

Building Resilience and Addressing Violence from Early years through Adolescence (BRAVE) in State of Palestine



The winning team of the national debate competition about non-violence held in Hebron. Credit: 2018, Palvision

Proposal prepared for the Government of Finland

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UNICEF State of Palestine**

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Acronyms

ALO	Alternative Learning Opportunity
BRAVE	Building Resilience and Addressing Violence from Early years through Adolescence
C4D	Communication for Development
CBO	Community Based Organization
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
ECE	Early Childhood Education
ECD	Early Childhood Development
ESSP	Education Sector Strategic Plan
FACE	Funding Authorisation and Certificate of Expenditures
GenU	Generation Unlimited
HACT	Harmonized Approach to Cash Transfers
HRBA	Human Rights Based Approach (HRBA):
IF	Israeli Forces
IP	Implementing Partners
LSCE	Life Skills and Citizenship Education
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MoEHE	Ministry of Education and Higher Education
MoH	Ministry of Health
MoSD	Ministry of Social Development
NGO	Non Governmental Organizations
OOSC	Out of School Children
PA	Palestinian Authority
PDET	Positive Discipline in Every Day Teaching
SDG	Sustainable Development Goals
SEM	Socio-Ecological Model
SOP	State of Palestine
ToT	Training of Trainers
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNICEF	United Nations Children's Fund

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1. Project Summary

Title	Building Resilience and Addressing Violence from Early years through Adolescence (BRAVE) in State of Palestine
Implementing Partner	UNICEF State of Palestine
Location	State of Palestine: Gaza Strip and West Bank
Duration of the action	Three years (36 months)
Overall objective / Impact	The overall objective is to reduce violence against children from early years to adolescence and to enhance the well-being of children and adolescents in the West Bank and Gaza.
Outcome	Violence against children reduced and resilience enhanced amongst children and adolescents focusing on the most vulnerable and at-risk children and adolescents in selected communities in Gaza, Hebron, West Bank and East Jerusalem.
Expected results	<p>Outcome: Violence reduced against children and resilience enhanced amongst children and adolescents focusing on the most vulnerable and at-risk children and adolescents in selected communities in Gaza, Hebron, West Bank and East Jerusalem.</p> <p>Output 1: More at-risk school-aged girls and boys that are vulnerable to violence, including young children, and those out-of-school; access safe, gender responsive, inclusive and child friendly learning opportunities.</p> <p>Output 2: Increased awareness and capacity of education providers, ECE teachers, parents, caregivers, volunteers and communities to prevent and protect children from violence from early years to adolescence.</p> <p>Output 3: Increased resilience and life skills among children and adolescents to positively deal with violence and become change agents for non-violence in their communities</p> <p>Output 4: Strengthened referral and case management system for tackling violence in targeted locations.</p>
Beneficiaries	<p>3,000 pre-primary age children</p> <p>30,000 children in basic education</p> <p>4,000 adolescents</p> <p>2,000 Parents/caregivers</p> <p>1,400 Teachers</p> <p>200 school principals/counsellors</p> <p>200 communities</p>
Partners	<p>Ministry of Education (MOE)</p> <p>Identified Civil society organizations</p>

Total Funds requested	EUR 1,600,000 (One million six hundred thousand EURs)
Contact people	Genevieve Boutin UNICEF Special Representative Tel: +972547787691 Email: gboutin@unicef.org

2. Situation Analysis

Situation

The State of Palestine (SoP) consists of the West Bank, including East Jerusalem, and the Gaza Strip (Gaza). It has a population of approximately 4.8 million, of which an estimated 2.9 million people live in the West Bank and 1.9 million in Gaza. The population is predominantly young, with 39 per cent under the age of 15 years and 30 per cent aged 15 to 29 years. The population is likely to remain young in the coming decades given high fertility rates at 3.7 in the West Bank and 4.5 in Gaza.

Children in Palestine face considerable challenges to fulfil their potential and become active citizens. Many are exposed to unacceptable levels of violence, exploitation and grave violations on the way to and from school, during school, and in their homes. Exposure to violence in the short and long term negatively impacts on their mental, emotional, behavioural, social and physical well-being of children and unless they receive counselling these effects can become worse over time. These factors can contribute to hazardous coping strategies including drug abuse and resulting violence.

There are two main sources of violence: i) violence resulting from the occupation and ongoing Israeli-Palestinian conflict; and ii) violence within Palestinian families and communities, including domestic violence, harsh corporal punishment in homes and schools, sexual abuse, early marriage, and child labour. These two sources of violence are interconnected, with the violence, daily hardships, trauma and dislocation from the occupation integrally linked to family stress and dysfunction.

Based on the Multiple Indicator Survey (MICS 2014), 92 percent of children aged 1-14 experience violent discipline at home. Violence in schools, and often outside the schools, takes the form of psychological violence (e.g. verbal insults, non-physical bullying); physical violence (e.g. corporal punishment, physical bullying); and sexual violence. Violence is known to occur from teachers to students, between students, and from students to teachers. According to the Palestinian Ministry of Education and Higher Education (MoEHE) annual monitoring and evaluation report 2017, basic and secondary students are exposed to different forms of violence in schools (physical violence, 52.4% verbal violence, 51% and or sexual violence, 13.3 %) Exposure to violence in schools is relatively higher for boys compared to girls as shown in figure below:

	Male	Female	M&F
Physical violence	63.1%	42.8%	52.4%
Verbal violence	55.7%	46.8%	51.0%
Negligence-based violence	39.9%	32.3%	35.9%
Sexual violence	19.9%	7.3%	13.3%

Source: 2017 MoEHE Monitoring and Evaluation Report

On their way to and from school students are often exposed to violence in their interactions with Israeli Forces (IF) and settlers.

Many children have been directly or indirectly exposed to violence during the “Great March of Return” near the Gaza fence, which has continued to take place on a weekly basis since March 2018¹. Children participating in these protests are particularly exposed to violence. According to the Ministry of Health 2,510 children were injured and 42 killed between March and December 2018. In addition, children and adolescents in East Jerusalem, Gaza and the West Bank are also routinely exposed to violence at home and at school. This situation creates a social environment where children are too familiar with violence.

