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Towards the Implementation of Effective Gender Mainstreaming in UNRWA Infrastructure Projects

Case Study: Rehabilitation of 4 UNRWA Schools in Gaza Strip, Through a Gender Lens and Human Rights.

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Acronyms

UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
HRs	Human Rights
GM	Gender Mainstreaming
WHO	The World Health Organization's
UNICEF	United Nations Children's Fund
SDGs	sustainable development goals
CEDAW	The Convention on the Elimination of All Forms of Discrimination Against Women
PNA	Palestinian National Authority
PCBC	Palestinian Central Bureau of Statistics
NPA	National Policy Agenda
GES	Gender Equality Strategies
ESP	Education Strategic Plan
oPt	occupied Palestinian territory
UN	United Nations
GFO	Gaza field office
ICIP	Infrastructure and camp Improvement programme
ILO	International labour office
INGOs	International non-governmental organizations
TOR	Term of reference
DES	Designated Emergency Shelters
IDPs	Internally Displaced Persons

Abstract

The project proposes a systematic model of United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) infrastructure projects to make them more rights-based and gender responsive. The project is a pilot that aims to: 1) institutionalization gender and human rights (HRs) analysis and mainstreaming within the infrastructure department, 2) build the capacity of the staff to conduct gender and HRs analysis and mainstream the findings into the design of infrastructure project to make them human rights and gender responsive.

The project is therefore divided into three parts. Firstly, developing a gender and HRs mainstreaming guideline for the infrastructure department with a focus on education facilities, and reviewing all polices for this purpose such as the bidding process from gender and HRs perspective. Secondly, capacity building for the staff, and thirdly application of skills where the staff will develop rehabilitation[1] designs for schools building in Gaza strip from gender and HRs perspective.

Quantitative and qualitative methods were applied to create a baseline for the project by three means. Firstly, an online survey was designed to assess the status of gender mainstreaming application within UNRWA infrastructure department projects. Secondly, a gender analysis of four preparatory schools site plans was done, which outcome serve as a sample of the level of gender and HRs responsiveness of UNRWA educational facilities. Lastly, an online survey was conducted among a sample of parents, as a mean of community engagement in addressing the problems with the current schools from a gender equality and HRs perspective.

Based on the baseline findings of the two surveys and the gender analysis of the four site plans, a project is suggested as a pilot intervention to address the identified gender and HRs gaps and/or to improve and reinforce gender and HRs mainstreaming as to also include students with disabilities, The baseline studies will be repeated after the training to assess the impact of the pilot project.

Key Words: Gender mainstreaming, Human Rights. Gender Equality, Gender Analysis

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[1] Rehabilitation is an engineering term, refers to actions of repair, alterations, and additions for a building.

1-Introduction

This project addresses the right and equitable access to education as one of basic human rights (HRs) from a gender perspective. Therefore, the project applies the approach of gender mainstreaming (GM) which has increasingly been recognized as a mean to an end, namely as a necessary approach or methodology to achieve gender equality. The equitable access of children worldwide is influenced by their school environment that includes buildings and surrounding areas (The World Health Organization's [WHO],2017). Subsequently, gender and human rights (HRs) blindness of the design of infrastructure of the school environment can have an enormous impact on the level of access to education, level of violence and bullying in schools, and the ability of students to learn and their educational performance. (WHO, 2004; United Nations Children's Fund [UNICEF],2017). The project draws a map of interventions introducing gender mainstreaming as an imperative to ensure students' equal access to education and treatment including educational environment free of violence.

Shaping polices is a way for government bodies and institutions to work towards quality and equality enhancement (Mulugeta,2012). Gender mainstreaming policies can have a tremendous influence on making different sections of society, specifically education, more gender and human rights responsive. Globally, countries work toward enhancing education quality and equality by applying an inclusive approach as a mean to make progress towards the realization of the sustainable development goals. For example, Sweden revised its educational policies from a gender perspective as to bring them in line with the vision of gender equality and reinforce the student's performances. The new policies have had a positive impact on the students and their educational performances (Swedish Association of Local Authorities and Regions,2017). In the case of Palestine – (the Gaza strip specifically), 48% of Palestine's population are children in the age of 12 to17 (Palestinian Central Bureau of Statistics (PCBC), 2018) who should be in school, and access to equitable education. That begs the question whether the policies of building new schools and rehabilitating schools in Gaza– the most density population area in the world and after 12 years of imposed blockade and after three military aggressions – (PCBC, 2019) address the gender gap and the needs of students with disabilities including war related?. According to the UN's humanitarian reports, the humanitarian situation in the Gaza strip gets worse by the day and has a tremendous influence on all aspects of people's life. Given financial constraints resulting from the hard-economic situation and shortage of international funds, the focus has been on rebuilding infrastructure, which have been damaged or destroyed, as opposed to building new facilities especially schools.

In 2015, the United Nations released the 2030 sustainable development goals (SDGs) which require UN member states to introduce national policy agenda to achieve the 17 goals and 169 targets in order to enhance

the life standards and quality of life for all communities across the globe (Sustainable development goal, 2019).The sustainable development goals pertaining to quality and equitable access to education (4), gender equality (5), sanitation (6), infrastructure (9) and reduced inequalities (10) are particularly important for this project, which focuses on the rights of boys and girls to access equitable education, especially for girls and children with disabilities. Both the Palestinian National Authority (PNA) and the United Nations Relief and Work Agency for Palestine Refugees in the Near East (UNRWA) have adopted national action plans and polices incorporating the SDGs for implementation.

1.1 Relevant polices and multilateral agreements

Access to equitable education for all, especially for girls and children with disabilities, is declared nationally and internationally. Internationally, SGD 4 calls for access to inclusive and equitable education for all people without discrimination. Moreover, The Beijing declaration at the Fourth World Conference on Women 1995 aligned prosperity of the countries with education, as education is a main pillar for reaching the goals of equality, development and peace. (General Assembly of the United Nations, 1995). The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) declared the right of education to all and forbids discrimination. (CEDAW,(1979. Further, CEDAW Article 2 stipulates the obligation of the state to provide education to ensure equality for both women and men and make sure it is respected on the national level (CEDAW/C/2010/47/GC.2).

In the same vein, SDG 5 calls for the empowerment of women and girls and gender equality being both an independent as well as cross-cutting goal. SDG 9 particularly target 9.1 calls for affordable and equitable access for all to the facilities through the development of quality, reliable, sustainable and resilient infrastructure. and SDG 10 calls for reducing inequities and guarantee accessibility for all community members regardless their status. Furthermore, SGD 11 focuses on making cities and human settlements inclusive, safe, resilient and sustainable focusing on improving the infrastructure in all sectors especially roads and transportation system while SGD 6 draws the attention to water, hygiene and sanitation particularly for women and girls and vulnerable groups (UN, 2015).

Nationally, the Palestinian National Authority (PNA) endorsed the 17 sustainable development goals (SDGs) and the 169 targets in its National Policy Agenda (NPA) 2017-2022 designed to guarantee the implementation of the SDGs. The NPA 2017-2022 focuses on gender mainstreaming as a tool to formulate polices to achieve gender equality across all policy areas within each ministry. (National Policy Agenda, 2016). The Palestinian authorities endorse the principle of access to equitable education without discrimination in the Education Strategic Plan (ESP) 2017-2022 of the Ministry of Education and Higher Education (MEHE) stressing inclusive approach. Moreover, the Ministry of Women Affairs, developed a cross-sectoral national strategy "partners in building" to promote gender equality and justice and empower

women for the period 2017-2022. The strategy underscores major gender disparities in all areas including infrastructure and education and calls attention to the necessity of designing a propitiate intervention to overcome gender gaps and inequalities (Ministry of Women Affair, 2016)

Under the first goal of the Palestine Education Strategic Plan (ESP) 2017-2022, two policies address the school building conditions. The first policy focuses on the school facilities and states the following: "Provide sufficient and adequate school buildings that have suitable and safe facilities from playgrounds, fields, health units, etc. for all educational stages". (ESP,2017). The other policy focuses on adapting the infrastructure of the facilities of education: "Adapting the infrastructure of the health[2] facilities, pathways and elevators to facilitate integration of students with disabilities". (ESP, 2107).

