Temporary Learning Spaces (camps, host communities, mobile Temporary Learning Spaces).
- Collecting data from the administrations of the Temporary Learning Spaces.

2.4 Data Analysis

The analysis relied on a combination of quantitative and qualitative methods to ensure comprehensive and integrated results:

- **Quantitative Analysis:** The questionnaire data were processed using statistical software (Excel). This included calculating frequencies and percentages for closed-ended questions, as well as means and standard deviations for the Likert scale items to measure participants' attitudes.

- **Qualitative Analysis:** Content analysis of the interviews was conducted to interpret and clarify the quantitative data through examples, supporting quotations, and by drawing upon the recommendations.
- **Presentation of Results:** The results were organized according to the nine commitments of the Core Humanitarian Standard (CHS). Quantitative data were presented in tables and charts, and the findings were directly linked to challenges, opportunities, and practical recommendations

3 Presentation of Results

3.1 First: The General Situation of Temporary Learning Spaces

3.1.1 Types of Learning Spaces and Infrastructure

- Regarding the types of educational sites, 65% of the Temporary Learning Spaces were established in tents, while 22% of the NGOs established Temporary Learning Spaces in available locations, including damaged buildings, open areas, and kindergartens. This indicates a significant diversity in the challenging operational conditions under which these learning spaces function (ranging from a tent classroom to a damaged building or a kindergarten designed for early childhood, which is not an ideal environment for basic education, etc.). The remaining 13% were located in undamaged buildings. Despite the diversity and difficulty of the working conditions, the NGOs established and managed these learning spaces, reflecting their strong determination to actively contribute to the resumption and enhancement of educational services under the difficult circumstances faced by the Palestinian people.

“The physical environment and the available facilities were unsuitable for the educational process, as most of them were tents that did not protect from the heat in summer or the cold in winter, except for a very small number of well-designed tents provided by UN and international organizations such as UNICEF.”

Ms. Shadia Abu Salama, Educational Supervisor,

- **Infrastructure:** Although the infrastructure of the sites where the Temporary Learning Spaces were established is not ideal (tent, damaged building, kindergarten), respondents’ impressions indicated that the condition of the infrastructure of the learning spaces in which they work was acceptable to them, with responses ranging between “good” and “very good” in 68% of the sites. This reflects a state of acquiescence and acceptance of the minimum level of quality under challenges such as lack of funding, materials, and resources, as well as feelings of frustration regarding opportunities to improve the environment. Meanwhile, 32% of the sites were described as “poor or unsuitable,” highlighting the urgent need for interventions in maintenance or rehabilitation to ensure the safety and security of students.

3.1.2 Human Resources

- **Functional Roles:** Regarding the functional roles of the respondents, tasks were distributed in a balanced manner. About 39% of the sample held administrative positions as managers of Temporary Learning Spaces, 29% worked as field coordinators responsible for managing daily operations, and 23% were teachers. This means that 91% of the respondents were fully aware of the administrative processes within the learning spaces, while 9% held technical roles such as counselors or logistics officers.
- **Fields of Specialization:** With regard to the respondents’ areas of specialization, the vast majority of participants (57%) had educational and pedagogical backgrounds, indicating a focus of staff on academic aspects. In addition, those working in social and psychological fields accounted for about 17%, while administrative and technical support specializations made up 13%, providing a diverse base of skills that support the needs of inclusive and integrated education. Meanwhile, 13% of the managers of the learning spaces came from various other fields of specialization.

The Temporary Learning Spaces were characterized by several positive aspects, the most important of which was the specialization of the initiators. The vast majority of individuals who took the initiative to establish learning spaces (those who were supervised and technically supported by the Remedial Education Center) had educational specializations and possessed motivation and passion to help students resume the educational process, even with the minimum available resources. It was also observed that teachers with competence, educational specialization, and prior teaching experience in governmental and UNRWA schools were selected, as the educational initiatives employed male and female teachers with appropriate pedagogical qualifications who volunteered to work in their displacement locations.

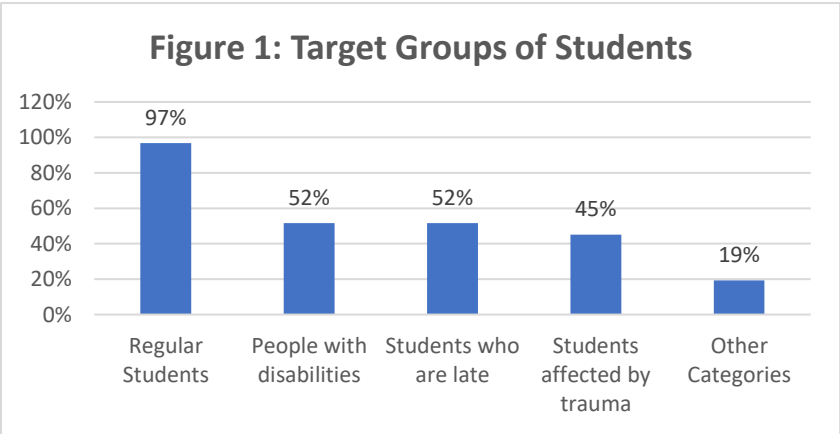
Ms. Shadia Abu Salama, Educational Supervisor, Remedial Education Center (REC)

- **Gender Representation:** The sample shows active participation of women, as females constituted 64.5% of participants compared to 35.5% males. This reflects a tangible development in women’s representation in both leadership roles (26% as managers of learning spaces and 16% as field coordinators) and executive roles (16% as teachers and 6.5% as counselors) within emergency education. It also indicates a flexible working environment that allows effective participation of both genders.
- **Age Group:** The age group of those managing the learning spaces was concentrated between 26–35 years (39%) and 36–45 years (48%). These categories often combine professional maturity and practical experience with the ability to lead and guide working teams. This combination reflects a high capacity to contribute to improving the quality of planning and implementation within the learning spaces, particularly regarding the application of inclusive principles and responsiveness to the needs of target groups.
- **Years of Experience:** The average experience of respondents was 11 years. It was found that 35% of respondents had less than 10 years of experience, while most participants (55%) had between 11 and 20 years of experience