Response

Seeking to combat all forms of violence in schools in 2013 the MoEHE developed and adopted a comprehensive policy on Non-Violence in School, which aims to combat violence and enhance discipline in schools to ensure the protection of students and educational staff. Under the framework of the policy, the school community is developed as a safe learning environment. UNICEF supports the Ministry of Education (MoE)² in the implementation of the policy on Non-Violence in School and works to strengthen capacity of all education stakeholders to institutionalize the culture of non-violence in Palestinian schools and wider settings where children live and learn. Between 2013 and 2018 MoE trained all teachers on the policy through the training that included topics of classroom management, positive discipline and creation of conflict resolution mechanisms in schools. Additionally, the 2014 ratification of the Convention on the Rights of Child (CRC) and submission of the State Party report has been an opportunity to reflect efforts to reduce violence, as well as all the work that remains to be done in this area. UNICEF is currently working with key stakeholders in the development of a national strategy to address violence against children.

Tackling violence against children requires a holistic and multi-sectoral response which targets social norms and practices, legal and policy framework, parent and teachers’ capacities, and scales up prevention and protective response services. Violence is preventable and needs to engage from government to grass roots, and from civil society to the private sector. Violence respects no humanitarian or development boundaries and needs to ensure all actors are working together to achieve the same priorities. To achieve this, there needs to be in place national capacities to plan, budget, and implement violence reduction programmes as well as a legal framework and policies. Additionally, children and families need to have capacities to promote practices which reduce violence and quality violence prevention and response services need to be in place.

Alignment to national and International priorities:

The BRAVE project is aligned with and informed by key national and international frameworks. These include:

Education Sector Strategic Plan (2017-2022): The proposed BRAVE project will support the implementation of the Education Sector Strategic Plan (ESSP) 2017-2022 as well as the Ministry of Education policy on Non-Violence in schools that was developed in 2013. BRAVE aims to ensure safe, inclusive, and equitable access to quality education at all levels of the system; to promote quality and relevance of education which enhances acquisition of basic life skills and citizenship education (LSCE); and enhance government capacity and system to provide quality learning opportunities in inclusive safe environment.

Sustainable Development Goals (SDGs): It will directly contribute to the Sustainable Development Goals - SDG 4 (Ensure inclusive and equitable quality education and promote life long learning for all) and SDG 5 (Achieve gender equality and empower all women and girls) while also contributing

¹ The “Great March of Return” is a recurring weekly wave of protest held across the Gaza Strip and notably close to the militarized Fence between Gaza and Israel.

² Note: in 2019 Ministry of Education and Higher Education (MoEHE) changed functions and name to Ministry of Education (MoE) under the government restructuring. Thus, MoE is used for the remainder of this document.

overall to SDG 3 (Ensure healthy lives and well being for all ages) through inter-sectoral collaboration.

UNICEF Strategic Plan 2019-2030): The BRAVE programme will directly contribute to the global UNICEF Education Strategic Plan (2019-2030) goal 3.2.1 (Equitable access to learning opportunities); goal 3.2.2 (Improved learning and skills development); and goal 3.2.2 (Improved Learning and protection for children in emergencies and fragile contexts: (1) prevention (resilient systems), (2) response (education in emergencies).

UNICEF Country Programme Action Plan (CPAP) for Palestinian children and women in the state of Palestine 2018-2022 has prioritized violence and disabilities as cross-cutting priority areas of work. Gender, linkages between humanitarian and development interventions, use of innovation and behaviour change communication will be mainstreamed across all programmes. The BRAVE programme is aligned with the State of Palestine CPAP (2018-2022) since the main purpose of the programme is to reduce violence in schools and communities from early age through adolescence. Throughout the BRAVE programme, innovative interventions to support behaviour change for non-violence amongst parents, teachers, adolescents and children will be implemented. Adolescents will be equipped with life skills to enable them deal with violence and act as change agents for non-violence.

UNDAF 2018-2022: The BRAVE programme will directly contribute to the UNDAF State of Palestine 2018-2022 Strategic priority SP 4- Leaving no one behind: Social development and protection. The UNDAF recognizes that ending the threat of violence and addressing its psychosocial effects will enhance children's access to basic social services including education and health. In the area of violence and abuse against women and children, the UNDAF has planned to strengthen institutional frameworks and capacities of the social welfare sector to strengthen community level prevention and responsive service delivery. The UNDAF will also make efforts to mobilize institutions, communities and the media to bring about positive behaviour and attitude change, in view of reducing violence against children and women, and promoting social inclusion. The proposed non-violence committees and the national VAC campaign in the BRAVE project will directly contribute to this UNDAF result.

The BRAVE project – Approach and strategy

UNICEF is committed to ensure that all children, irrespective of their gender and socio-economic background, realize their full rights to protection. UNICEF's strategic approach to working on the issue of non-violence continues to work through an integrated multi-sectoral and sustainable assistance using interventions that promote resilience amongst affected populations. A 'whole child' life course approach will be applied to address violence including resilience building. Building on the results of the two-year long project implementation with the support of the Government of Finland, where the main lesson learnt was that promoting non-violence can only be achieved if there is genuine support in the broader environment at the policy, community, and school levels, and the media, UNICEF will work on a comprehensive approach to reducing violence against children from early age to adolescents. The BRAVE project will rely on advocacy, capacity development and Communication for Development (C4D) strategies to challenge acceptance of violence.

The project activities will continue to include awareness campaign for parents, caregivers of young children on negative impact of corporal punishment and training on alternative, positive discipline approaches. It will further focus on strengthening school-level prevention of violence through establishment of non-violence committees; teacher training on positive pedagogy and strength-based

approach for prevention of violence in schools including bullying ideally with the support from Finish educationalists skilled in positive pedagogy methodologies; counsellors' and teachers' training on detection and referral of child protection cases. The BRAVE project will engage adolescents as agents of change in campaigns against violence in their communities and will particularly address the increase in bullying through social media which affect girls more than boys. By providing specific and practical alternatives to violence, this work is expected to contribute to challenging the accepted social norms of violence within communities and society where they are being implemented.

UNICEF, through the BRAVE project will complement the government's efforts in the implementation of the Non-Violence in School Policy and will work to strengthen capacity of all education stakeholders to institutionalize the culture of non-violence in Palestinian schools and wider settings where children live and learn. UNICEF bases this work on the Theory of Change that if schools provide a violence free and child-friendly learning environment which reinforces and models positive and active learning, then children will learn how to express themselves non-violently and violence will become less of a norm. Similarly, if children learn non-violent methods of expressing themselves and interacting with others at an early age, then children are more likely to apply these skills when they are older, especially if they are modelled by teachers and parents.