The United Nations Relief and Work Agency for Palestine Refugees in the Near East (UNRWA) was established in year 1949 to serve the Palestinian refugees across seven sectors: education, health, protection, relief and social services, microfinance, infrastructure and camp improvement and emergency response in its five operation fields: Syria, Jordan, Lebanon, and the West Bank including East Jerusalem and the Gaza Strip in the occupied Palestinian territory (oPt). UNRWA has formulated its policies according to both the SDGs and the host country polices. (UNRWA, 2019)

UNRWA has developed gender equality strategies (GES) since 2007 to achieve gender equality within its core programs in the five operation fields. UNRWA's latest version stipulates the development of a gender mainstreaming model and the implementation of such a model into the daily work of UNRWA institutions such as education facilities for basic education and higher education, health care facilities and relief distribution centers, as to ensure more professional, valuable, and sustainable services for community members who are directly benefitting from UNRWA services. (UNRWA,2016)

Also, under its midterm strategy 2016-2019, UNRWA articulated the goals of the agency to correspond with the SDGs. Goal 1 calls for the protection of the rights of all refugees under international law while goal 3 aims for school-aged children to complete quality, equitable and inclusive basic education. The inclusive approach "refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education". (Stubbs, 2008). The inclusive approach globally is a buzz phrase aims to achieve two fundamental goals, namely excellence in teaching (quality) and equal opportunities for all learners (equality). (Dreyer, 2017). In order to make this happens, it is imperative to design a learning space or environment fit for knowledge and talent integration and corporation avoiding discrimination and gender inequality. (Swedish agency for government employers, 2008). Accordingly, UNRWA has adopted an inclusive approach to enhance education equality and engage

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[2] Health facilities including bath rooms

all the students taking into account their rights-based needs. Furthermore, the approach focuses on children with difficulties especially in terms of mobility, therefore most of the newly constructed or rehabilitated schools are built with slops.

1.2 Right to education and reality of Gaza Strip

1.2.1 Learning environment

Borden, Penner and Rendell argue that the construction of a building is the creation and the establishment of an environment which is a cultural artifact. It is combination of human intention and intervention that reflect the decision-makers beliefs and priorities. The process of construction thus embodies cultural values which have a numerous influence on all of the users. (Jane Rendell, Barbara Penner, Iain Borden, 2000) as Given that the group of users is diverse in terms of composition including gender, each individual member can have a different vision on how to access and use a building that in turn stresses the importance of bringing different perspectives into the design phase, not least gender perspectives, by means of participatory approach and by means of gender mainstreaming. Such an inclusive and participatory approach can for instance result in removing access barriers in the way of the usage of some groups in the community or barriers in the way of women using "empowerment spaces" aimed to empower different people. (Jane Rendell, Barbara Penner, Iain Borden, 2000).

Therefore, the construction design of any public or private facility must take into account the way humans need to use or use a building based on their needs. (Malkawi & kolarevic,2004). Moreover, architecture performance is a new and wider concept Malkawi & Kolarevic argue, bringing multiple realms together and uniting social, culture and other aspects into the design of a building taking into account the human activities that each building is supposed to accommodate. Moreover, it provokes the thoughts how much buildings can be "performative" and able to be used by various users according to their needs and rights. In the context of this project the focus will be on educational facilities and to what extend their design ensures equal access to education and non-discriminatory / non-violent treatment within the learning space with a main focus on gender and disability.

1.2.2 Educational facilities

Sara Lang mentions in her paper "A Gender Perspective on Educational Facilities" that there are four areas of relevance between education facilities and gender: architecture theory, sustainable development, safety and health. (Lang, 2010). She states that there are two main steps to tackle gender disparities and meet the needs of today and tomorrow learners. Firstly, the recognition of the embodiment of gender equality in the structure of the physical environment of educational facilities (learning spaces) and secondly, strategical development (Lång, 2010). With regard to the physical environment, the World Health World

health organization (WHO) considers the physical school environment an essential component of a health-promoting school that includes all school buildings and all physical structures, infrastructure, furniture, the location of school in the neighborhood and the city, and the surrounding environment including air and water quality. In addition, it includes the nearby land and potential or actual hazards. If the physical environment is not sensitive to all these criteria, it may expose students to hazards and limit their access to an equitable and safe education. The environment has to be safe for students, both boys and girls, and students with mobility or other types of difficulties in obtaining education (WHO,2004).

The WHO characterize six key factors for health promoting schools, highlighting two main factors, i.e. the establishment of policies that promote health and well-being; and provides a safe, secure, clean, sustainable, conducive and healthy physical environment for learning (WHO,2017) Schools not meeting these factors increase the risk of children mental health disorders, violence and injuries, engagement in substance abuse and risky sexual behavior, all of which can have a profoundly negative impact on children's development, particularly the most vulnerable students who are facing difficulties such as in terms of mobility, hearing, or speech impairment. (WHO,2004)

1.2.3 Education and infrastructure

The Gaza strip area is 365 Km^2, (Palestinian Central Bureau of Statistics, 2019), and the population density (5,203 Capita/km2). This makes the Gaza strip the most density all over the world (Palestinian Central Bureau of Statistics [PCBS], 2018). According to the same resource, children up to 17 years old constitute 48% of the Gaza Strip population. By 2020 the population will reach 2.3 million according to population forecast (United Nations, 2012). The dramatic increase in population especially in number of children and youth has different implications for cross-sectoral service provisions which automatically leads to increased demands on infrastructures. By 2020, the UN

Figure (1) Gaza strip Map (Agence France-Presse -AFP)

mentions in it is report "Gaza after 10-years" that 665,000 students will be enrolled in education. Subsequently, 250 schools were projected to be constructed immediately, and another 190 schools would be needed by 2020 to fulfill the need following the population growth. The reality is that Only 33

government schools and 24 UNRWA schools were built since the UN report was issued in August 2012 to the end of 2016, i.e. well below the actual need.

Table (1): Number of schools needs to be built.

Year	School Needs	Total needs	Built
2012	250	440	67 (15% of the actual needs)
2020	190		
2030	900 schools in needs		

The shortage of infrastructure – and in the case of UNRWA schools, the agency's financial challenges - also has a negative influence on the quality of education and creates challenges in upholding the principle of equal access to an inclusive education (UNICEF; UNS, 2017). UNRWA is currently moderating 252 schools includes more than 240,400 students, because of the lack of schools 94% of the schools operating on double-shifts hosting one group of students in the morning and another in the afternoon. In addition, classrooms are overcrowded.

This is confirmed in an article by Tobey Fricker in a report for UNICEF mentioning among other things that infrastructure is creaking, not to mention the need of more classroom space (Figuer,2018). Subsequently, according to UNICEF "this reduces time children spend in class and the ability of teachers to support those who have learning difficulties and fall behind ". (UNICEF, 2018)

At the same time, after three aggression on Gaza, the population has been left with a hardship condition, inadequate and damaged infrastructure especially in energy, water and sanitation. As a result, available funding in recent years have been utilized in the rehabilitation of conflict-damages facilities, shifting the attention away from the aforementioned need in the educational sector that Gaza faced even before the latest conflict in 2014. (United Nations, 2017). This applies both to building of new schools or educational facilities as well as maintaining and the restoration of older ones. Given the population density in the Gaza strip, the challenge is also scarcity of land to construct new schools, especially in the highest density areas Therefore, rehabilitation of old schools and rebuilding damaged or destroyed schools on the old sites are the approach of UNRWA to fulfil the massive demand for school facilities generated by the increased numbers of students every year. (UN News, 2016).

In terms of learning spaces, the infrastructure sector is a male dominated field in Gaza with only 19.03% of the registered civil engineers and architect's female according to Engineering Union, March 2019 (see Table 1) and with few women serving in decision making capacity. The male dominant perspective can have

implications for the design of buildings and subsequently, how the needs of girls and boys are met, especially if gender analysis and mainstreaming is not a compulsory method to be used in infrastructure projects.

Table (2): Number of register construction- engineers in Gaza strip

#	Specialization	Female	Percentage	Male	Percentage	Total
1	Civil Engineers	504	11.16%	4009	88.82%	4513
2	Architects	646	42.2%	883	57.8%	1529
	Total	1150	19.03%	4892	80.97%	6042