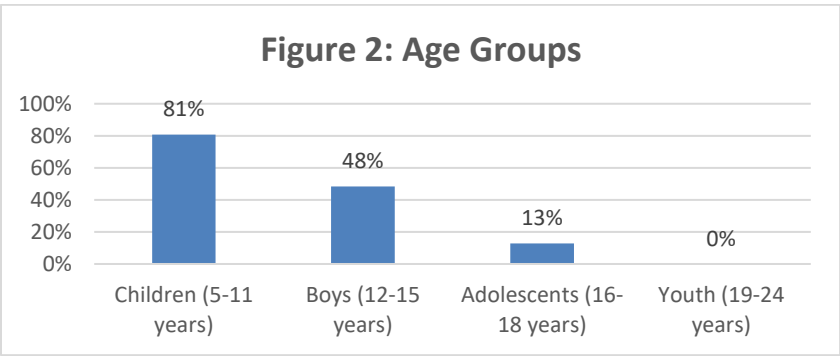
in education and humanitarian work. This is a positive indicator of diversity in levels of experience and accumulated knowledge, and thus of the ability to adapt to emergency contexts and field challenges.

3.1.3 Targeted Student Groups

- In general, the Temporary Learning Spaces targeted diverse student groups, which included: regular students, students with disabilities, academically low achievers’ students, and students affected by psychological trauma. The data showed that 39% of the learning spaces focused on only one of these groups, while 25% of the learning spaces targeted all four mentioned categories. Notably, 52% of the learning spaces reported targeting and including students with disabilities (particularly NGOs with extensive experience and full awareness of the concept of disability inclusion) and academically underachieving students, while 45% of the learning spaces targeted students affected by psychological trauma (Figure 1). This reflects the lack of sufficient capacities to include all categories. It is therefore recommended to develop inclusive educational programs that accommodate diverse abilities, train staff to deal with these groups, and allocate adequate resources for remedial education and psychosocial support.

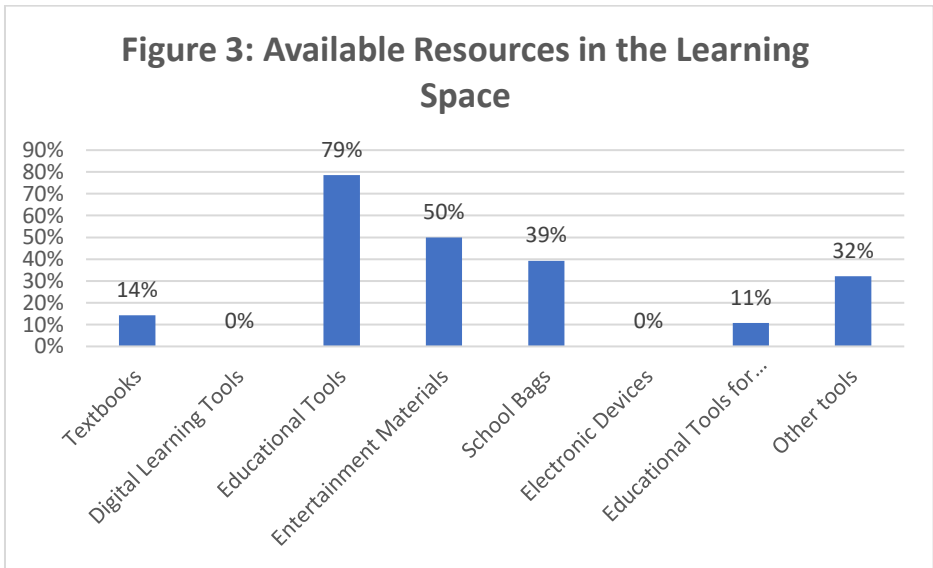


- Regarding the **age groups of students**, the vast majority of the learning spaces (81%) focused on children aged 5–11 years (grades 1 to 6), while 48% of the learning spaces targeted the age group of 12–15 years (grades 7 to 10), and only 13% of the spaces targeted adolescents in the age group of 16–18 years (Figure 2).

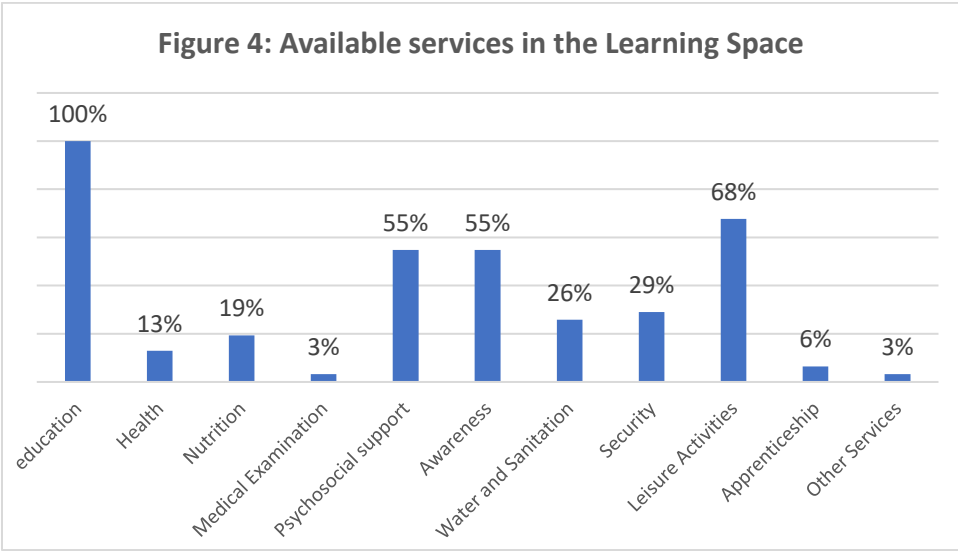


3.1.4 Resources and Services

- The data indicates a significant variation in the availability of educational resources within the learning spaces. About 79% of the learning spaces reported the availability of traditional educational tools, while recreational materials were available in 50% of the spaces, and school bags for students were available in only 39% of the spaces. Books were scarce, available in only 14% of the spaces, and learning aids for students with disabilities were provided by organizations in just 11% of the spaces (Figure 3), with a complete absence of digital learning tools (such as computers, display screens, or projectors). This situation is attributed to the restrictions imposed by the occupation on the entry of educational materials and stationery, considering them “dual-use items,” as well as the shortage of materials in the local market, which has led to a sharp increase in prices and consequently limited the institutions’ ability to provide them. Therefore, improving the response requires providing diverse educational content (both printed and digital) and designing inclusive learning tools that address the needs of all groups, including persons with disabilities.



