

occupied Palestinian territory 2015

Appealing Agency	UNITED NATIONS CHILDREN'S FUND (UNICEF)
Project Title	Protected and safe access to schools as an emergency response for vulnerable communities in the State of Palestine
Project Code	OPT-15/E/73798
Sector/Cluster	Education
Refugee project	No
Objectives	To provide protective presence and safe access to education for vulnerable school children in the West Bank, including East Jerusalem
Beneficiaries	Total: 3,805 children and teachers Children (under 18): 3,536 Other group: 269 teachers (men and women)
Implementing Partners	Ecumenical Accompaniment Programme in Palestine and Israel (EAPPI)
Project Duration	Jan 2015 - Dec 2015
Current Funds Requested	\$963,900
Location	Projects covering only West Bank
Priority / Category	Top
Gender Marker Code	2a - The project is designed to contribute significantly to gender equality
Contact Details	Anne-Claire Dufay, adufay@unicef.org, 02 584 0400

Needs

Children in the West Bank, including East Jerusalem, face severe and chronic protection challenges getting to and from school every day. They cross Israeli military check points and go through closed military zones where they experience military harassments and violence. Moreover, they often experience settler harassment and violence on their commute and walk for long distances on dangerous and busy roads. The lack of safe access to education results in a decrease in school hours, increased drop out rate of children, and displacement or separation of families; as they seek solutions to find their children school in other locations.

During 2013 and 2014, the protective partner's (EAPPI) participation in the Education Cluster and Child Protection Working Group has resulted in the updated priority list of schools being monitored by EAPPI. The updated list is targeting vulnerable communities (those facing high protection risks) in both Areas B and C in the West Bank, Seam Zone and Bedouin communities. EAPPI will focus on serious protection issues affecting children and teachers on their way to school, thus necessitating protective presence and accompaniment on the way to school in order to ensure adequate access to education.

In all communities, drop out rates for boys and girls is identified as a direct result of settler violence and military harassment.

Regarding the latter, more than 55% of the children currently monitored cross through military checkpoints to reach their schools every day. Harassment by IDF soldiers at the checkpoints is especially mentioned as one of the reasons for drop out of girls. Girls mostly drop out when they have to travel to a school outside of their immediate community, which is often the case with secondary education. Even though boys are often treated more violently than girls and are more often subject to detention and arrest, the fear experienced by girls during their commute is markedly higher for girls than for boys. Delays within checkpoints, sometimes within enclosed spaces with male soldiers, frequent bag checking and occasional physical searches has prompted a considerable number of girls to drop out of school altogether. Types of harassment most prominent include: unnecessary delays, verbal abuse and provocation, bag searches and physical harassment.

Moreover settler violence further encourages school drop out; it consists mainly of verbal harassment, spitting, provocation inciting graffiti and damage to school properties, physical assaults and rock throwing.

As part of the worsening political turmoil during 2014, an increase in the number of cases of harassment by soldiers and settlers towards school children has been recorded by EAs as well as Protective Presence Partners. Recent reports provided by EAPPI (October 2014), indicate that the most vulnerable areas continue to experience serious issues, such as checkpoints 55 and 56. The Al Minya, As Sawiya and Burin schools have all had military incursions, with Burin experiencing both flying checkpoints at the entrance to the village and one sound bomb being fired in the school yard. The Tuqu' schools continue to suffer from extensive military presence close to the school, which is a source of tension and anxiety especially for the younger students.

In view of this, and in line with increasing requests from schools, communities and Protective Presence Partners, have requested the continuation of protective presence, increasing the frequency, and where necessary scope, of providing protective presence.

Activities will be conducted in coordination with the MoEHE, Education Cluster, Child Protection Working Group, local communities and schools.

Activities or outputs

1. Mobilisation, training, facilitating and debriefing of volunteers on protective presence principles, cultural and country specific background, including gender sensitivity and equality issues, monitoring, reporting, intervening, awareness raising and non violence principals;
2. Provide Protective Presence to children and teachers (both girls and boys, male and female)
3. Provide accompaniment to children, teachers communities and schools (equally among male and female)
4. Record cases of intimidation, harassment and excessive violence in special incident reports and checkpoint monitoring forms, by amongst others using mobile phones and cameras. All data gathered in incident reports and checkpoint monitoring forms should be gender disaggregated;
5. Study the link between the school commute in vulnerable areas and school attendance, drop out and family separation (and gender as applicable)
6. Conduct action appeals, advocacy work and awareness raising activities nationally and internationally based on the above mentioned incident reports and electronic documentation;
7. Refer cases of severe stress to the protection cluster and MHPSS Working Group based on incident reports.

Indicators and targets

1. At least 30 Ecumenical Accompaniers provide protective presence throughout 2015
2. At least 3,536 children (30% girls / 70% boys) and 269 teachers in vulnerable areas access schools timely and safely through protective presence in the field;
2. Boys and girls and teachers (both male and female) in vulnerable areas feel safe and more secure on their commute to schools and in crossing checkpoints;
3. Cases of harassment of boys and girls decrease in targeted areas and checkpoints resulting in an expected decrease in absenteeism, drop out and family separation.

Monitoring and Evaluation

Both UNICEF and its Protective Presence Partners will conduct assurance activities through periodic reviews, on site spot checks and programmatic monitoring on a monthly basis in accordance with UNICEF standards and guidelines. Protective Presence Partners will ensure that all targeted schools and communities are aware of their activities, exact role and goals. In addition Protective Presence Partners will inform the community and UNICEF on all contextual changes.

United Nations Children's Fund(UNICEF)	
Original BUDGET items	\$
Mobilisation, training and debriefing for volunteers on protective presence principles	99,000
Provide Protective Presence and Coordination in vulnerable areas of the West Bank	660,000
Reasearch, advocacy and communication costs	66,000
Technical support, monitoring, evaluation and reporting	67,500
HQ recovery costs (8%)	71,400
Total	963,900

United Nations Children's Fund(UNICEF)	
Current BUDGET items	\$
Mobilisation, training and debriefing for volunteers on protective presence principles	99,000
Provide Protective Presence and Coordination in vulnerable areas of the West Bank	660,000
Reasearch, advocacy and communication costs	66,000
Technical support, monitoring, evaluation and reporting	67,500
HQ recovery costs (8%)	71,400
Total	963,900