The UNRWA infrastructure department reflects the trend of male dominant perspective. In total, the percentage of female engineers in the infrastructure department is 9% compare to 91% male engineers. The absence of female engineers and other staff during all the stages of the design phase of infrastructure projects can have a gendered impact on facilities' structure and functioning. Figure (2) illustrates the overall male to female ratio while figure (3) illustrate female to male ratio in the different division of infrastructure departments.
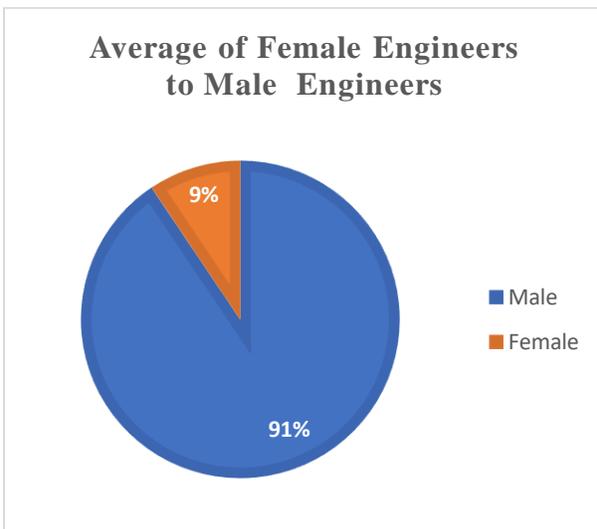
Figure (2) Average register of female engineers to male engineers in Gaza
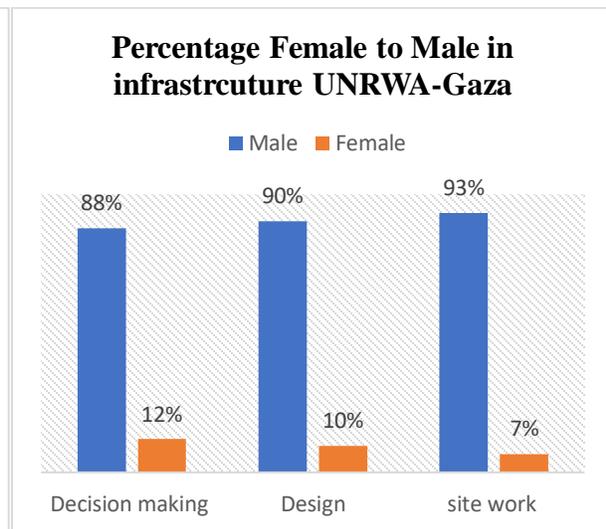
Figure (3) percentage of female to male in infrastructure UNRWA-Gaza Strip

2. Project justification

2.1 Purpose

The project is designed for two main purpose. Firstly, to institutionalize : gender equality as a basic human right and gender mainstreaming as the methodology to ensure that infrastructure designs are gender responsive and meeting rights-based needs of students with a particular focus on girls and students with disabilities Secondly, to build staff capacity in how to integrate gender and take rights based needs into account during the infrastructure design work, both of which will ensure that schools meet the diverse needs and rights of its students and other users with the fact that the schools are sex disaggregated . Therefore, the project will promote gender mainstreaming within infrastructure projects as a means towards realizing educational equality between girls and boys and students with or without disabilities. [3] .

The project will also promote gender budgeting as a tool to focus the attention on the allocation and prioritization of financial resources from a gender and disability perspective, or to what extent resource allocation is meeting the needs of boys and girls equally, and students with disabilities. According to Elisabeth Klatzer- specialist in gender responsive budget, it is a mandatory to apply the gender sensitive analysis in all construction stages including priority setting, planning of projects, implementation/construction activities and usage of projects. Therefore, the project proposes an intervention for gender orientation on pre-, during and post- construction phase of an infrastructure project focusing on education facilities for preparatory schools.

2.2 Problem analysis

2.2.1. Gender

Basic education, particularly the transitional stage from primary school to high school, is a critical time period to study, During this period, students start to shape their sense of gender and the way they perform in their gender roles that to a large degree depends on the knowledge they gain and their practices during the school day including all daily activities on their way to and from school and inside school. (Budiati,2008; Dung,2005). Children develop their sense of self and their gender among other things through school activities. For instance, if there is no shaded playground play where girls can play sports, they will not be encouraged to do physical activities that empowers body positivity and confidence in girls. As such, the space of the school has an impact on girls, their motivation to practice physical activities, their relationship with their bodies and their emotional and mental state (Bethan ,2006). In the context of Gaza, the lack of space for women's physical activities is a serious issue, also because the community is

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[3] Difficulties include (hearing, seeing, mobility …. etc)

conservative and the schools visible from surrounding houses, not allowing for using spaces open to public view.

Besides, shaping visions of gender roles and relations for boys and girls in future, the school's spaces also affect student's tendency to practice violence. UNICEF mentions in its recent report, "Violence in the lives of children and adolescents" that children are subjected to violence in the space of learning and socializing. In conflict areas, children are in greater danger, they are subjected to external threats besides the bullying and violence inside schools. Also, the report mentioned children of all ages find themselves exposed to violence in the environment where they spend most of their time and where children are supposed to feel the safest, in their schools and communities (UNICEF,2017). The design of the school environment can increase or decrease the opportunity structure for violence such as the location of and the ability to oversee playgrounds.

Schools in the Gaza strip lack many of the resources needed to meet students' needs for concentrated learning and safety, particularly in terms of the sanitation and health facilities as the location of bathrooms within the educational buildings is most of the time not gender sensitive. For instance, the bathrooms are far away from the classrooms and not monitored by the teachers or other school staff, so girls and boys face bullying in bathrooms and are being violated by other students. (AL Qzaz,2014). Most countries have comprehensive policies aimed at improving sanitation and hygiene in schools in order to decrease the vulnerability of students to health diseases and safely use of the health facilities within education facilities. (WHO Regional Office for Europe, 2015). Furthermore, school environment both for teachers and students (women and men, boys and girls) were not constructed and equipped to accommodate different gender needs. For instance, separated bathrooms for male and female teachers are missing and bathrooms accessibility for persons with mobility disabilities.

2.2.1 Children with disabilities

In December 2018, the PCBS released a press release stating that 255,228 people in Palestine suffered from at least one impairments in terms of eye vision, hearing, mobility, memory, concentration, or communication in 2017.Yet, more than of 27% of children in the oPt with such difficulties between the ages of 6-17 years do not have accessibility to education meeting their needs, thereof 24% in the Gaza Strip. Disabilities associated with mobility is the highest rate of difficulty faced by Palestinians with a percentage of 2.9%. According to UNRWA 2017 humanitarian report, only 53.3 % of the schools have slopes to ensure mobility of children with disabilities, and most of them are UNRWA Schools.

According to the UNRWA, through direct communication with the infrastructure department, new strategies have been introduced applying to the (re)construction of new schools and the education facilities

including instructions on child friendly and gender sensitive school environment to be more accessible for all students without discrimination particularly students with mobility difficulties. UNRWA rehabilitated some schools after 2014 aggression on Gaza with a gender lens. This schools will be used as Designated Emergency Shelters (DES) for Internally Displaced Persons (IDPs) who might force to flee their homes to safe locations, as a results of escalation of violence during large scale crisis.

In this regards, gender integration through working on UNRWA emergency preparedness plans involves taking into account the differences and inequalities between and among women and men, girls and boys.It supports more effective programming by delivering a tailored response that adapts to the needs of the affected population, and thus contributes to greater social equality. This were ensured by firstly , (i)putting in practice Do No Harm principle, and ensuring all staff are oriented on, and have signed, the Code of Conduct and Protection Policy; (ii)the deliberate inclusion and targeting of women/young girls in project activities, by organizing separate consultation meetings for men and women, to learn preferences for activities, and the time and design of water and sanitation, cash for work, agriculture/livelihoods, and distribution activities; and (iii)ensuring that all facilities inside the DES are gender and protection appropriate by applying the gender check-list as having adequate lighting , ensure mobility.(UNRWA,2018)

2.2.2 Base line

Both quantitative and qualitative methods were used in order to create a baseline for the project consisting of findings from two on-line surveys and a gender analysis of site plans for four school buildings.

2.2.2.1 Online survey for staff engineer

The first step of the project was to design a survey to submit to the UNRWA staff working in the infrastructure department measuring the following. Firstly, the level of institutionalization of gender within the department, and secondly the level of gender and human rights awareness and knowledge among the staff. The findings will be used as one of the three baselines for the project. The survey will be repeated after the implementation of the project intervention to measure the impact of the project on the level of institutionalization and awareness/knowledge or the change before and after the project.