- As for the **services provided within the learning spaces**, in addition to education, which is the main service offered in these spaces, there was a notable presence of other services such as recreational activities (in 68% of the spaces), psychosocial support (55%), and water and sanitation services (26%). In contrast, there was a clear shortage in health services (13%) and nutrition services (19%) (Figure 4). It is worth mentioning that there was coordination between the Education Cluster and the World Food Programme (WFP) to provide fortified biscuits for children in some learning spaces; however, the closure of crossings and the deliberate starvation policy led to the suspension of this program.
- This shortfall in sectoral integration threatens the safety and inclusiveness of the learning environment and requires coordination with health and nutrition entities, integration of health messages within educational activities, and the organization of periodic medical days in cooperation with service providers.

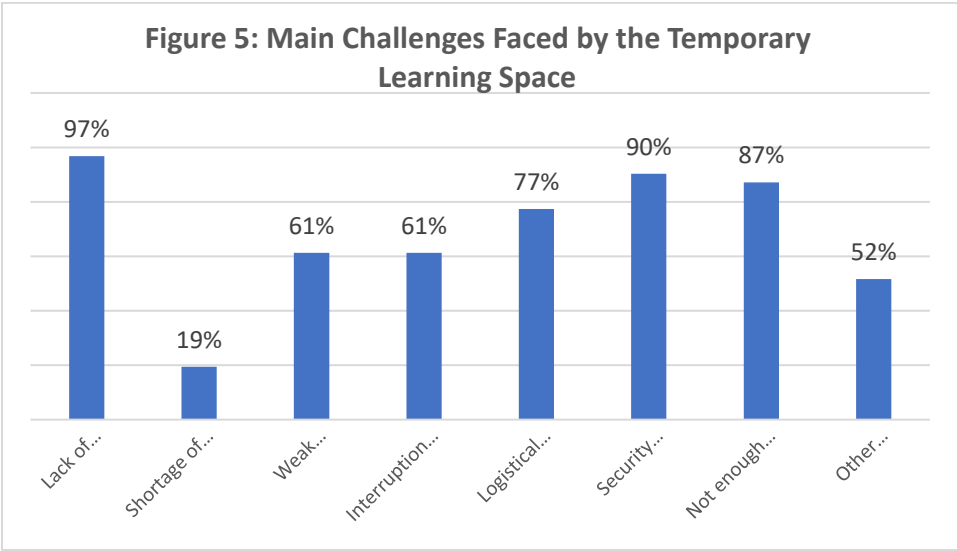


3.1.5 Protection and Safety Measures

- The institutions managing the learning spaces gave reasonable attention to protection and safety measures and implemented them to the extent possible. These measures included the presence of guards, emergency plans, and fences or barriers in 59% of the learning spaces, as well as evacuation drills (52%). While these are relatively good indicators, they also highlight a serious concern regarding the existence of unsafe learning environments in 41% of the spaces, which lack clear protocols to ensure the safety of students and staff. It is recommended to apply the minimum safety standards such as barriers and emergency exits, to regularly update and implement evacuation plans, and to build partnerships with relevant authorities such as the Civil Defense.

3.1.6 Challenges and Constraints

- The Temporary Learning Spaces operate under numerous major challenges and constraints. The most prominent among them are the shortage of resources (reported by 97% of the learning spaces participating in the study), lack of security and stability (90%), insufficient incentives for children (87%), and logistical challenges (77%). In addition, the absence of financial support and weak infrastructure (61%) further compound these difficulties (Figure 5). These challenges and constraints reveal the fragility of the humanitarian response and education-in-emergencies interventions, as well as the high vulnerability to the security situation, which threatens the continuity of the educational process. To address this, it is recommended to establish flexible and long-term funding mechanisms, prepare educational emergency plans that can be rapidly activated, and adopt ongoing motivational tools to maintain students’ engagement and willingness to learn.



The learning spaces faced many difficulties, including the unsuitability of the physical environment and the available facilities for the educational process. This was reflected in the general lack of resources, such as the minimum requirements for drinking water and sanitation (toilets), as well as a severe shortage of furniture due to its unavailability in the markets, and the lack of financial support to purchase furniture. As a result, students were sitting on the ground in many of the learning spaces. Some initiatives produced furniture from available wood as an alternative solution, but it was uncomfortable and did not support the learning process. In addition, the unavailability of school bags and stationery for both students and teachers, and the inability to print educational packets due to electricity cuts, the shortage of paper and printing materials in the local market, and the extremely high prices that families could not afford.

Ms. Shadia Abu Salama, Educational Supervisor, Remedial Education Center (REC)

3.2 Second: Alignment of Interventions in Temporary Learning Spaces with the Core Humanitarian Standards for Quality and Accountability

3.2.1 Commitment One: Appropriate and Relevant Assistance

This axis focuses on providing an educational response that corresponds to the needs of the targeted groups, including children with disabilities, ensuring the inclusion of girls, and providing an educational environment that is culturally and psychologically appropriate.

- The results of this axis reflect a relative commitment to humanitarian response standards in temporary education. The overall average (72% – Good) indicates an acceptable level of suitability and adaptation to the needs of the targeted groups.
- The highest approval rate was recorded for the integration of psychosocial support (76%), which demonstrates good awareness of the importance of mental health in crisis environments and enhances the quality of the educational experience. Additionally, the rates of adapting teaching methods to address trauma (73%) and

aligning materials with the local context (71%) reflect efforts to provide culturally and psychologically sensitive education.