Some of the biggest factors contributing to high-risk behaviour in adolescents, including violence, is the lack of meaningful job opportunities. Due to high levels of unemployment in Palestine, adolescents and children, especially those who are out of school, lack meaningful ways to become empowered and employable. To this end, UNICEF Palestine has contextualized a global innovation program called "Generation Unlimited (GenU)" which aims to teach children and adolescent 21st century skills through social innovation skills building and entrepreneurship. The GenU programme combines social innovation workshops, mentorship, incubation and seed funding, to equip young people with the skills and resources they need to identify problems in their own communities and design solutions for them. In the Palestine model, we hope to create a generation of empowered, resilient, employable adolescents who are change agents in their societies. The GenU program in Palestine combines life skills, social innovation skills and entrepreneurship, with emphasis on social cohesion as an outcome area. GenU also combines access to seed funding with social protection cash assistance to ensure opportunities for the most vulnerable children.

Under the child protection systems building component, UNICEF provides support to the Ministry of Social Development (MoSD) to improve the quality, reach and scope of Child Protection Networks, based on agreed quality standards, Standard Operating Procedures (SOPs) and Code of Conduct. To support this, UNICEF activated a referral and case management steering committee to assist with establishing the referral and case management system in Gaza. The steering committee will help in developing detailed Child Protection/Gender Based Violence Standard Operating Procedures for referral and case management including updating the service directory, and training all relevant actors in detection, referral and case management. Furthermore, using the successful example from Jordan, in 2019 UNICEF will organise a national campaign on preventing Violence against Children with the view to developing a national strategy to eliminate violence against children, ensuring all actors are working together towards the same goal of reducing violence in and out of schools.

3. Proposed Action

Objectives

The overall objective of the proposed Building Resilience and Addressing Violence from Early years through adolescence (BRAVE) project is to reduce violence against children from early age to adolescents and to build resilience focusing on the most vulnerable and at-risk children and adolescents in selected most vulnerable communities in Gaza, West Bank and East Jerusalem. The BRAVE project will build on the results of the two-year long project implementation with the support of the Government of Finland. The main lesson learned that emerged from the two year programme

was in the importance of systems thinking, whereby programme design and planning cannot be isolated from the contextual complexity. Schools are good platforms to help mitigate the consequences of a prolonged conflict and reduce violence in the society. However, education is not the panacea and is only effective in promoting non-violence if there is genuine support in the broader environment at the policy, community, and school levels, and the media – for these same goals.

UNICEF will work on a comprehensive multi-sectoral life course approach to reducing violence against children from early age to adolescents. The BRAVE project will rely on advocacy, capacity development and the Communication for Development (C4D) strategies to challenge increased acceptance of violence and social disruption as a norm, and to raise awareness and strengthen demand for violence-free schools for Palestinian children. The BRAVE project will contribute towards strengthening the resilience of children and adolescents through capacity building of adolescents in life skills and citizenship education (LSCE) to help them cope with their situation.

The BRAVE project will be implemented under one outcome and four outputs as follows:

Outcome: Violence reduced against children and resilience enhanced amongst children and adolescents focusing on the most vulnerable and at-risk children and adolescents in selected communities in Gaza, Hebron, West Bank and East Jerusalem.

Output 1: More at-risk school-aged girls and boys that are vulnerable to violence, including young children, and those out-of-school, access safe, gender responsive, inclusive and child friendly learning opportunities.

- Activity 1.1: Conduct national behaviour change campaign on violence against children
- Activity 1.2: Conduct awareness raising campaigns for parents and caregivers of young children to raise awareness on importance of applying positive discipline in early childhood care and child rearing.
- Activity 1.3: Conduct mapping of ECE services, establish safe ECE child-friendly learning spaces in public schools and communities to provide safe spaces for pre-primary children and use them as centres for reaching parents and caregivers on positive parenting.
- Activity 1.4: Reach out of school children in targeted communities with key messages on non-violence, providing them with alternative and safe learning spaces and opportunities.

Output 2: Increased awareness and capacity of education providers, parents, ECE teachers, caregivers, volunteers and communities to prevent and protect children from violence from early years to adolescence.

- Activity 2.1: Build capacity (awareness, knowledge skills) of education providers parents, ECE teachers, caregivers, volunteers and communities to protect children from violence from early years to adolescence.
- Activity 2.2: Establish and train school committees in targeted schools to develop action plans to prevent, detect and respond to violence and to promote resilient, violence free and safe school environments.

Output 3: Increased resilience and life skills among children and adolescents to positively deal with violence and become change agents for non-violence in their communities

- Activity 3.1: Equip adolescents with life skills and citizenship education (LSCE) to enhance their resilience to deal with violence and capacities to actively engage as change agents for non-violence in their communities

Output 4: Strengthened referral and case management system in the targeted locations.

Activity 4.1: Train school principals, counsellors and relevant staff in detection and referral of child protection cases and roll-out to teachers in Gaza.

Activity 4.2: Raise awareness on the rights of children with disabilities and developmental delays, responsibilities of duty bearers to minimize their exposure to the threat of violence and actions to be taken to ensure the enjoyment of their rights.

Activity 4.3: Develop monitoring system for tracking perceptions, attitudes and behaviours on violence at school and in the home environment

4. Detailed Description of Activities

Project activities will continue to include an awareness campaign for parents, caregivers of young children on the negative impact of corporal punishment and training on alternative and positive-discipline approaches. This campaign will further focus on strengthening school-level prevention of violence through teacher training on positive discipline; counsellors' and teachers' training on detection and referral of child protection cases; and strengthening school level interventions to prevent bullying in schools. Ideally this work will be undertaken with the support from Finish educationalists skilled in prevention of school bullying by enforcing positive pedagogy skills and strength-based approaches. The project will engage adolescents as agents of change in campaigns against violence in their communities and will particularly address the increase in bullying through social media which affect girls more than boys. By providing specific and practical alternatives to violence, this work is expected to contribute to challenging the accepted social norms of violence within communities and society of the environments where they are being implemented.