A quantitative survey consists of the following sections: (1) the level of gender and equality approach while designing infrastructure projects and its introduction to employees (institutionalization), (2) believes and attitudes of engineers (awareness and knowledge) and (3) current situation of designing education facilities through a gender and equality lens in Gaza (relevance of gender and human rights for the design work). The survey was designed based on reviewing Swedish International Development Agency (SIDA) manual set up for gender mainstreaming in infrastructure projects, and United Nations Office for

Project Service (UNOPS) gender mainstreaming guideline for designing building. Accordingly, the survey used dependent and independents variables, figure (4)

The dependent variable is: gender mainstreaming application within infrastructure department UNRWA

The independent variables are classified to five main variables

1- Framework, such as a gender policy and have action plans or strategies for the implementation of these gender policies.
2- Resources such as tools for gender analysis and mainstreaming in the project cycle.
3- Knowledge, beliefs and norms
4- Systems for planning/designing on the basis of gender results (findings from gender analysis), monitoring and internal learning
5- Application
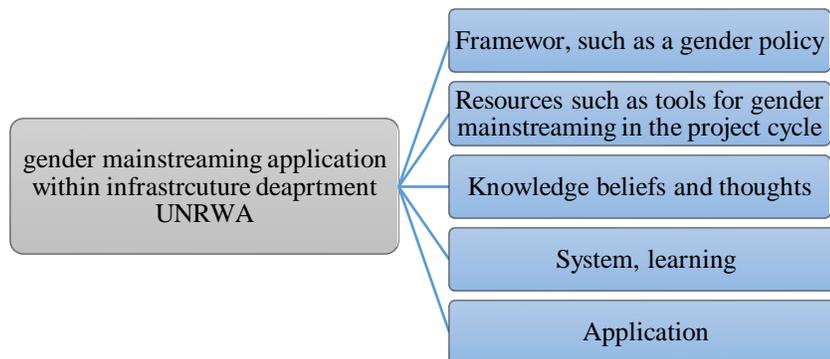
Figure (4) charts of survey variables

<u>Main conclusion (1):</u>

Unfortunately, due to the delayed approval by UNRWA, the survey was not fully completed by UNRWA staff. Therefore, it will be difficult to integrate and analyze the results. As a result, the findings were not included. However, the plan is to conduct the survey later as to use it as one of the baselines for the project. See the survey template attached in Annex 1

2.2.2.2 Analysis of the site plans of four schools

Four school site plans were analyzed through a gender and human rights/equality lens. The analysis focused on the structure of the buildings (layout) and facilities including distribution, accessibility, bathroom locations in relation to the classrooms, the classrooms design, etc. Table (3) illustrates the analysis of the four schools which were randomly selected by the infrastructure department with one condition, i.e. that the schools are old buildings.

Table (3): Gender analysis of four UNRWA schools

The schools site plans can be seen in Annex (2)

#	Items	A	B	C	D	conclusion and recommendations
1	**Main information**	**Girl`s school**		**Boy`s schools**		
1.1	Name of school	Zaiton prep Girl School	beach prep Girl School	New Gaza prep school for boys	Rimal prep boys School	
1.2	Year establishment	2010	2012	2009	2012	
1.3	Location of school to Gaza Strip	Zaiton area	Beach Camp	Rimal	Rimal	
1.4	Average of students	The number of students from 40 -50 in each class, So the classrooms congested and overcrowded		The number of students from 40 -50 in each class, So the classrooms congested and overcrowded		
2	**Factors of analysis**	**Girl`s schools**		**Boy`s schools**		
2.2	Elevator	The buildings of the schools consist of 3 to 4 floors. However, there is no designed space for an elevator.		The buildings of the schools consist of 3 to 4 floors. However, there is no designed space for an elevator.		If there is no elevator, access to the school facilities will be difficult for student with mobility difficulties. As to mitigate such barriers, alternative assistance measures for students with mobility difficulties should be considered such as manually assisting students upstairs.

#	Items	A	B	C	D	conclusion and recommendations
2.2	Slopes for disabled students (mobility)	Only one slope is for disabled people, and this slope serves the purpose to link the two main buildings of the school together. Compare to the area of the school, it is insufficient.	Multi slopes exist, however, different steepness of slopes expose students to danger especially in entering and leaving class rooms (the education system all students enter and leave simultaneously).	Only one slope is attached to the main building. However, the school area is too large. Persons with disabilities have to use this slop to approach all school facilities.	Slopes are existed.	The different steepness of the slopes exposes disabled people to the risk of using them so the steepness should be made the same. The number of entry slopes should also take into account the total size of the schools and the number of disabled students, as to ensure sufficient number of slopes per school. Otherwise disabled persons can have difficulty to access school buildings because of congestion.
2.3	Location of the main gates of the schools (safe access)	The gate width of the main entrance for students entering and leaving is too small. This cause pushing of students each other due to crowding,		The gate is on the main streets unsafe for students access to school due to traffic	The main entrance on a secondary street. This, on one hand, is safe, on the other hand, the width of the gate exposes children to pushing others due to crowding.	*Size of the gate at the main entrance shall take into consideration the population of the students, so students will not be in risk of pushing and even injuring each other due to (over)crowding. In case it is not possible to have a wider gate, school authorities should consider rules to prevent crowding such as divide the students into smaller groups each

#	Items	A	B	C	D	conclusion and recommendations
						leaving or entering after each other. In addition, special sloop entrance should be constructed to ensure safe access of disabled people that otherwise is at risk while passing through the gate. *The main gates of school's entrance located in the main streets. This exposes children to danger while leaving schools as they enter a narrow pavement and often go into the streets. If possible, the gatelocation should be changed to a safer area. As well as, not have sellers who are shrinking the areas of entering and getting out of school in front of the gates, put barrier so the kids cannot go into streets, and timing of entering and leaving school not the same time as rush hour, etc.
2.4	Schools facilities	The science Lab and the library in the main	The library on the first floor, if there is	Most of school facilities are	Facilities are within the main building of	

#	Items	A	B	C	D	conclusion and recommendations
	(libraries, lab, canteen)	building at the ground floor. But the Location of the canteen is too far from school facilities. As well as the area is extremely small, children push each other to be able to buy during the 15 m break) The shaded area is so small compared to the number of students, it is too small, as a result it is not sufficient for the huge number of students.	a student with mobile difficulty, he/she will not be able to access it as there is no elevator. The canteen is so small, there is no shaded area.	establishes (library, lab The canteen area is small; however, the shaded area is quite good compared to the school size.	the school and all of them are in the ground floor. It is easier for students with mobile difficulty to access to these facilities. The area of the canteen and the shaded area are small compared to the size of the student population. This will expose children to stay in classrooms with no fresh air	
2.5	Ventilation of school building	There are classrooms on two sides of the building, block A and B, separated by a corridor. Block B has windows on both sides and therefore and a natural and good	There are classrooms on two sides of the building, block A and B, separated by a corridor. Block B has windows on	There are classrooms on two sides of the building, block A and B, separated by a corridor. Block B has windows on both sides and therefore	There are classrooms on two sides of the building, block A and B, separated by a corridor. Block B has windows on both sides and therefore and a	Lack of a good ventilation exposes students to bad air quality and overheating that can increase the risk of allergies problems. Mechanical ventilation is required in this case.

#	Items	A	B	C	D	conclusion and recommendations
		ventilation (circulation of the air) while block A is not good because the classrooms only have windows on one side.	both sides and therefore and a natural and good ventilation (circulation of the air) while block A is not good because the classrooms only have windows on one side. side there is no air current.	and a natural and good ventilation (circulation of the air) while block A is not good because the classrooms only have windows on one side.	natural and good ventilation (circulation of the air) while block A is not good because the classrooms only have windows on one side.	
2.6	Lightening	Most of the classes are in the east and the south location of the school site. Accordingly, students will face strong sun rays during the school day for the two shifts (7 am to 2 pm).	Block B is not need lighting because it is naturally lighted through windows from all direction While block A is in need for industrial lighting which can be problematic given the electricity situation in Gaza This may raise	Block B is not need lighting because it is naturally lighted through windows from all direction While block A is in need for industrial lighting which can be problematic given the electricity situation in Gaza This may raise difficulties for	Block B & C & D good natural lightning. While block A is in need for industrial lighting which can be problematic given the electricity situation in Gaza This may raise difficulties for students especially	

#	Items	A	B	C	D	conclusion and recommendations
			difficulties for students especially who have difficulty in seeing	students especially who have difficulty in seeing	who have difficulty in seeing	
2.7	Safe drinking water	The water quality generally in Gaza are worse only 10% have of the population have access to water, so UNNRWA provide schools with a purchased water through filling water tanks. The drinking water tanks made of Norista were not installed directly to the ground. So, when it's full of water, it is hard to move it while if they are empty it will be light and easy to move. Some children play with the water tanks and try to push them which can cause danger to them and other children around.		The water quality generally in Gaza are worse only 10% have of the population have access to water, so UNNRWA provide schools with a purchased water through filling water tanks. The drinking water tanks made of Norista were not installed directly to the ground. So, when it's full of water, it is hard to move it while if they are empty it will be light and easy to move. Some children play with the water tanks and try to push them which can cause danger to them and other children around.		Access to safe water is a right for all students, this include the water storage tanks material and design. The water tank should be fastened safe into the ground not to expose children to risk of injuries.
2.8	Bathroom numbers	10	10	10	10	
2.9	Bathroom location and access to hygiene	The number of bathrooms is not enough for the number of students, They are in separate blocks far of CRs. The location north of the	Behind the school building, they are far away from the classrooms as well as far to be monitored. Due to	Bathrooms far away from the main building of the schools, in a hidden area, see annex (). Students can be	Bathrooms in separate blocks. Also, they are far away from the classrooms. Students may not go to bathrooms as they will miss part of classes.	The location of bathrooms and lack of supervision introduce an opportunity for bullying and sexual harassment, intimidation, abuse and violence. It should be mandatory to have the bathrooms monitored by a supervisor. In addition, it should be