- In contrast, the inclusion rates of children with disabilities (68%) and girls' participation (66%) reveal concerning gaps in equity, as these groups still face barriers to accessing inclusive and comprehensive education. These figures indicate existing challenges in implementing genuine inclusive practices. Likewise, the 75% score related to responsiveness of the learning spaces to students' needs reflects good performance but still requires further integrated enhancement.

"Our decision to establish Temporary Learning Centers was based on an urgent field needs assessment conducted by our teams, which included interviews with children, parents, and teachers, in addition to analyzing data from the Ministry of Education and reports from our partners in the education sector. This assessment revealed a severe gap in opportunities for safe education, particularly for displaced children, which made the intervention an urgent necessity to ensure their right to education".

Abdallah Sharshara, Ajyal Association for Creativity and Development

"The learning spaces were opened after a comprehensive assessment of the area's needs, and the locations were selected based on the levels of displacement and deprivation of education."

Majdoline Al-Talbani, Teacher Creativity Center

"The need to establish Temporary Learning Centers was identified based on a comprehensive assessment of the field situation following the crisis and the collection of data on children and available resources to ensure an appropriate educational response in the absence of education in displacement areas."

Mohammad Khalifeh, Tamer Institute for Community Education

"Based on the experience of the Culture and Free Thought Association, which has been working in the field of active learning for thirty years, it was not difficult to establish educational sites under this pressure, relying on the educational packets approved by the Ministry of Education and forming partnerships with organizations that have extensive experience in education, such as UNICEF and NRC, as well as active and regular participation in the Education in Emergencies Cluster and keeping up with ongoing updates related to the educational process during emergencies."

Elham Jargoun, Culture and Free Thought Association (CFTA)

- **It is recommended to intensify programs targeting vulnerable groups and to review inclusion policies and the environmental design of learning spaces, while ensuring the participation of local communities in developing more inclusive and equitable educational responses. It is also recommended to ensure the integration of educational interventions with protection and psychosocial support, and to guarantee an inclusive environment that ensures equity and responds to the individual and cultural differences among students.**

3.2.2 Commitment Two: The Response is Effective and Timely

This axis addresses the speed of establishing and operating the learning spaces and the availability of adequate resources for teachers and students to ensure the continuity of education without interruption.

- The results of this axis reflect that 75% of the organizations succeeded in establishing and operating the Temporary Learning Spaces within a short period after the displacement. This is an achievement credited to the implementing entities in terms of readiness, flexibility in fieldwork, and the ability to mobilize scarce local resources, despite the security and safety considerations for staff and volunteers and the difficulty of transportation and access due to the war and severe overcrowding in displacement areas.
- The results also indicated that educational and logistical resources for teachers were available in 58% of the learning spaces, while educational kits for students were available in 61% of the spaces. This is considered relatively adequate under the current circumstances; however, it is recommended to work on increasing the availability of resources by exerting pressure on the occupation to lift restrictions on the entry of educational materials and stationery in order to ensure the continuity, quality, and inclusiveness of education.
- Of greater concern is the high percentage of students (74%) who experienced significant interruptions in their education for various reasons, including unstable security conditions and repeated displacement, indicating difficulties in maintaining service continuity and the magnitude of the challenges, despite the rapid initiation of implementation.
- The overall average for this axis (67% – Good) indicates that the response was good in terms of the speed of implementation but was unable to fully provide the necessary materials and resources.

“The main challenges we faced in ensuring a rapid educational response included the high level of danger for staff and volunteers in the workplaces, difficulty of access due to the war and overcrowding, weak communication as a result of the interruption of telecommunications and the internet, in addition to the shortage of available and suitable spaces for work, poor physical environment, and the lack of tools, resources, and means available to children that would help them overcome the crisis.”

Elham Jargoun, Culture and Free Thought Association (CFTA)

“We tried to start working immediately after the first truce, and indeed we began receiving students in a record period despite the limited resources.”

Alaa Abu Mustafa, Palestine Pioneers Association

“Thanks to prior emergency plans and existing partnerships, we were able to start operating the first Temporary Learning Centers within two weeks of the onset of mass displacement, gradually expanding the number of centers during the first month. This was achieved by renting or preparing safe buildings, or using educational tents equipped with basic furniture.”

Abdallah Sharshara, Ajyal Association for Creativity and Development

"In cases where printed books were not available, we used interactive activities based on play, movement, and literature, which helped to reinforce educational concepts in children's minds in a nontraditional way."

Mohammad Khalifeh, Tamer Institute for Community Education

- To achieve greater effectiveness in the future, it is recommended to adopt more comprehensive emergency plans that include the pre-positioning of educational materials, capacity building of staff for rapid response, and ensuring a continuous flow of funding and administrative support to minimize educational disruptions

Commitment Three: Strengthening Local Capacities 3.2.3

This axis focuses on engaging the local community in operating the learning spaces, including recruiting teachers and volunteers from within the community, and encouraging parents to participate in designing educational activities.

- The results of this axis reflect a strong commitment to applying the community participation approach in the management and implementation of Temporary Learning Spaces, which is considered one of the cornerstones of effective educational response in emergencies.
- The percentage of recruiting teachers and volunteers from the local community reached 89%, which is a significant achievement as it strengthens a sense of belonging and builds trust between students' families and the learning spaces.
- Likewise, the participation of local communities in decision-making (79%) and cooperation with local organizations (78%) indicates the existence of strong participatory ties that facilitate fieldwork and provide solutions grounded in local context knowledge.
- Nevertheless, the rate of encouraging parents to participate in designing educational activities (74%) suggests opportunities to further strengthen family engagement, not only as service recipients but as partners in the educational process, enhancing the relevance of activities to students' needs and their active integration.
- The overall average (80% – Very Good) is a positive indicator reflecting advanced performance in this axis compared to others; however, it also highlights the need for deeper activation of the role of families and communities in developing educational content and shaping interventions in a participatory manner .

