

Terms of Reference for Factsheet

1. BACKGROUND AND RATIONALE

Attacks on educational facilities constitute a grave violation against children as dictated by UN Security Resolution 1612 and 1882. In order to concretely document and monitor the situation a monitoring and reporting mechanism was established and is managed by in-country task forces led by UNICEF. In support of this mechanism MA'AN are proposing to write an advocacy report as part of the 'Schools as Zones of Peace' project which seeks to establish 10 schools (one school in East Jerusalem for the purposes of this report) in the West Bank as protected areas from violence thus removing obstacles that make accessing education difficult for Palestinian children.

Attacks on educational facilities in the past years have increased dramatically causing large numbers of children to miss classes or dropout completely. Between May 2013 and May 2014 there were a reported 58 attacks on educational facilities affecting 11,935 children in the West Bank. Attacks that prevent the accessing of education include actions such as; arresting or detaining children and teachers en-route to or from school, attacking the school directly or forcing closures, keeping children under house arrest, allowing settler attacks that deter students from reaching school and having to cross checkpoints.

The 'Schools as Zones of Peace' project focuses on 10 schools in area C of the West Bank and this report will include an additional school, Dar Al aytam, in East Jerusalem, the schools were chosen in conjunction with the Ministry of Education using existing MRM data. Violence has been shown as having a highly negative impact on educational access and achievement and when students feel unsafe in their environment they are increasingly likely to stop attempting to access that environment and the included schools have been highlighted as particularly vulnerable. All the schools bar the one in the Old City of East Jerusalem are situated in area C thus exclusively under Israeli military and civil control and placing the schools within the Ministry of Education's remit but with significant challenges regarding access and development. The school within the Old City is equally impeded by being under Israeli military and civil control due to its location within Jerusalem. This means schools operate in precarious conditions being unable to expand or build and are often located next to or close by illegal settlements of which there are 135 legally recognized and 100 outposts in area C in which approximately 341,000 settlers live. As a result attacks from the IOF (Israeli Occupational Forces), and from settlers on schools are not prevented or stopped by any form of response unit other than mechanisms provided by international or local agencies.

In order to end attacks on education and allow children uninhibited access to schools it is vital to ensure schools as zones of peace, hold perpetrators to account and to ensure the international community upholds their positive obligation of ensuring schools are protected spaces. This advocacy report aims to draw together the facts

on the ground regarding the types of violations and violence that occur in and around educational facilities using the featured schools as examples of how such actions affect education. Simultaneously best practices in alleviating these attacks and methods of protecting schools will be explored in order to establish concrete methods that can be used by organisations and by the Ministry of Education to help formulate future responses to these attacks and to aid prevention techniques in line with MRM requirements.

This report will include the following sections and sub-sections:

- Demolition
 - Total or partial
 - Pending
- Military Activity
 - Demonstration or clashes
 - Direct fire or weapon usage
 - Search operation
 - Other
- Occupation or military use of premises
- Settler related incident
 - Settler violence against the school premises
 - Settler violence against persons
 - Settler raiding of the school
 - Settler attack to property regarding vandalism, graffiti, arson
- Detention
 - Teacher
 - Student
- Loss of time
 - Closed military area
 - Checkpoint delays
 - Delays at the school entrance
 - Military activity

The report will use the Lucens guidelines throughout and will conclude with state responsibility and a legal analysis on stopping violations.

2. AUDIENCE AND USE OF FINDINGS

The primary target audience for this report are the international community including diplomats and UN agencies/international agencies especially those whose mandates focus on the protection of children. However, it is possible that a secondary audience will be reached through the dissemination of the report. The main purpose of this research is to compile data that highlights the areas of violence and the main perpetrators of such violence whilst simultaneously establishing best practices in protection schools or students from this violence and establishing best practices for combatting violence that could be used in future response mechanisms by the target audience.

3. RESEARCH OBJECTIVES

To identify the key issues that school's face when having to confront violence and establishing the main perpetrators of that violence in order to establish concrete methods of prevention and alleviation through the implementation of best practices.

In doing we will have two focuses, to define what the Palestinian National Authority need to be doing, and to define what the international community/diplomats should be doing.

Our position towards the PA is that we want them to be pressurizing Israel into ensuring the security for these 10 schools and into supporting child security. We want them to formulate protective guidelines following Lucens guideline that schools should be recognized as zones of peace.

Regarding policy change this report is aiming to address the accountability of settler violence. Settlers should be documented and names should be taken to court and used within international bodies such as Interpol to increase arrest rates for violence and prevent them from re-entering Israel. This feeds into the need for the international community to establish an action plan that responds to and proactively prevents violations against schools thus again increasing accountability.

This report should also aim to address the lack of Lucens guidelines within both the Palestinian laws and regulations and the Israeli military laws, which currently allow for hostilities against schools. This links with the PA putting pressure on Israel to maintain protective practice against schools.

4. RESEARCH QUESTIONS

1.	What is 1612 and how it pertains to Palestine
2.	What is the main obstacle in accessing education for each school?
3.	How is the violence initiated and by who?
4.	What has helped previously in combatting the violence and can they be established as concrete measures?
5.	# of instances/area (analysis of data from MRM)
6.	Proximity of military settler areas cause

5. SUGGESTED RESEARCH METHODS

1	Focus groups in the targeted schools with teachers, parents and children to discuss
2	Individual interviews with teachers and students in extreme case study examples
3	Observation
4	Literature review and Collection of secondary data from Save the Children, EAPPI and UNICEF

6. ETHICS AND RISKS

The biggest ethical consideration in this report and during data collection is the children who are already vulnerable. Lengths should be taken to ensure that these children are not subjected to secondary victimisation, any increase in attacks due to the nature of the research and that they are not placed in any circumstances which violates their rights as participants in research. This would include:

- permission from the child and the parents to partake in any research
- the same again for any photos to be taken of the children
- permission to use direct quotes and testimonies
- protection of identity when requested or deemed appropriate.

7. KEY SOURCES AND PEOPLE TO BE CONSULTED

Three target groups from each school, teachers, students and parents in one to two different focus groups per school chosen due to context.

Secondary sources such as Save the Children, UNICEF and EAPPI for data collection. Raw data and reports that already exist and are up to date will be accessed.

8. STYLE AND LENGTH OF REPORT / RESEARCH PRODUCTS*

The report should be written in a formal continuous prose style using tables and pictures where necessary. It should be written with consideration of the audience that is the international community. Report should be 10-12 pages in length.

9. TIMETABLE

The launch of this report will involve a presentation summarising the findings to the international community and highlighting the policy aims we hope to achieve.

	OUTPUTS	DATE DUE	FORMAT
1.	Focus groups		
2.	Secondary data collection		
3.	Initial report draft for comments		
4.	Final report		

10. RESEARCH MANAGEMENT

The research will be overseen by the Project Manager, Diyala Midhat, and the Program Director of MA'AN Sandra Rasheed, with possible input and guidance from Save the Children International

11. QUALIFICATIONS AND EXPERIENCE REQUIRED

The researcher should have the following:

- Proven knowledge in education during times of conflict
- Knowledge of MRM and the education cluster
- Experience in researching and writing advocacy reports for international audiences
- Knowledge the unique situation faced in the oPt with special focus on the issues faced in area C.
- Legal knowledge and applicability of a legal framework in this context

How To Apply

MA'AN invites interested experts to submit their expression of interest covering the points outlined in the ToRs and accompanied by the following application documents:

- Curriculum Vitae (CV)
- Copy of a previous research conducted (either in English or in Arabic)
- Work plan
- Price offer

The applicant will be expected to adhere to MA'AN's internal policies and regulation