Outputs and Activities:

Output 1: More at-risk school-aged girls and boys that are vulnerable to violence, including young children, and those out-of-school, access safe, gender responsive, inclusive and child friendly learning opportunities..

Activity 1.1: Conduct national behaviour change campaign on violence against children

In order to promote safe learning environment, UNICEF with its partners in the State of Palestine and in coordination with Media Alliance will launch a behavioral change national campaign that will be designed based on the outcomes of community engagement. The campaign will be using a mix of channels to reach and message different levels of the socioecological model within the child, family, community/school, and society with a mix of activities. The national behaviour change campaign will have five main phases in order to reach the desired change:

Phase 1: Location-based Baseline assessment: With full community engagement, UNICEF and partners will run a baseline assessment in the targeted locations to understand the factors and drivers of the violence against children including attitudes and behaviours, and community readiness and needs to shift these behaviours. The assessment will also define the main influencers and positive deviants/role models, and how to reach them.

Phase 2: Awareness phase on attitudes and behaviours: A group of community leaders and representatives will discuss the result of the assessment in each location. The project will provide them with a training of trainers to equip them with the necessary skills to lead the awareness raising

sessions and workshop that will be conducted by the community. This phase will use the potential gains technique to raise the awareness of all the target audience.

Phase 3: Skills building support: The third phase will support the skills building of the engaged community, parents, teachers, students and senior citizens to equip them with the needed skills to shift their behaviours and enable them to influence the rest of the community.

Phase 4: Implementation to shift behaviour: A series of activities will be designed to target different levels of the Socio-Ecological Model (SEM) (Psychological, sociological, and environmental). The activities will include:

- a- Grassroots activities that engage individuals, families, friends and neighbours in talking about violence against children. Opportunities will be created for dialogue through community dramas, quick informal chats, and group conversations.
- b- Media campaign will be designed and led by the target audience and implemented using different media channels and a mix of messages using the result of phase 1.
- c- Teachers and school principals will design and implement an action plan to end violence in their schools.

Phase 5: Monitoring activities and results: As per the outcome of phase 1 the UNICEF team, with full engagement of the community, will continue assessing the results of each activity and each phase to adjust the activities to reach the goal. Community based review meetings will be conducted every six months to review progress and track communities' perceptions on whether the planned activities are contributing to reducing violence using a simple monitoring system to be developed under activity 3.3.

Activity 1.2: Conduct awareness raising campaigns for parents and caregivers of young children to raise awareness on importance of applying positive discipline in early childhood care and child rearing

Target: 2000 parents (1,200 in Gaza and 800 in WB)

School readiness is critical for children's long life learning including non-violence behaviours. However, 44 per cent of children in Palestine do not have access to early childhood education and mainly amongst children from vulnerable disadvantaged communities. One of the reasons attributed to low access is the limited parental and public awareness of the value of early childhood development (ECD). To address this, one of the strategic objectives of the State of Palestine National strategy for early childhood development and intervention (2017-2022) is to ensure that all children receive equitable early childhood development and intervention services. The BRAVE project will contribute to this objective by conducting awareness raising campaigns to create demand for ECE to increase access to ECE. The campaigns will be conducted two weeks before the beginning of the school year and children reaching age 5 will be supported to register to the nearest KG.

Activity 1.3: Conduct mapping of ECE services, establish safe ECE child-friendly learning spaces in public schools and communities to provide safe spaces for pre-primary children and use them as centres for reaching parents and caregivers on positive parenting.

Target: 3,000 children (2,500 in Gaza and 500 in West Bank)

One of the reasons for low access to ECE is the limited availability of ECE services. For instance, there are only 13 public KGs in Gaza strip and 150 public KGs in West Bank. To address this, a mapping of available KG services in the targeted project location will be conducted to ensure that each targeted school is mapped to a KG learning opportunity that meets the government standards. Eight schools will be supported to establish a KG 2 safe learning space through rehabilitation and provision of age appropriate sanitation facilities. In remote areas where there is no private or

government KG learning opportunities, UNICEF with implementing partners will work with vulnerable communities (i.e village councils, community centers) to establish dedicated safe Child friendly learning spaces in an effort to provide access to early childhood education opportunities for vulnerable children and support programmes for parents with the aim of equipping parents and caregivers with the knowledge and skills needed to ensure optimal early childhood development and education for their children and minimize the effects of potential external risk factors. It is expected that this will contribute to the long term goal of ensuring that all children have equitable access to quality early childhood education.

Activity 1.4: Provision of alternative learning opportunities for school aged children out of school in the targeted communities to provide safe space for children out of school and reach them with key messages on non-violence.

Each of the targeted communities will be supported to conduct a school mapping as part of the “Non-violence Committees” planning process to identify school aged children that are out of school in the targeted communities. A recent Out of School Children (OOSC) report (2017) showed high rate of out of school adolescents. Almost 25 per cent of the 15 years old boys in Palestine are out of school. The majority of these are children growing up in deep poverty and unstable household composition, where children are at risk of dropping -out or even worse non-entry, which in turn puts them at higher risk of being unemployed. Without support, these children are at high risk of being exposed to multiple vulnerabilities that may push them to negative coping strategies including behaviours that might expose them to violence, abuse and exploitation and/or going to the fence. With funding from the BRAVE project, UNICEF with partners will support the establishment of the Alternative Learning Opportunities (ALO) spaces/centres in non-formal settings to provide safe spaces for the out of school children. The ALO safe spaces will be used as centres to reach the OOSC with key messages on non violence, life skills, psychosocial support, and referral to educational, vocational opportunities that will have multiple benefits for the vulnerable children and adolescents from the communities.

Output 2: Increased awareness and capacity of education providers, parents, ECE teachers, caregivers, volunteers and communities to prevent and protect children from violence from early years to adolescence.