"We trained teachers from within the same local community and focused on involving parents in guidance and follow-up."

Majdoline Al-Talbani, Teacher Creativity Center

"Before the operation, teachers received intensive training on education in emergencies, managing multi-level classrooms, and basic psychosocial support. During the operation, in-service training programs continued through short workshops and individual mentoring sessions, which included interactive teaching methods, strategies for integrating children with disabilities, and dealing with psychological trauma."

Abdallah Sharshara, AJAAL Association for Creativity and Development

“Teachers received training on education in emergencies, active learning methods, and psychosocial support, in addition to advisory sessions on dealing with children affected by crises, which helped them perform their roles efficiently despite the challenges.”

Wafaa Labad, Tamer Institute for Community Education

3.2.4 Commitment Four: Communication, Participation, and Feedback

This axis addresses the importance of communicating with parents and students, involving them in the design of curricula and educational activities, and ensuring the existence of feedback channels.

“We provided informational leaflets and explained to students and their families the services we offer, and we regularly received their suggestions.”

Alaa Abu Mustafa, Palestine Pioneers Association

“We rely on regular consultation sessions with parents and discussion groups with students, organized monthly or when major changes are introduced in activities or curricula. We also use short questionnaires designed in a simplified way to suit children, with the aim of measuring their satisfaction with teaching methods and activities.”

Abdallah Sharshara, Ajyal Association for Creativity and Development

“Parents are provided with periodic reports on their children’s progress, in addition to holding meetings to discuss observations and suggestions in a way that enhances transparency.”

Wafaa Lubad, Tamer Institute for Community Education

- The results of this axis reflect relatively good performance in community communication and activation of feedback channels, as the learning spaces have largely succeeded in creating a communicative environment with parents and students. The 79% rate for holding introductory sessions indicates efforts made to ensure parents’ understanding of the role and functions of the learning spaces, while the 80% rate shows that parents were able to provide their feedback, which is an important step toward transparency and participation. Additionally, enabling students to express their opinions at a rate of 78% reflects a classroom environment that is relatively democratic.
- However, the rate of consultation with parents on educational content and teaching methods (63%) is considered low compared to other indicators, indicating a gap between informing the community and its actual involvement in shaping the educational content and teaching methods.
- The overall average (75% – Good) can be considered a positive result, yet it requires improvement in the level of meaningful participation of community decision-makers within the learning spaces. To ensure genuine activation of communication and participation, it is necessary to strengthen the role of parents in educational planning processes and to expand community engagement mechanisms in developing activities and curricula.

3.2.5 Commitment Five: Complaints and Their Handling

This axis focuses on the existence of an effective system for receiving complaints from students and parents, ensuring that they feel safe when reporting problems, and providing timely responses to complaints.

- The results of this axis reflect tangible efforts toward building an interactive complaint system in the Temporary Learning Spaces. The high percentages of encouraging parents to participate (81%), students feeling safe when reporting (79%), and learning spaces applying a complaint system (75%) indicate progress in fostering an environment of openness and trust within educational institutions. Moreover, the rapid response rate to complaints (81%) represents a positive indicator of institutional responsiveness to beneficiaries' concerns.
- However, 43% of respondents reported that some complaints were occasionally ignored without action due to work pressure, while the majority (57%) worked within a transparent system in which complaints were addressed, and communication was made with the complainant to explain the reasons as much as possible, thereby promoting transparency and trust.
- The overall average for this axis (70% – Good) is a good result, but it highlights the need to improve the quality of complaint handling, not only the reception process.

"We receive feedback and complaints from children and parents verbally during field visits or through written forms, and they are addressed immediately by the administration."

Source: Interview – Mohammad Khalifeh, Tamer Institute for Community Education

"We allocated suggestion boxes in easily accessible locations while ensuring information confidentiality, in addition to providing phone numbers for direct communication with the center's management."

Abdallah Sharshara, Ajyal Association for Creativity and Development

- To strengthen this aspect, it is recommended to activate transparent mechanisms for documenting complaints and their processing paths, enhance communication with complainants to inform them of the actions taken and close complaints, and establish an independent oversight body to review pending complaints to ensure justice and fairness.

3.2.6 Commitment Six: Coordination and Integration

This axis addresses coordination with other humanitarian organizations, the Ministry of Education, and other sectors such as health, water, and sanitation, to ensure the integration of efforts.

- The results of this axis reflect a good level of institutional coordination in the field of education in emergencies, particularly with official authorities. A rate of 83% indicates the existence of ongoing partnerships with the Ministry of Education, reinforced by another 83% showing that the learning spaces are aligned with the educational system and the guidelines of the Palestinian Ministry of Education. This reflects compliance with the legislative framework and contributes to the quality of educational programs.
- Coordination with humanitarian organizations, at a rate of 74%, indicates the presence of effective support networks, although these can be further expanded to enhance integration in resource provision, service delivery, and exchange of expertise.

- Coordination with non-educational sectors, such as health and water, recorded the lowest percentage (63%), which represents a gap in achieving the comprehensive multi-sectoral response that children in displacement and crisis settings require. This gap indicates that some learning spaces are still managed in relative isolation from the broader integrated humanitarian efforts.
- The overall average (76% – Good) for this axis reflects relatively good performance but highlights the need to further develop the integrative dimension of coordination so that the focus is not only on education as a separate sector but as an embedded component within a holistic protection environment that ensures children’s dignity and well-being.

“There is ongoing coordination with the Ministry of Education to ensure that activities and curricula align with the national framework, and coordination is also carried out with partner organizations to avoid duplication.”

Abdallah Sharshara, Ajyal Association for Creativity and Development

“We participated regularly in Education Cluster meetings to exchange information and experiences with other organizations.”

Wafaa Lubad, Tamer Institute for Community Education

- It is recommended to develop an integrated coordination methodology with other sectors to ensure a safe and healthy educational environment, particularly in the areas of health, water, sanitation, and protection, in order to guarantee a coherent and effective response. It is also recommended to strengthen operational partnerships with humanitarian organizations to effectively distribute roles and increase the speed of response to educational emergencies.