#	Items	A	B	C	D	conclusion and recommendations
		school does not expose the bathroom to sun light. This is unhealthy for the student's hygiene; sun kills all bacterium may exist in bath. No bathroom specially for disabled people.	that student can be exposed to violence No bathroom specially for disabled people.	subjected to violence and peer influence. There are two blocks for bathrooms in the north-west, it is better health to be in the east so to be exposed to the sunlight, the sun kills all bacterium. No bathroom specially for disabled people.	10 bathrooms are not enough compared to the student population. It mostly will be crowded during the 15-minute break. No bathroom specially for disabled people.	mandatory to be in appropriate condition and regular maintain for use for all students (boys and girls). A plaque should be hanged in bathrooms to encourage students to report bullying cases.
2.10	Gathering hall for parents' meetings and other social activities	Multipurpose room	Multipurpose room	Multipurpose room	Multipurpose room	
2.11	Outside area	Yes, open area not shaded. This exposes children to high temperatures during summertime, and rain during winter. It is not equipped for sport classes.		Yes, open area not shaded. This expose children to high temperature and during summertime, and rain during winter. It is not equipped to for sport class,		Shaded areas should be a priority in every school to protect the student during the break from the sun in summer and rain in winter which can expose them to different health problems.

#	Items	A	B	C	D	conclusion and recommendations
2.12	Green areas	In both schools there are no green spaces.		There are green areas, but they are small.		
2.13	Sports and locker rooms for change clothes	No, students change their clothes for sport classes in the CRs. Note: most of the time, the sport classes are not taking place.		No, students change their clothes for sport classes in the CRs. Note: most of the time, the sport classes are not taking place.		lack of shaded and closed play yard does not encourage particularly girls to practice physical activities.it is mandatory to have closed and shaded outside areas and conduct the sport classes there.
2.14	Art and drama classes	No place, they are not part of the education plan		No place, they are not part of the education plan		Specified Art and Drama classes are a step to motivate students to professionalize these Arts in future.
2.15	Sites for monitoring students	No	No	No	No	Design and include Art and Drama classes within school buildings a step to motivate students to professionalize these arts in future.

2.2.2.3 Online survey among a sample of parents

The third step was to design and conduct an online survey among a sample of parents in order to measure their satisfaction of the school environments from a gender and disability rights perspective, as well as, have their feedback regarding safety issues at school. The survey was divided to three sections

1- Access to and from school
2- School environment - facilities and services
3- Parents participation in schools' design

The survey was conducted online, where a total of 102 respondents filled out the survey, as a representative sample of the parents' population in the Gaza Strip. See the detailed analysis and the survey template in Annex (3)

Main conclusions:

- Access to and from school: According to the results of the parents' survey, the UNRWA schools' locations for were not near to children neighborhood; the children have no easy access to transportation in order to reach their schools; the schools gates weren't far from the main street; the children aren't safely cross the streets going to their schools; there are hazards locations near to children' schools; parents don't feel safe to send their sons and daughters to school.

- School environment - facilities and service: The majority of the respondents indicated that the UNRWA schools' environment - facilities and services doesn't appropriate. This mean that the UNRWA schools were not designed to prevent bullying and violence in the school to take place among students; schools' playground isn't safe for children; the lightening in the playground isn't good; children aren't willing to practice extracurricular activities in school facilities; the lighting in the class room isn't good; children don't feel safe to access the school bathroom; children don't feel safe to use the latrine in the school; the lightening in the bathroom isn't good; parents don't feel safe to send their daughters to school during their menstruation time; children don't feel satisfy of the school and class design; the children complain about the ventilation system in the class.

- Parents participation in schools' design: the respondents indicated that they didn't participate in UNRWA schools design to some extent. This means that the majority of parents had not been invited for attending school meetings; they had not participated in identifying student`s needs to rehabilitate, renovate or build a new school; Schools were not designed and established to be safe for the students.

Parents have concerns on school environment conditions towards boys and girls equally. One parent said, "I usually don't feel safe for sending my children to school whether they are female or males, as the school location is close to a dangerous location.". While, according to another parent "the schools have unsafe stairs, where children pushing others when they are moving up and down stairs". In addition, some parents have concerns about the bathroom location in schools, as he explained that "their children are afraid to use the bathroom during the school day". Further, parents noted that schools are usually designed without any consideration to the children age "In reality, the school designated for two stages together primary and preparatory stages". In fact, the primary school facilities should fit a child who is 6 years old, while the preparatory should be for a child who is 11 years old".

Furthermore, a total of 24 respondents reported their concerns on female students, who are usually absent from schools during their menstruation period because of poor sanitary services, which does not meet their needs, for instance the unclean condition of the latrines so the girls prefer not to use it; there are no hygiene pads available for emergencies; and the infrastructure of the toilet are not comfortable and need maintenance. In such cases, female students are forced to skip some school days.

Main Recommendations from the analysis and the parent's survey:

Despite the fact that the design of site plans for schools[4] built in the recent ten years and shared by UNRWA shows that UNRWA is taking into account the principle of inclusiveness while designing the school's sites and buildings. However, it is imperative to expand the intervention to include old schools as well and to introduce the gender mainstreaming approach to the staff who are designing, conducting, supervising and evaluating the school infrastructure projects.

The criteria for the new infrastructure projects of UNRWA brings gender into consideration during the construction design of new schools. It is recommended that the new policy should apply to all infrastructure projects, including the rehabilitation of existing schools, not just on constructing new school projects. UNRWA should go further towards more gender sensitive and rights-based approach when it comes to the rehabilitation of educational facilities for all users in line with the recommendations and based on the analysis and the survey findings. The proposed project is an intervention to implement such recommendations based on the findings of the baseline survey and data analysis.

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[4] UNRWA for this proposal shared new construction schools differ of the old schools were analysed.

2.3 Theoretical framework

2.3.2 Theory of change

Theory of change is the process of mapping the pathways towards the change practitioners seek to achieve. It is a transition process from thinking to tangible outcomes. (Dr. Dana H. Taplin, Dr. Heléne Clark, Eoin Collins, and David C. Colby, 2013).

UNRWA has its own theory of change to achieve inclusive and equitable educational services. In same vein, the project has as its foundation a theory of change following a dual-track approach to gender mainstreaming, including changes at the institutional and the staff levels, which together aim to achieve more inclusive – gender and disability focused - design of facilities to meet the needs of all users as illustrated in figure (5). The Theory of Change is structured on the basis of interrelated actions at different levels, which combined lead to successfully implemented the project. The project aims to ensure equitable access of students to education based on their rights-based needs without discrimination (vision), by means of bridging gender and human rights gaps in terms of educational access and opportunities through gender and rights-based design approach of the staff. The goal will be progressively achieved by means of reduced gender inequality and human rights gaps in infrastructure projects (outcome).
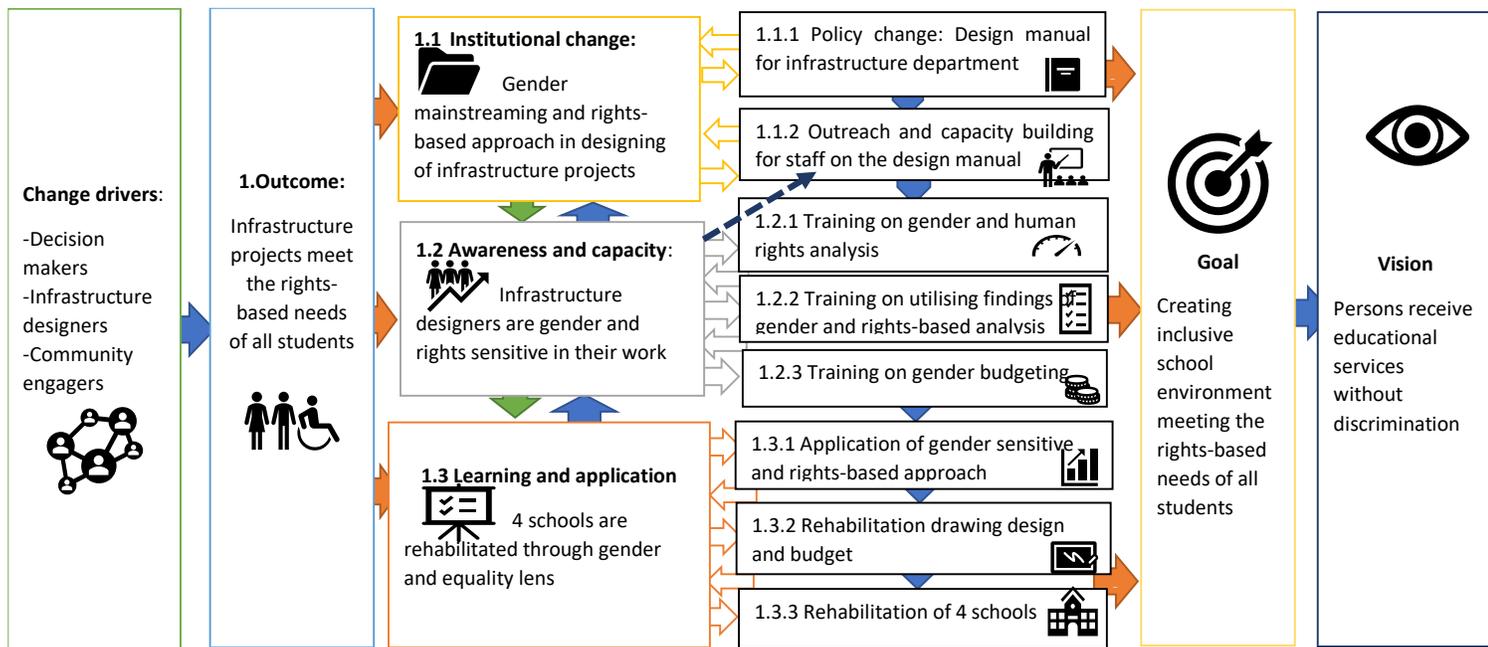
Figure (5) Theory of change