Activity 2.1: Build capacity (awareness, knowledge skills) of education providers parents, ECE teachers, caregivers, volunteers and communities to protect children from violence from early years to adolescence

2.1.1: Training of parents/guardians, caregivers and ECE teachers on non-violent child friendly positive parenting

Target: 2000 parents, caregivers and ECE teachers (1200 in Gaza and 800 in the West Bank)

Parents and teachers play a vital role in shaping children’s behaviour since children tend to apply the behaviours and skills modelled by their teachers and parents when they were growing up. Children will learn how to express themselves non-violently and violence will become less of a norm if their parents and teachers provide violent free environments. Parents/guardians, caregivers and ECE teachers in all the targeted KGs will be trained on how to provide a violence free and child-friendly learning environment for children. Community outreach activities will be conducted to raise awareness amongst parents and care givers of children (0-6 years old) on importance of applying positive discipline in early childhood care and child rearing. In addition, a workshop will be conducted to strengthen the parents’ capacity in applying positive discipline in child rearing. At least 2000 parents and caregivers of children (0-6) (1200 parents in Gaza and 800 in the West Bank) including fathers will be targeted. Participants will be taken through the Positive Discipline in Every Day Teaching (PDET) manual developed by Save the Children with a focus on child rearing and positive discipling of children by parents and caregivers. During the training, parents will be introduced to new discipline methods and will be sensitized on the importance of nurturing a safe environment at home for their

young children for their children's social and emotional development. This will ensure a holistic approach to addressing violence against children in both school and home environment. It is expected that addressing violence from early stage through early learning education opportunities will have long term impact of reducing violence in the country.

2.1.2: Training of teachers on positive pedagogy skills and strength-based approach for prevention of violence in schools including bullying and positive discipline

Target: 1,400 teachers (1,000 in Gaza and 400 in West Bank)

This activity will be led by Huippu Education in collaboration with the Finnish educationalists skilled in prevention of school-based bullying, including violence. Two sets of trainings will be provided by the education professionals from Finland to selected institutions in State of Palestine to strengthen school-level prevention of violence, including bullying of which either one or both can be chosen. The First set of trainings will focus on preventive measures through introduction of positive pedagogy, including recognition of pupils' individual strengths. This includes introduction of school level peer guidance programme. Second set of trainings will provide understanding of bullying as a phenomenon and its effects, recognition of bullying in school and specific tools to act when bullying and conflicts arise in school with option of reinforcing peer mediation skills. Huippu Education will provide trainings that combine theoretical knowledge with practice on social interaction. Trainings target to trigger participants' reflection on existing culture and challenge the norms which promote violence and bullying to initiate change in behaviour. Huippu Education trainers will use participatory, active and engaging learning methods. These methods can be incorporated into classrooms activities for children to learn non-violent ways of expressing themselves and interacting with others in everyday life. The trainings will be done in batches of a maximum of 25 teachers per batch. To maximize the effect of training, number of participants for one training is limited to 25. However, several trainings can be held enabling number of trained educators to reach desired scale.

In addition to onsite trainings, learning materials and assignments, Huippu Education will produce a digital learning platform to support reduction and elimination of school-based violence and bullying. To enhance participants' engagement in constructive communication, they will be incorporated in creating culturally contextualized digital learning materials with assistance from Huippu education trainers.

The teacher training on positive discipline will use the Save the Children Positive Discipline in Every Day Teaching (PDET) manual. The training will build on the achievements from the previous Finland – UNICEF partnership where 20 MOE Education Supervisors and 20 MOE counsellors were trained as Trainer of Trainers in the West Bank. The funding from the new Finland-UNICEF partnership will support the ToTs to cascade the PDET trainings to additional 1400 teachers and school staff (1000 in Gaza and 400 in the West Bank). The training on positive discipline is about enhancing the teachers' understanding of how students learn, building their skills and fostering the self-discipline they need in order to be successful learners. The topics that will be covered in the training will include: How PDET fits into the MoE Non-violence in School Policy; Childhood experiences to survive and thrive; putting CRC into practice; Impact of punishment on children, Foundations of rights and education principles; Understanding one's temperament and students' temperaments, and differences in home environments and its effect on children. It is expected that the training will contribute to reduction of violence in the long term.

Activity 2.2: Establish and train non-violence School Committees in targeted schools to develop an action plan to prevent, detect and respond to violence to promote a resilient and a violence free safe school environment

Target : At least 30 non-violence school committees developed and operationalized

This activity will involve establishing non-violence school committees in the targeted schools. Each Non-violence school committee will comprise of at least 21 members composed of: 15 adolescents enrolled in the school, school counsellor, one teacher, 2 parents and 1 CBO representative, and relevant duty bearer (s). The committees will be led by adolescents. The role of the non-violence committees will be to coordinate activities within the school to promote violence-free safe school environment. All the committee members will be trained to enhance their skills to act as 'change agents' in the schools to make schools 'violent-free'. contribute to the prevention and protection of children from violence. Each non-violence committee will be supported to conduct a survey of violence issues in their schools and communities that need to be addressed to have a violence free safe learning environment. The committees will be supported to develop suitable solutions/action plans to address the identified violence issues and implement their action plans. The plan could include meetings with teachers and students to discuss causes of violence incidence and possible solutions, individual and group counselling sessions, school sports and art activities that lead to reducing the use of violence in schools. At least 30 non-violence action plans will be supported with the funding from the Finland government.

Output 3: Increased resilience and life skills among children and adolescents to positively deal with violence and become change agents for non-violence in their communities

Activity 3.1: Equip adolescents with life skills and citizenship education (LSCE) to enhance their resilience to deal with violence and capacities to actively engage as change agents for non-violence in their communities

Target: 4,000 adolescents (50% girls) aged 13-17 years from East Jerusalem, West Bank and Gaza; 200 teachers, supervisors and counsellors trained; 150 adolescents led non-violence initiatives supported

In order to enhance the adolescents' life skills and citizenship education (LSCE) and build the adolescents' resilience, UNICEF with funding from the Finland government will support the following multistep activities:

Step 1 Training of staff from the ministry of education (teachers, school councillors and supervisors): At least 200 teachers, supervisors and counsellors will be trained to enhance their skills on LSCE and on how to engage adolescents as active organizers of campaigns to reduce violence in their communities. The MoE staff will be trained to improve their capacity to provide opportunities to adolescents to combat violence in schools, and reinforce adolescents' sustainable participations in their schools and communities

Step 2: Equipping adolescents with LSCE

The trained teachers will be supported to provide structured training to adolescents in schools on skills related to learning (Creativity and Problem Solving), and active citizenship (Empathy, Respect for Diversity and Participation). The trainings are aimed at increasing the adolescents' knowledge about different forms of violence and abilities to find suitable mechanisms to combat violence and bullying in their schools through newly acquired negotiation skills which are expected to enable them to find alternative resolution rather than adopt resentment and violence.