3.2.7 Commitment Seven: Learning and Continuous Improvement

This axis focuses on conducting regular evaluations, documenting lessons learned from previous programs, and sharing experiences with other institutions to improve future operations.

- The results of this axis reflect a good commitment to a culture of continuous learning and cumulative improvement in managing education in emergencies. The high percentages for periodic evaluations (79%) and documentation of experiences in institutional reports (81%) indicate an organized approach to knowledge management, which helps to regularly identify gaps and correct the course. Moreover, integrating lessons learned from previous programs (81%) represents a mature indicator of institutional awareness of the importance of experimentation and development.
- Likewise, holding regular review sessions (76%) points to a participatory environment that adopts collective thinking, analysis, and internal development. However, the rate of experience-sharing with other organizations (70%) is the lowest within this axis, which represents a missed opportunity for mutual learning.
- The results highlight that the majority of NGOs adopt a systematic approach to evaluation, documentation, and internal improvement, which constitutes an important strength in rapidly changing humanitarian work environments. This approach reflects managerial maturity and a desire for quality enhancement. The overall

average (78% – Good) is an encouraging result but highlights the need to improve the “knowledge sharing” dimension externally through experience exchange platforms or public policy documents .

“We review our performance every two weeks and hold internal meetings to determine where we stand and what adjustments are needed.”

Majdoline Al-Talbani, Teacher Creativity Center

“After each educational cycle, we meet as a team to evaluate strengths and weaknesses and exchange lessons learned to improve performance in the next cycle.”

Mohammad Khalifeh, Tamer Institute for Community Education

“We review educational plans based on feedback from teachers, students, and parents, and introduce continuous improvements to activities.”

Abdallah Sharshara, AJAAL Association for Creativity and Development

- **It is recommended to support the continuity and expansion of this approach and to activate organized mechanisms for sharing lessons learned with education partners through joint reports or semi-annual knowledge exchange meetings.**

3.2.8 Commitment Eight: Supporting Staff and Their Competence

This axis addresses the training of teachers on education in emergencies, providing them with psychosocial support, and ensuring educational supervision to improve their performance.

- The results of this axis reflect a tangible interest in developing teaching staff and improving the quality of their performance, which is crucial in an emergency context that requires a high level of psychological and pedagogical readiness.
- The 72% rate of teachers receiving training on education in emergencies indicates that there are efforts to build staff capacities, although this training needs to be expanded to include all personnel, especially new staff and volunteers.
- The 73% rate related to the provision of psychosocial support indicates awareness of the importance of teachers’ mental health, but such support should be regular and institutionalized within continuous care programs.
- Pedagogical supervision recorded the highest percentage (76%), which is a positive indicator of the existence of professional follow-up to improve performance. This represents a strength that needs to be generalized and documented as a best practice, especially in recurring emergency contexts where teachers suffer from high psychological pressure that requires a balance between mental and pedagogical readiness.
- Several approaches were used to support teachers in managing students and the educational process through:
 - Specialized training and capacity building: Trainings were conducted for teachers covering topics such as education in emergencies, classroom management in sensitive environments, accelerated learning, case management and referral systems, psychosocial support, child protection, and dealing with cases of psychological trauma.

- Provision of psychosocial support for teachers and students: Community-based psychosocial support initiatives were implemented, including teachers' participation in recreational and expressive sessions to strengthen educational relationships and reduce tension within classrooms.
 - Teacher care: Some organizations implemented programs such as "Helping the Helpers" through emotional debriefing, moral appreciation, and continuous mentoring, which helped maintain the quality of education.
 - Technical support and specialized supervision: Some educational providers assigned psychological specialists within the learning spaces to monitor behaviors, conduct case studies, and hold interviews with families. They also contributed to providing consultations for teachers and enhancing their ability to make sensitive decisions related to students' psychological conditions.
- The overall average (74% – Good) shows that performance in this axis is good but still requires deepening the qualitative aspects of support, including developing tools to measure the effectiveness of training, linking it to teachers' individual development plans, and establishing comprehensive mechanisms for self-care and continuous evaluation.

"A set of methods and procedures was provided to support teachers in dealing with students affected by trauma. The most prominent of these included specialized training programs, guidance manuals and practical tools, provision of technical support and supervision, formation of in-school support teams, preparation of safe classroom environments, and encouraging teachers to practice self-care."

Source: Additional notes in the questionnaire, Mohammad Mahmoud Darwish Ashour, MA'AN Development Center

"Teachers were carefully selected based on their qualifications and experience in emergency education, with psychological support provided to help them cope with work-related stress."

Abdallah Sharshara, AJAAL Association for Creativity and Development

"We provide teachers with appropriate educational tools and ongoing training to ensure the quality of education despite the difficult circumstances."

Wafaa Lubad, Tamer Institute for Community Education

- It is recommended to generalize training on education in emergencies to include strategies for dealing with psychological crises and managing nontraditional classrooms, as well as to develop continuous psychosocial support programs for teachers. In addition, it is recommended to document and share effective pedagogical supervision practices among the learning spaces to unify approaches and enhance the quality of educational performance.

Commitment Nine: Managing Resources Responsibly 3.2.9

This axis focuses on allocating and managing resources efficiently and equitably, ensuring the existence of internal financial control mechanisms to prevent waste and guarantee transparency.

- The results of this axis reflect a general tendency toward managing resources efficiently within the available limitations. However, funding gaps and disparities in resource distribution pose clear challenges to achieving equity and sustainability in educational service delivery.
- The high rates of effective and efficient allocation and management of material and human resources (74%) demonstrate the ability of working teams to use scarce resources relatively effectively, which is commendable given the recurring crises. Likewise, the existence of internal control mechanisms (75%) indicates institutional awareness of the importance of transparency and accountability and attempts to apply and adhere to related standards.
- Conversely, the low percentage of sufficient funding for operating the learning spaces (only 56% of the spaces reported receiving adequate operational funding) reflects a clear gap in financial support and represents a critical weakness that may negatively impact the continuity and quality of educational programs. Moreover, the 68% rate regarding equitable distribution of materials indicates challenges in fairness and equality within classrooms and temporary learning spaces, possibly due to logistical issues or gaps in the accuracy of needs assessments.
- The overall average (68% – Moderate) indicates that performance in this axis is insufficient to ensure full protection of the right to education .