2.4 Methods and means of improvement for the project

The project adopts multiple theories in order to maintain sustainability: 1) **holistic approach** where the project work on the A) individual level through the capacity building of the staff. B) Institutional level: The project is based on a sustainable change as the core of the project design policies with high focus on how to mainstream them within the system. The approval of proposed policies will ensure the sustainability of gender mainstreaming in infrastructure projects' design.

2) **Participatory approach**, where the project at the institutional level requires the active collaboration from the other departments in order to implement it successfully. In addition, the project reinforces the community engagement through ensure active participation of community members, during the needs assessment process. The project is built according to a comprehensive participation of parents and other relevant stakeholders during the different stages of the project.

3) **Learning by doing**, the staff will apply the gained skills from the training on case studies from their work. As well as, they have to develop a set of policies to apply gender equality. Learning by doing will enhance their capacities on the long term especially, related to rehabilitation plans development for 4 schools, in the second phase, and construction the plan on the third phase of the project.

2.5 Capacity to implement the project

UNRWA is the agency implementing the project. The figure (6) shows the organization structure and the flow of corporation among the operations field.
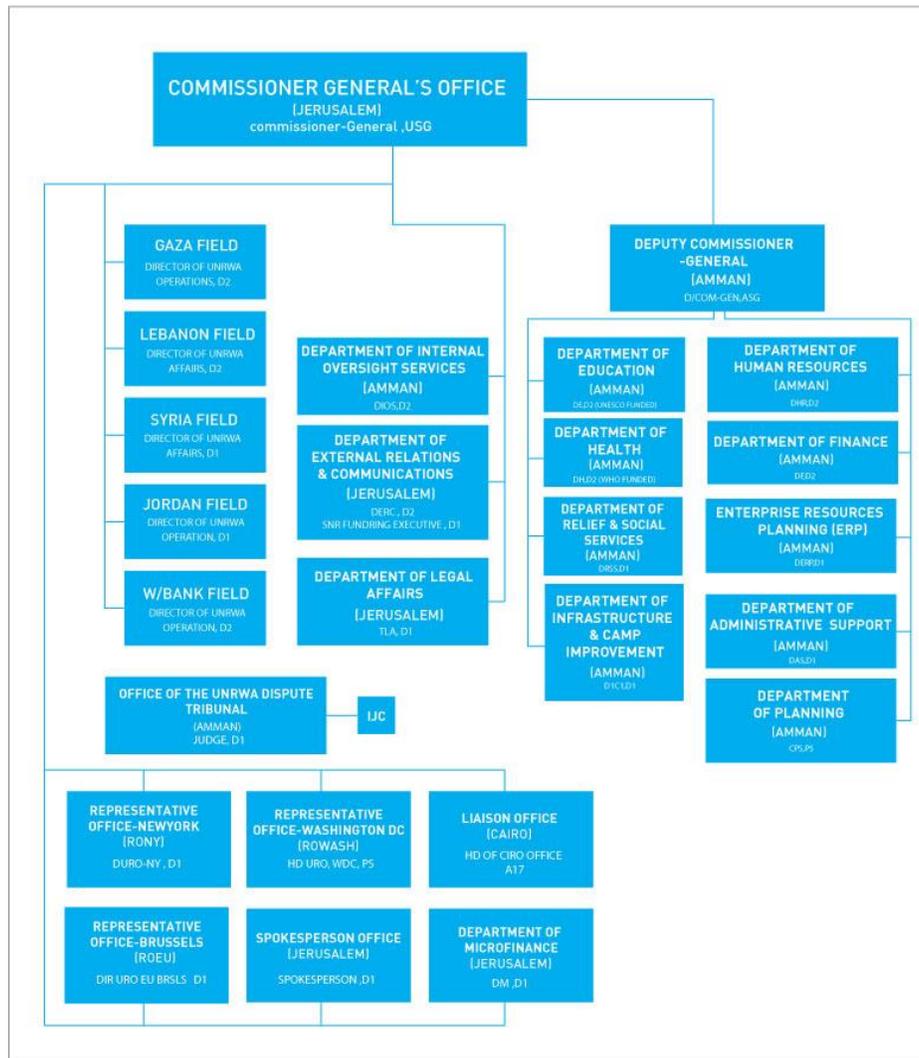
Figure (6) UNRWA Organization Structure

The implementing partner of the project will be the Gaza field office, the department of infrastructure and camp improvement (ICIP) in collaboration with the gender mainstreaming officer.

Gaza field office (GFO) consists of (4) departments as shown in the figure (7)
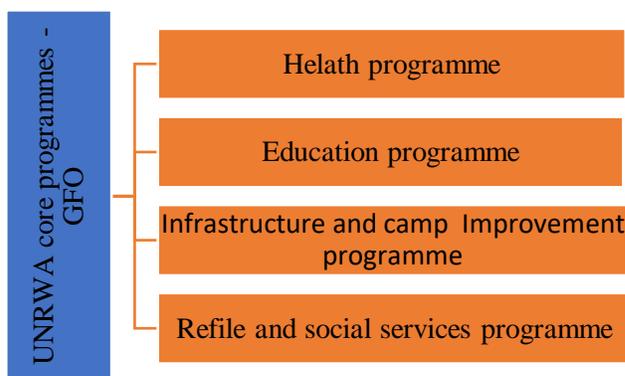
figure (7) Gaza field office programme

Since the establishment of the UNRWA in 1949, it has designed and constructed buildings for services delivery such as health centres, relief services offices, distribution centres, education facilities…etc. The table (4) shows the number of infrastructure projects were conducted by the Infrastructure and camp Improvement programme ICIP.

Table (4): Number of infrastructure projects were conducted by UNRWA

#	Type	Number of projects
1	refugee camps	8
2	schools	275
3	health centres	22
4	relief and social services offices	16
5	micro-finance offices	3
6	food distribution centres	11

In terms of changing policies on gender equality, UNRWA has experience in doing so which is important for the project. In 2015, a significant achievement took place when the infrastructure department changed its policy for housing registration to mandatory co-signing policy. It constitutes a gender equality intervention introduced in 2014 with the aim to protect equally the property right of men (husbands) and women (wives) in case of the housing units donated by UNRWA to the refugee families. The intervention was adopted by the agency leadership and by the senior level engineers in the department as a policy. The policy states that the housing unit donated by UNRWA (locally considered as house ownership document) to be co-ownership between the married couples. Palestine is constrained by social norms and a patriarchal system. (Convention on the Elimination of All Forms of Discrimination Against Women [CEDAW], 2017), and due to the humanitarian crisis, the Gaza situation is particularly worrying in this regard. (International labour office [ILO],2018; United Nation [UN] ,2018). According to Muin Moqat-site Engineer, UNRWA

shelter spokesperson- articulated in a personal communication "UNRWA worked hard to provide shelter for families in need, the undertakings for new housing units were always only signed by heads of households, excluding their spouses from ownership. only when proven that a wife is the head of household, she is eligible to sign the undertaken (right to benefit document, locally ownership document).