Step 3: Adolescents will be supported to play the agents of positive change: The trained young adolescents will be supported by their teachers and community members to identify actions needed to improve their learning and living environment in schools and home and reduce violence against

children and young people. The adolescents will implement and monitor their initiatives. At least 150 non-violence initiatives planned and led by adolescents will be supported.

Output 4: Strengthened referral and case management system in the targeted locations.

Activity 4.1: Train school principals, counsellors and relevant staff in detection and referral of child protection cases and roll-out to teachers in Gaza.

Target: 200 in Gaza

School counsellors and principals will be trained on how to detect and refer children in need of protection services to relevant service providers. The focus will be in Gaza. Targeted schools will be mapped to family centres and other existing services to strengthen the referrals.

Activity 4.2: Raise awareness on the rights of children with disabilities and developmental delays, responsibilities of duty bearers to minimize their exposure to the threat of violence and actions to be taken to ensure the enjoyment of their rights.

Target: 3,000 children

Children with disabilities are more exposed to threats of violence such as stigma and bullying both at school and at home and are at risk of dropping out of school compared to abled children. Early detection will result in early intervention to address the detected disabilities and parents will be supported on how to provide nurturing care and positive parenting practices for children with disabilities or developmental delays. Teachers in targeted KGs will be trained on how to detect children with disabilities and developmental delays and on how to make referrals to relevant services for early interventions. For older children, awareness raising sessions will be held for teachers, parents, caregivers and community members of the rights of children with disabilities. This activity builds on the knowledge and experience gained from the previous interventions with the ministry of education in developing a system of early detection and interventions for disabilities and developmental delays. Parents/caregivers of the children with developmental delays and disabilities will be supported and encouraged to confront any indications of stigma and discrimination in their communities. The capacity of duty bearers (parents/caregivers and teachers) will be enhanced to minimize exposure of children with disabilities to the threat of violence and on actions to be taken to ensure that they enjoy their rights.

Activity 4.3: Develop monitoring system for tracking perceptions, attitudes and behaviours on violence at school and in the home environment

The implementation of this activity will be modelled on a system that was implemented in Jordan. The monitoring system is used for tracking changes in perceptions, attitudes and behaviours in the school and home environment on violence related indicators at regular intervals. In this regards the incidence of teacher-student student-student verbal and physical violence and the use of positive disciplinary measures by teachers will be monitored. The non-violence committee members for each school will then review/discuss the survey results and take appropriate actions on issues that emerge from the survey. Their recommendations are registered in the non-violence committee action plan and addressed.

The survey system will enable to track the main outcome indicators listed below:

1. Percentage reduction in physical violence
2. Percentage reduction in verbal abuse
3. Percentage increase in the use of positive disciplinary methods

Direct Beneficiaries and locations

The project beneficiaries will be children, parents, adolescents, teachers and counsellors in the West Bank and Gaza, as well as MoEHE and other partners as shown in the below table.

	Gaza Strip	West Bank	Total
5 years olds enrolled in ECE	2,500	500	3,000
Basic Education children	25,000	5,000	30,000
Adolescents	2,400	1,600	4,000
Parents and caregivers	1,200	800	2,000
Teachers	1,000	400	1,400
Principals and counsellors	200	0	200

5. Communication and visibility:

UNICEF will ensure funding from the Government of Finland is acknowledged by stakeholders and beneficiaries. UNICEF will use web-based digital media to acknowledge the Finland funding and capture the visual and oral narratives of project progress; including social media coverage.

At least one field visit per year will be arranged with the donor to the project site(s) during the period of implementation. Government of Finland logo will be placed on visibility materials including banners, stickers and printed materials. The UNICEF Country Office will also work closely with Finland to showcase the contribution and disseminate success stories of this project.

6. Cross Cutting issues:

Human Rights Based Approach (HRBA): The Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD); children's rights and associated principles – such as non-discrimination, participation, transparency and accountability – are at the core of the UNICEF mandate and mission. A whole child approach will be used to holistically address interrelated issues affecting children and their communities at all stages of the BRAVE project – planning of activities, implementation and monitoring to ensure that all children fulfil their rights to education regardless of their status. The human rights situation in the state of Palestine is complex. Because of Israeli occupation and conflict, the Palestinian duty-bearers are not able to protect and fulfill the human rights. The BRAVE project has been designed to ensure that all actors involved in the project, should have a clear focus on accountability when working with local partners to strengthen the capacity of the duty-bearers to become more effective in realizing their duties.

Furthermore, the project activities are designed to encourage participation, ownership and dialogue: For example, in advocacy and awareness-raising campaigns of the project (the right-holders are actively participating. The activity is not only carried out for them, but with and by the right-holders themselves.

Equity and gender: The BRAVE project will prioritise the vulnerable groups identified in the UN Common Country Analysis (2016), focusing on adolescent girls, children facing obstacles in accessing schools, children subject to violence, out-of-school children, women exposed to gender-based violence (GBV), youth and persons with disabilities, children and their families living in Area C, East Jerusalem and Gaza. Children living with disabilities will be a priority in light of the high levels of deprivation they face and the significant barriers they experience in accessing essential services. In order to have maximum impact, strategies will include targeting geographic locations where UNICEF

and partners can provide a holistic package of support that includes services, referrals and case management.

7. Risk Analysis and risk management

The BRAVE project will be managed within the UNICEF Palestine 2018-2022 identified risk management. In this regard, the key risks identified that could jeopardize the achievement of the planned results are a further deterioration of the humanitarian situation through escalations of violence, emergencies triggered by natural disasters and rampant climate change and include:

- A shrinking operating space for the United Nations, particularly in Area C, East Jerusalem and Gaza;
- Recurrent high level of violence;
- State institutions' inability to deliver services, exacerbation of the internal divide and consequent ineffectiveness of civil service functioning, which could result in adverse effects on UNICEF's capacity for programme delivery, quality assurance and oversight;
- Continued expansion of settlements, which could further restrict UN's ability to support Palestinians;
- A declining base of donor resources, which could hamper the implementation of strategic initiatives and constrain the ability of UNICEF to maintain programmes in place or to develop new ones;
- Natural disasters or rampant climate change; and
- Humanitarian funding channels results in limited sustainability and investment in longer term institutional capacities.