“We worked within a very limited budget, ensuring transparency in procurement and distribution, and documenting everything through reports.”

Majdoline Al-Talbani, Teacher Creativity Center

“We were able to reuse resources from damaged schools and refurbish furniture and tools to equip temporary centers at the lowest possible cost.”

Abdallah Sharshara, Ajyal Association for Creativity and Development

“We make sure to direct the available funding toward covering the most critical priorities, such as providing books and basic learning materials for children.”

Mohammad Khalifeh, Tamer Institute for Community Education

- **It is recommended to strengthen coordination with donors, improve distribution mechanisms based on fair and transparent criteria, and develop long-term financial plans that support emergency response without compromising the quality of education.**

4 Conclusion

This study confirms that the Temporary Learning Spaces (TLS) in the Gaza Strip have played a pivotal role in meeting the urgent educational needs of children affected by the war, despite all the difficulties and challenges, in a context marked by a widespread collapse of educational infrastructure and significant human losses among both teachers and students. The assessment results showed that these spaces contributed to ensuring a minimum level of continuity in the educational process and to mitigating the psychological and social impacts on children, with varying degrees of adherence to the Core Humanitarian Standards (CHS).

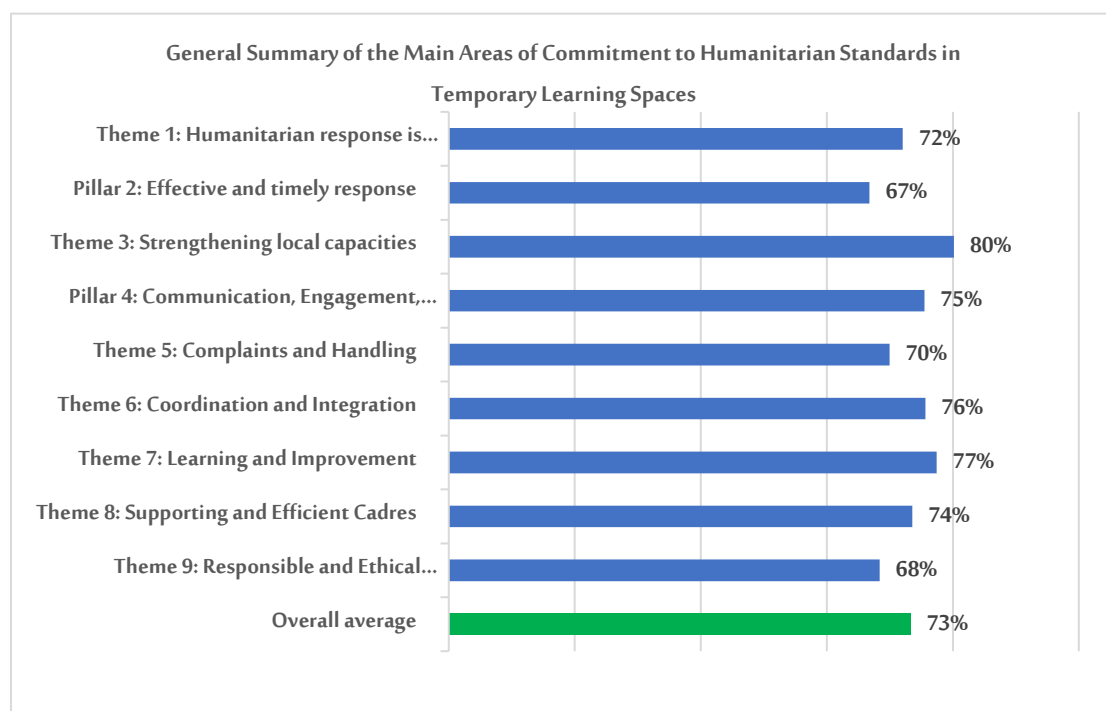
The study highlighted several clear strengths, the most important of which are:

- The recruitment of a large proportion of local staff, which strengthens community trust.
- The alignment of educational activities with the policies of the Ministry of Education.
- The existence of clear internal monitoring and evaluation systems.
- The integration of psychosocial support into daily learning activities.

In contrast, the study revealed several key challenges, the most notable of which are:

- Limited funding, which led to repeated interruptions in service delivery.
- Weak inclusion of the most vulnerable groups, such as children with disabilities and girls.
- Variations in the quality of services and infrastructure among different Temporary Learning Spaces.
- The need to enhance staff readiness to cope more effectively with emergency conditions.
- Weak integration with the health and nutrition sectors, which reduced the comprehensiveness of the response.

Figure (1) summarizes the results of assessing the main axes of compliance with the humanitarian work standards in the Temporary Learning Spaces, which ranged between 67% and 80%, with an overall average of 73%.



These results reflect an overall good performance in the quality of the temporary education response and the alignment of the Temporary Learning Spaces with the Core Humanitarian Standards (CHS). The overall average of the nine commitments (73% – Good) indicates a humanitarian response grounded in the principles of inclusiveness and integration. This overall average reflects a combination of field-level successes alongside variations in the efficiency of different commitments and certain aspects and practices that remain open for improvement.