2.7 Collaboration with other players / stakeholders and actors in the field

The Infrastructure and Camp Improvement Programme (ICIP) collaborates with other departments in different stages of the project cycle. In case of educational facilities, it collaborates with the educational programme, as well as the health programme (water and sanitation etc.) on the design phase of infrastructure projects. Afterwards, there is a tendering process to construct the buildings based on the design. Therefore, there is also cooperation with the procurement department and the financial department in order to release the instalments and contract with other stakeholders.

Moreover, the ICIP collaborate with the Gender mainstreaming officer, for discussing the gender priorities. As the Gaza field office has one gender mainstreaming officer, who is responsible for advising on gender technical issues to the field leadership and proposing and following agency gender equality progress. In addition , the officer conducts various activities to enhance the staff capacities and abilities to apply the concept of gender equality and mainstream it within operational policies.

The gender mainstreaming officer is in charge of leading the Gender Taskforce, -the gender taskforce consists of gender focal representatives of UNRWA departments and programme- where gender disparities are discussed within the UNRWA and opportunities to solve these issues or alleviate their impact explored. The gender mainstreaming officer (GMO) has 5 -year experiences in articulating the agency policy and gender equality strategy. The GMO will be part of following the project with ICIP

UNRWA has a history of cooperating with International non-governmental organizations (INGOs), NGOs and CBOs. In the case of the INGOs, UNRWA participates in most of the UNs clusters including the protection cluster which looks into gender-based violations and protection from violence. UNRW has worked with NGOs as a contractor for conducting projects with the civil society under memorandums of understanding or services contract. UNRWA as well as has worked with Community Based Organizations, that are reaching out to the most vulnerable communities.

In addition, UNRWA following the process of bidding in order to contract with constructions contractors and suppliers. The service contracts are the agreements and conde of conduct between contractors/suppliers and UNRWA, accordingly, perform based on its articles. The capacity of the suppliers to equality perform is evaluating according to a set of criteria, the project aims to include gender equality

within the Term of reference (TOR) of the bidding documents and revise the bidding language to avoid gender inequality.

2.8 Gender and equality approach(es) used in the project

Gender Mainstreaming (GM) is of relevance in infrastructure projects in various sectors. (Organization for Economic Co-operation and Development,2004).) Therefore, the GM approach has been adopted by multiple international agencies such as the United Nations Office for Project Services (UNOPS) which formulated a gender mainstreaming guide in infrastructure projects. Swedish International Development Agency (SIDA) which is the 3rd largest donor in the oPt has also formulated a gender mainstreaming guideline for urban infrastructure projects. (SIDA,2017; UNOPs, 2016)

The Council of Europe and the UN Economic and Social Council Agreed Conclusions 1997/2 defined Gender Mainstreaming similarly with two main dimensions, strategy and empowerment. They define gender mainstreaming as a strategy to figure out tools to integrate gender equality with strategic policies, in order to empower all vulnerable people with justice. (Council of Europe,2004 ;UN Economic and Social Council,1997). Pollack and Burton go further to consider "gender mainstreaming is a potentially revolutionary concept which brings gender into all polices". (Pollack & Burton,2000).

CEDAW stipulates that the policies of the State parties to the Convention must be gender mainstreamed and that practical actions and results must "link to mainstream governmental budgetary processes in order to ensure that all aspects of the policy are adequately funded (CEDAW/C/2010/47/GC.2). Nationally, the National Policy Agenda 2017-2022 emphasizes the importance of gender mainstreaming practices in providing tools to apply the principles of gender equality and guarantee they are integrated into public policy (NPA, 2017).

Gender mainstreaming essentially consists of two main steps: a gender analysis to establish a baseline of the status of the equality between women and men, and subsequent utilization of the findings to inform decision on interventions to implement to cover the gap between the baseline status and the desired outcome. As such, gender and equality mainstreaming is a long -term process which requires time, resources, skills, and persistence in order to result in a positive tangible change. (Derbyshire,2012).

Accordingly, the project suggests a gender mainstreaming approach to be activated within the infrastructure department. The project will be built on designing a GM guideline manual for the infrastructure department and mechanisms to be adopted within the rules and regulations of the department.

2.9 Advocacy and participatory method

In order to capture the perspectives of all stakeholders, the pilot project will use a participatory approach to enable community involvement in during the design phase of infrastructure projects. Accordingly, the baseline studies were conducted to engage the community to identify the gender gaps which need to tackle. Moreover, the project will be built based on the collaboration between the organization, staff and community to succeed.

3. Project framework

3.1 project goal

Creating inclusive school environment meeting the rights-based needs of all students.

3.2 project purpose

This project seeks to enhance the application of gender analysis and mainstreaming approach within UNRWA particularly Gaza Field office, Infrastructure and camp improvement programme. The project aims to achieve sustainable development within the organization that affects the staff performance to be aware of gender equality and other human rights issues within any project cycle. The project directly targets 100 ICIP staff, 13,000 UNRW employees in Gaza and almost 1.4 million refugees are served on a daily basis to be equally treated.

3.3 specified objectives (pathways of change)

3.3.1 formulate a manual for gender and equality mainstreaming policies within UNRWA infrastructure unit.

3.3.2 Explain the importance of the gender and equality mainstreaming in promoting equality and a responsive environment in UNRWA and among staff.

3.3.3 Reference to the importance of gender and equality mainstreaming as fast-growing tools for promoting equality and contribute to the development of scientific research in this field.

3.3.4 Contribute to the development of infrastructure rehabilitation plan for school that is more gender sensitive / responsive and rights based.

3.4 project outcomes

3.4.1 Infrastructure projects meet the rights-based needs of all students

In order to achieve the outcome of the project a guideline manual will be designed as a part of the activities to reinforce the capacity of the agency to apply gender equality within its policies. Also, capacity

building for staff as the following step of designing the manual to train the staff how to conduct a gender analysis and apply its findings practically.

3.5 project outputs

3.5.1 Gender mainstreaming and rights-based approach in designing of infrastructure projects is developed

<u>Activity 1: Design gender and equality manual (guidelines) for infrastructure departments</u>

A comprehensive manual will be designed including the basic criteria for incorporating gender and rights-based perspective into the design of buildings including educational facilities, clinics, distribution centers, etc.). The manual should include all the stages of designing from formulation of the bidding documents to the construction of infrastructure projects. For this purpose, a global expert will be contracted through an international tender process. The manual shall be cleared and concise to be understood later by all staff. A participatory approach will be followed to guarantee the participation of all stakeholder, as well as engagement of senior management and made mandatory to use. The selected consultant will present a detailed TOR for his intended work that will be done in order to achieve this goal.

The Manual at least shall consist of multiple chapters:

1- Tendering, Designing tender through gender equality and human rights lens.
2- Gender analysis
3- Mainstreaming findings from gender analysis into the design of project
4- Gender sensitive decision making related to infrastructure priority projects.
5- Separate chapter for each type of building (education, health, relief, etc.).

The consultant should conduct meetings with all optional stakeholder, UNRWA staff, as well as any agency or party will use the manual and have access to the building as staff or beneficiaries.

<u>Activity 2: Outreach and capacity building for staff on the designed manual</u>

A workshop will be organized in order to present the guideline for the staff, and to equip them with the knowledge and the skills in order to apply gender analysis and mainstreaming according to the positions which they occupy. The staff will be divided according to their work occupation to 5 groups, 25 per each group. Each group will apply the knowledge and skills into their daily work and have access to the expert in-house while implementing/ practicing the new skills. Moreover, the workshop will introduce the fresh technical language of engineering and gender in this regard. A total of 100 staff are expected to participate in the workshop and receive technical guidance on how to apply the guideline to their work.

3.5.2 Infrastructure designers are gender and rights sensitive in their work

Activity 3: Capacity building training on gender and equality analysis

Capacity building for the ICIP will be organized on gender analysis skills. Through this training, the engineers will be able to learn the main gender disparities with the institution's policy structure. Moreover, they will be trained to apply the analysis on official documents, which were endorsed to establish infrastructure projects within the agency. The training will target all staff with no exceptions, and the groups will be mixed up in order to exchange knowledge and experience. A total of five groups will be formulated, where decision makers will be divided to be present in each group almost. By the end of the training, the groups will develop a gender analysis for 5 policies to be revised in order to make it more gender and rights-based approach sensitive.

Activity 4: capacity building on how to utilize findings of gender and equality analysis and mainstreaming into decision making process

The ICIP staff will also receive this level of training, in order to enhance their competencies for applying the analysis recommendations and lesson learnt into the designed projects. Training on gender mainstreaming approach will be included within the training agenda as a recognized approach for achieving sustainable change and progress. Successively, a group of 20 decision makers and 80 staff will be trained on articulating and stipulating concepts/policies to achieve progress in gender equality within the department projects, as a result, the agency as a whole.