UNICEF has developed contingency plans and contributed to inter-agency contingency planning, playing a key role as cluster lead in WASH, education (WG on EiE) and child protection. The office will continue to promote risk-informed programming, increase its contribution to systems strengthening, and support children and their families to anticipate, withstand and quickly recover from shocks and stresses. Table below provides a summary of the risk analysis and contingency plan.

Risk analysis and contingency plan.

Risk type	Risk	Risk impact (H/M/L)	Mitigation measures
Programmatic risks	Planned interventions are delayed and/or not on track	M	All planned activities under the BRAVE project will be implemented as part of the UNICEF rolling workplans with a well established monitoring system for timely identification of any delays and mitigation.
	Low participation of key stakeholders in the awareness raising campaigns	H	Identify influential stakeholders at the onset of the project and ensure their buy-in and ownership of the project; develop links between various key stakeholders to create a community of supporters/influencers for the work; the project has been designed in such a way that beneficiaries are involved at all stages (planning, implementation and

			monitoring) and this will ensure ownership and participation of key stakeholders
	Parents, caregivers and community members refuse to accept/adopt behavioral change that promotes non-violent child rearing practices	H	Open discussions with caregivers and community leaders in the targeted localities will be held to get community support to the project activities, particularly girls' participation in the activities. The project will consider the social context while implementing such components.
External contextual risks	High turnover in human resources in government, schools and CBOs that have been trained on non-violence interventions to support reduction in violence	H	-Conducting continuous capacity building programmes with focus on TOT programmes -Expand trainings to include more than one participant from each participating institution with a clear plan for the trained participants to roll the trainings to staff in their organizations to ensure continuity of capacity.
	Limited access to areas of intervention due to emergencies and/or movement restrictions (Israeli military checkpoints, closures, curfews)	M	In case of the escalation of the security situation or emergency, the activities will be halted until the situation improves to the level that guarantees the safety of all project participants/ beneficiaries. In case of movement restrictions, partners will use local workers from the site or use alternative roads if possible without exposing the staff to danger. The selection of schools in which interventions will be conducted will be made in consideration of the risks associated with the restrictions imposed in those areas.
	Changes in the country context can unravel previous progress on reducing violence against children	M	Constant monitoring of information/developments relevant to programme implementation; Ensuring strategic partnership with Government enhances long-term ownership of the programming; Continue to work on different strands of programme with emphasis on strengthening systems and resilience building work at community levels so that social change is sustained beyond country's political changes.
Reputational risks Reputational risk of UNICEF and Government of Finland	UNICEF implements through selected partners and there is a reputational risk in case of misconduct of the IP implementing the BRAVE project	H	UNICEF has a well established system for conducting due diligence before a partnership with an organization is signed to minimize reputational risks. All selected IPs will be trained on prevention of sexual exploitation and abuse of authority (PSEA) and makes mandatory for all IPs

			to sign an accountability of affected population (AAP).
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8. Project management Organizational structure and the team proposed for the implementation of the BRAVE project

The project will be managed and implemented by regular UNICEF education staff supplemented by direct project-hired capacity. A team of five educationalists headed by the Chief of Section who has the overall accountability for the project will provide dedicated full time support to the project. A UNICEF Education Specialist based in Jerusalem office will, under the direct supervision and guidance of the Chief of Section, have overall management responsibility of the project planning, management and reporting.

In addition, UNICEF will recruit an international institution from Finland with technical expertise on quality and inclusive education to provide technical assistance to enhance the capacity building of teachers and relevant education staff on positive strength-based teaching methods for addressing violence in schools. Short-term technical consultants will be hired as needed.

In Gaza, two UNICEF education officers based in UNICEF Gaza office will be responsible for the day-to-day project planning, implementation and reporting. These officers will coordinate and provide technical support to identified Implementing partners, in the implementation of the BRAVE project. These UNICEF staff work under the supervision of the UNICEF Chief of Gaza Field Office and they have overall responsibility of all UNICEF Education programme in Gaza.

Education officers in Jerusalem Office will be coordinating and providing technical support to the Gaza based staff and implementing partners to ensure timely and quality implementation of the BRAVE activities and implementation of the action plans from the bottleneck analyses and monitoring visits. They will be undertaking field travel to monitor implementation of the activities in the project sites and provide technical support to ensure quality outcomes.

The Finland government will provide oversight to the project. Any changes to the workplan, results framework and budget will be communicated to the Finland government for approval.

Jerusalem Office: The Chief of Education + 2 Education Specialists + 1 International Junior Profession Officer (support: 1 programme assistant)

Gaza office: The chief of field office + 2 education officers + 1 C4D Officer (support: 1 programme assistant)

Additional support services to the project will be provided by other UNICEF cross-sectoral teams including the Operations (Human Resources, Finance, Supply and Logistics, transport, Security), Planning, Monitoring and Evaluation (PME), Communication for Development (C4D), Media and External Relations (MER) that provide direct services, policy and procedural oversight, checks and balances, and quality assurances to the project operations. Other programme sections such as Child Protection, Water and Sanitation (WASH), Health and Nutrition programmes provide specialised technical inputs an integrated approach converging on the children in the same target states and localities. Hence a school going child will receive multi services that contribute to child survival, wellbeing and development of cognitive and social skills necessary to reach his/her full potential.

9. Sustainability of the BRAVE project after completion:

a. **Financial sustainability:** The activities in the BRAVE project will be complemented by other ongoing education interventions supported by UNICEF and other partners such as the World Bank. Activities are in line with the UNICEF 2018-2022 UNICEF Country Programme Action Plan

(CPAP) which are based on the State of Palestine ESSP. This will ensure financing of the activities beyond the BRAVE project life span.