The performance of each commitment is summarized as follows, ranked from highest to lowest:

- **Commitment 3:** Strengthening Local Capacities (80% – Very Good): Ranked the highest, indicating a strong ability to engage local communities and recruit teachers from within the same environment, which enhances community acceptance and trust.
- **Commitment 7:** Learning and Continuous Improvement (77% – Good): Demonstrated institutional maturity in internal periodic evaluation systems and documentation of lessons learned, with an opportunity to improve external knowledge sharing.
- **Commitment 6:** Coordination and Integration (76% – Good): Showed clear and effective engagement with the Ministry of Education and other humanitarian organizations, though with noticeable weakness in integration with the health and nutrition sectors.
- **Commitment 4:** Communication, Participation, and Feedback (75% – Good): Reflected a dialogic and participatory environment.
- **Commitment 8:** Supporting Staff and Their Competence (74% – Good): This axis showed good progress in providing training and supervision but needs further development of continuous professional programs and more structured psychosocial support.
- **Commitment 1:** Humanitarian Response and Appropriateness of Intervention (72% – Good): Reflected a comprehensive design that considers the local context and the needs of the most vulnerable groups, though the inclusion of children with disabilities and girls still requires more effective practices.
- **Commitment 5:** Complaints and Their Handling (70% – Good): Indicated the existence of channels for receiving complaints and feedback, but the response rate and problem-solving mechanisms were insufficient, which may affect beneficiaries' trust.
- In contrast, some axes, such as Commitment 2 (Timely Response) and Commitment 9 (Responsible Resource Management), showed challenges related to insufficient funding and operational response, which affected the continuity and quality of education despite the efforts made for the rapid establishment of learning spaces.

Overall, the study results reflect the need for greater investments in operational infrastructure and the development of monitoring and financing mechanisms, while preserving the achievements made in local empowerment and educational resilience. Furthermore, maintaining regular evaluations and participatory improvement will constitute the cornerstone for ensuring the quality of the educational response and enhancing its preparedness for future crises. These findings emphasize the importance of shifting from limited emergency responses to more comprehensive and integrated approaches that include:

- Developing flexible educational emergency plans that consider changing contexts.

Study and fact sheet on the extent to which the interventions of Palestinian Non-Governmental Organizations (NGOs) in temporary learning spaces are aligned with the Core Humanitarian Standard on Quality and Accountability (CHS).

- Activating interactive participation mechanisms with parents and students in all stages of program design and implementation.
- Adopting innovative educational models suitable for low-resource environments.
- Strengthening monitoring and evaluation systems and sharing lessons learned with local and international stakeholders.
- Building strategic partnerships with donors to ensure flexible and long-term funding.

Enhancing the preparedness of the education sector in Gaza to face future crises requires a participatory approach based on accountability and transparency, placing the best interests and fundamental rights of the child at the heart of all interventions. Through continued commitment to the Core Humanitarian Standards (CHS), this experience can be transformed into a comprehensive Palestinian model to be emulated in fragile contexts and protracted crises.

5 Recommendations

5.1 First: Strategic-Level Recommendations

1) **Advocacy for Protection and Lifting the Blockade:** (Target audience: the international community and UN/international organizations)

International efforts should be intensified to stop the war on Gaza, ensure the safety and protection of children and teachers within learning spaces, and exert pressure to protect school buildings from attacks, shelling, and destruction. It is essential to advocate for a permanent ceasefire and to secure safe corridors for humanitarian aid. Furthermore, there must be pressure to lift the blockade and allow the entry of all educational supplies such as stationery, furniture, and similar materials, in addition to initiating the rehabilitation of infrastructure for the reconstruction of schools and learning spaces. In parallel, it is recommended to expand advocacy campaigns to highlight the suffering of Palestinian children and their deprivation of education, by documenting violations of their rights and presenting them in international forums.

5.2 Second: Recommendations for Palestinian Non-Governmental Organizations at the Operational Level

1) **Emergency Planning and Development**

- Develop comprehensive multi-scenario emergency plans and identify alternative sites that are ready to be used for education in the event of displacement or facility destruction.
- Adopt flexible education models, including tents or community centers, with simple and applicable learning materials that can be used in the absence of electricity or internet. It is also essential to prepare ready lists of teachers and administrative staff who have received specialized training in education in emergencies, along with a mechanism for immediate mobilization when a crisis occurs.

2) **Inclusiveness and Provision of a Safe and Supportive Learning Environment**

- Design learning spaces that address the needs of girls and children with disabilities through appropriate facilities and safe infrastructure.
- Work on integrating education with health, psychosocial support, and nutrition sectors through referral mechanisms and teacher training.
- Improve basic infrastructure and provide essential learning supplies as well as nutritional and supplementary support for children.
- Apply minimum safety standards such as conducting evacuation drills and establishing partnerships with relevant authorities such as the Civil Defense.

3) **Capacity Building and Human Resource Development**

- Expand teacher training programs on education in emergencies, classroom management, and psychosocial support, adding skills for dealing with children affected by trauma and displacement, and strategies for inclusive education for children with disabilities, while improving teachers' working conditions through stable contracts and fair salaries.
- Ensure a supportive work environment through pedagogical supervision and activate knowledge exchange among actors via workshops to document best practices and promote mutual learning.

- It is recommended to design a comprehensive manual containing detailed standards for learning spaces covering various aspects such as the physical environment, learning materials, teachers, curriculum, teaching methods, and pedagogical supervision to ensure educational quality—especially given Gaza’s current context, characterized by the destruction of school infrastructure that will require many years for reconstruction after the war.

4) Coordination and Partnerships

- Engage the local community in managing learning spaces through community committees and regular meetings to align education with the local context and strengthen shared responsibility. Funding sources should also be diversified through partnerships with international donors and emergency response funds to ensure the sustainability of educational programs during crises.
- Strengthen coordination and integration among service-providing organizations to ensure a safe, appropriate, and dignified environment for children, including the provision of drinking water, meals, or nutritional supplements.

6 References

1. Education Cluster Palestine reports (2024, and 2025).
2. Core Humanitarian Standard Alliance. (2015). *Core Humanitarian Standard on Quality and Accountability: Guidance Notes and Indicators*. CHS Alliance, Group URD, and the Sphere Project.
3. United Nations. (2016). *World Humanitarian Summit: Commitments to Action*. Istanbul, Turkey, 23-24 May 2016.
4. Joshi, A., Kale, S., Chandel, S., & Pal, D. K. (2015). Likert scale: Explored and explained. *British journal of applied science & technology*, 7(4), 396.