- b. **Institutional sustainability:** All BRAVE project activities are closely interlinked with State of Palestine's and UNICEF's ongoing interventions, thus the project activities have great potential to become an integral part of ESSP and the implementation plan of the sector strategies. The project activities are designed and will be implemented in accordance with ESSP strategic plans. This will allow the results of the BRAVE project to continue to be in place after the end of the project. Activities in the BRAVE project have been decided after a consultation with the representatives from the ministry of education. Implementation of the BRAVE will involve ministry of education, community members and children. This will promote sustainability and ownership of the project outcomes.
- c. **Policy level sustainability:** As part of its upstream work, UNICEF tries to influence policy and education systems in favour of children's rights, and especially for the most disadvantaged. UNICEF will work with partners in the Education Sector Working Group (ESWG) to influence policy, where necessary, using key results from the BRAVE project to improve national strategies relating to vulnerable children using evidence generated from the BRAVE project activities. Partnership-building is a key strategy that UNICEF uses to pursue its endeavours in trying to mobilize and engage all potential capacities for more effective, high coverage interventions both in the immediate and long term perspective. UNICEF will continue to act as a communication link and promote regular information sharing on the progress of the project activities with key government and civil society partners.

10. Accountability to Affected Population (AAP):

UNICEF has a strong corporate commitment to promoting AAP and specifically to children and their communities. Given UNICEF's strong commitment to improving living conditions for all Palestinian children, it is equally important to include beneficiaries' feedback and feedback into both programme design and implementation. In this project, accountability for affected population will be achieved through the following:

- **Location based evidence:** UNICEF and partners will engage with targeted communities using C4D methodologies to understand the factors and drivers of violence against children including attitudes and behaviours, and community readiness and needs to shift these behaviours. The results will be used to design specific interventions for the planned awareness raising activities and campaigns for behavioral change.
- **Children and adolescent participation-** emphasis is placed on ensuring meaningful participation of children and adolescents themselves, and communities, and ensuring an integrated approach to child development at all levels. Adolescents will be engaged at all stages: planning, implementation and monitoring as part of the non-violence committees as change agents for non-violence.
- **Community structures:** through the various interventions UNICEF will engage with community structures such the Community Based Organizations (CBOs), non-violence committees to identify issues in their communities, plan for interventions to address the issues and monitor their activities.
- **Lessons learnt from previous projects and monitoring visits:** feedback from monitoring visits on the needs of the population has been taken into consideration in the design of the project. For instance, the girls expressed the need to have joint activities with the boys as opposed to having

separate activities for boys and girls. Where possible, in co-education schools, gender mixed activities will be supported.

11. Selection of Partners:

UNICEF will work with partners to implement the proposed BRAVE project for collaboration and will work closely with the following partners in order to complement and synergize rather than duplicate efforts or assistance:

- i. **Communities:** This will be done through existing community structures such as community-based organizations (CBOs), youth groups and community leaders who will work hand in hand with implementing partners in the day-to-day management of project activities. By so doing, this will send a high sense of ownership and commitment by communities which is vital for suitability of the project.
- ii. **Implementing partners (IPs):** These are NGOs who will be selected through competitive process using 2019 UNICEF Civil Society Organizations (CSO) Procedures. They will be responsible for the delivery of services to beneficiaries in line with contractual obligations that they will sign with UNICEF. Within the CSO procedures, the selection criteria for identifying the NGO partners will include, but not limited to:
 - Expertise and experience in the area of quality inclusive education in safe and protective environment with regard to the required knowledge, specific skills, specialists and track knowledge.
 - Local experience, presence and community relationship, especially if the NGO has ongoing programmes in the targeted areas.
 - Innovative approach to achieving results and expected effectiveness and/or efficiency in delivering outputs.
 - Realistic timelines and plans to achieve outputs that meet the needs of the UNICEF Office.
 - Contribution of resources: Resources in the form of cash, human resources, supplies and/or equipment that are either presently available or able to be mobilized by the partner.
- iii. **Palestinian Authority (PA) Line Ministries:** The line ministries will be involved in the implementation of the BRAVE project activities to ensure that activities are in line with the State of Palestine priorities. The relevant line ministries for the BRAVE project include Ministry of Education (MOE), Ministry of Social Development (MOSD) and Ministry of Health (MoH). This will also ensure ownership and commitment by line ministries. The national council for higher youth development will also be involved in the implementation.
- iv. **Other UN agencies and NGOs:** The participating agencies will seek to collaborate and coordinate with other UN agencies and NGOs working in project locations to ensure complementarity rather than to duplicate assistance.

Only Civil Society Organizations (CSOs) that are aligned with UNICEF's core values and committed to the core values of the UN: the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD) will be selected. In addition, CSO partners must ensure that all their employees comply with the following provisions of ST/SGB/2003/13: "Special Measures for Protection from Sexual Exploitation and Sexual Abuse", that they do not expose any intended beneficiary, including children, to any form of discrimination, abuse or exploitation and that they comply with other UNICEF child protection policies.

12. Budget

See attached detailed budget

13. MONITORING AND EVALUATION, AND REPORTING OF ACTIVITIES

In accordance with UNICEF's requirement, programmatic and financial monitoring in connection with the "Harmonized Approach to Cash Transfers" (HACT) will be incorporated into all partner Agreements³. The frequency of monitoring visits and financial spot checks will be based on micro assessment of each partner. Financial spot checks will also be conducted in line with HACT and FACE requirements⁴. The findings of the monitoring visits determine the level of technical/administrative engagement from UNICEF to ensure optimal achievement of the project. UNICEF will have regular meetings with the main stakeholders and implementing partners to discuss the findings of field monitoring and adopt solutions in case of constraints. The main implementers will participate in formal bi-annual reviews. The implementing partners will establish and maintain a system for monitoring progress of the implementation of their specific Project Document using the defined results, including outcomes, outputs, indicators and targets set out in the logical framework. Updates on indicators will be submitted through quarterly reports to UNICEF, and once in place, through UNICEF's online reporting system. The Implementing Partners will accommodate monitoring visits of UNICEF and donors, as necessary for programme Monitoring.

The following reports will be provided by UNICEF to the Finland government:

- (i) *An informal semi-annual progress report*: This will mainly be tracking indicators at activity level and an agreed template will be used.
- (ii) *Annual progress report*: The report will provide both narrative progress of achieved results and financial progress
- (iii) *Final report* will be submitted at the end of the project period.

14. Results Matrix

See attached

15. Implementation plan

See attached

³ Harmonized Approach to Cash Transfers (HACT) establish common principles and process for managing cash transfers among UN agencies that have adopted the approach across all countries and operational contexts.

⁴ The Funding Authorisation and Certificate of Expenditures (FACE) Form is a harmonized format used by Implementing Partners and adopting agencies to request and authorise cash transfers, report and certify on their utilization.