Activity 5: Capacity building training on gender budgeting for decision makers

A total of 25 Decision makers within the agency mainly in infrastructure will only receive this training. The training aims at providing technical guidance on how to build a gender-sensitive budget. The decision makers by the end of the training are required to be more gender budgeting sensitive and have the willingness to apply it within the infrastructure projects. The decision makers will be involved in the training for 5 days, 5 hours per day.

3.5.3 4 Schools are rehabilitated through gender and equality lens

Activity 6: Application of gender sensitive and rights-based approach in rehabilitation design for 4 school, including community engagement

A gender analysis will be conducted jointly with the end users, and community members including (women, men, boys, girls, disables…. etc.). Therefore, a series of community meetings will be held, where 5 meetings will be conducted per school, with 25 participants. Each meeting will last for two hours discussing the critical needs of each group. The staff with the project team will implement a gender analysis

with practical recommendations. The recommendation will be considered to develop the rehabilitation drawings and budget.

Activity 7: developing the rehabilitation designs with gender perspective and right-based approach along with budget

The staff of the ICIP Design Unit in the UNRWA in Gaza will prepare the site plans, design tender documents related to the schools which will be rehabilitated based on the gender analysis. The staff during the design process will work on the budget allocation for the design and infrastructure changes, which should be done in the selected schools. As a result, a proposal will be produced to announce the biding and start the establishment of the third phase of the project.

After approving the proposal and the budget, ICIP in corporative with procurement unit will work on the tender process. Where The tender process goes through multiple steps in cooperation with other departments for announcing, receiving tenders, technical and financial evaluation and awarding it.   It is the responsibility of the department of (ICIP) to prepare the tendering documents in order to establish, maintain, rehabilitate and restore building. The process is illustrated in the figure (8)
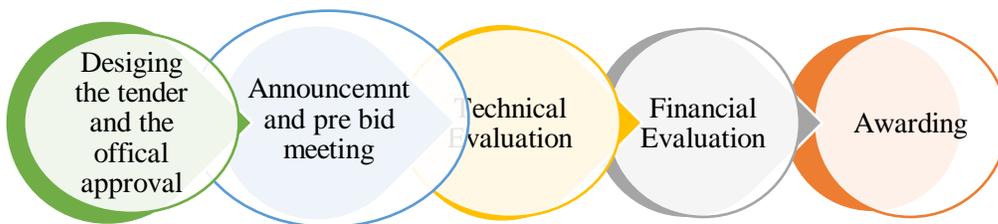
Figure (8): The Tendering Process

Three workshops on gender quality and equality will be organized with contractors. The aim of the workshops is to introduce the gender concepts to the contractors and collaborate to achieve the project goals. A total of 100 participants shall participate in the workshops.

Activity 8: 4 schools are rehabilitated through a gender equality and human rights lens

The staff of ICIP will monitor and follow the construction of the project, the contractors have to follow UNRWA code of conduct in this term. The project officer along with ICIP staff will develop a monitoring plan to ensure the project is conducted with a gender lens.

4. Target group

figure (9) shows the target groups of the project.
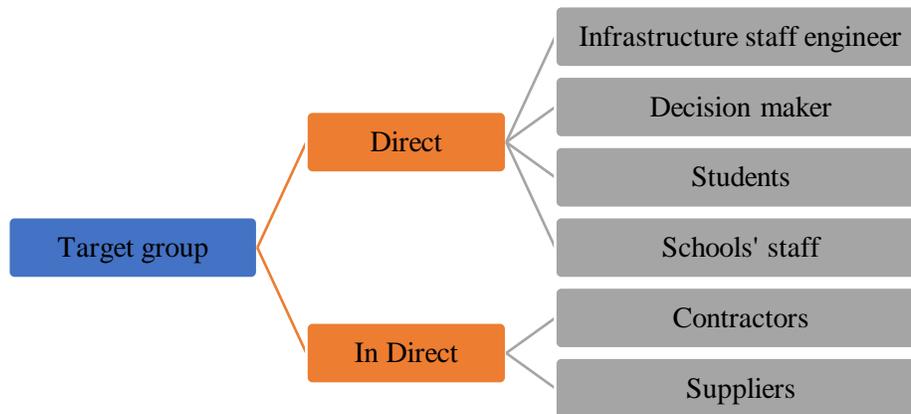
Figure (9): The target group

4.1 Description of project sites

The training will be facilitated by the project officer, where schools will be selected for rehabilitation according to pre-identified set of criteria, after the first phase of the project with direct participation from staff and decision makers.

4.2 Target beneficiaries

100 staff will be directly benefited of the project activities and will increase their knowledge on applying gender analysis and how utilize it while design infrastructure project. Moreover, decision maker particularly will increase their knowledge of gender sensitive budgeting. More than 3000 students (50% boys, 50% girls) will be benefited from the rehabilitated schools, with improved design environment that foster gender needs of the students.

5. Project implementation

5.1 project administration

An in-house team of experts consisting of international and national will deliver the trainings and oversee and guide the practical application within UNRWA. The Human Resource department in cooperation with ICIP gender focal point and Gender mainstreaming will prepare the TOR of the project officer as it is mandatory to recruit an expert on gender mainstreaming with background on engineering.

In the second and third phase of the project The ICIP staff will be responsible to carry on the activities, as part of the learning process. Therefore, the project team (Project officer and Project Assistance) will be contracted partially.

5.3 Activity and resources plan

Table 5 illustrates the sources of the activities plan combined with the time; the project will be conducting on three years.

1- Phase one (Y1): Institutional change and individual

2- Phase (Y2): Applying the knowledge, through developing the drawing conducting the naylaia.,

3- Phase three (Y3): establishment of the project.

The logical framework Annex (5), Action plan Annex (6)

Table (5): Resource and activity plan

REF.	ACTIVITY	INPUTS	DELIVERABLE(S)	RESPONSIBILITY	TIME FRAME		
					Year (1)	Year (2)	Year (3)
	Project preparation			**Project officer**	X		
1.1.1	Design gender and human rights manual (guidelines) for infrastructure departments	A house team	Manual	Consultant	X		
1.1.2	Host workshop for presenting the manual		Awareness raising	Project officer (PO)	X		
1.2.1	Capacity building on gender and human rights analysis	Training logistical, and training documents	Knowledge and skills	PO, consultant	X		
1.2.2	Capacity building on how to utilize findings of gender and human rights analysis and mainstream into decision-making	Training logistical, and training documents	Knowledge and skills	PO, consultant	X		
1.2.3	Capacity building on gender responsive budget for decision maker	Training logistical, and training documents	Knowledge and skills	PO, consultant	X		
1.3.1	Gender and equality analysis and mainstreaming of findings for 4 established schools in Gaza		Rehabilitation plan	PO, ICIP team		X	

REF.	ACTIVITY	INPUTS	DELIVERABLE(S)	RESPONSIBILITY	TIME FRAME		
					Year (1)	Year (2)	Year (3)
1.3.2	Rehabilitation for 4 schools		Schools meeting rights-based needs of different students	ICIP staff, PO			X
	Evaluation		Lessons learned: best practices and space for improvement	Consultant			X
	Reporting		Accountability	PO	X	X	**X**

5.4 Risk analysis

The table 6 shows the risk analysis of the project, and both the impact of the project progress and the ways UNRWA plan to mitigate the impact of these risks

Table (6): The risk analysis

Risk	Impact	Mitigation
Political: Instability of Gaza situation	Delays in conducting the project, especially in case the escalation continues as what has happened in 2014 for 57 days.	UNRWA during the reporting will inform the donor about the situation and be warming in the case of sudden emergency. The staff of UNRWA is well trained to work during-within and after the emergencies in this situation, the staff will work after the end of any escalation to avoid being behind the schedule of the project,
Economic: The blockade and closure of borders to inter material to Gaza	Delay in conducting the project	UNRWA's interface with the Israeli Ministry of Defense for construction projects as the Coordinator of Government Activities in the Territories (or COGAT) to construct any facility in Gaza. Therefore, UNRWA evaluates the feasibility of the new measures and adapt its monitoring procedures.
Financial Risk: insufficient financial and human resources for implementation	May cause delay in the implementation of the project activities.	UNRWA has a project department who is responsible for fundraising and have the sufficient experience in marketing the project with

Risk	Impact	Mitigation
		different donors. UNRWA with collaboration with its five field operations/offices to recruit the international and national staff needed to conduct the project

6.Visibility

The international, as well as the local community, will be made aware of the project contribution, with a reference to the donor, through media coverage, public information materials produced by the Agency and by fixing a plaque on the entrance of each of the facilities. Which will be rehabilitated under the project. In addition, a banner indicating the donor's name will be erected at the project sites during the implementation phase. The UNRWA will also produce a short video documenting the various stages of the project implementation.

7. Budget

Table 7 shows the financial cost of the project. The budget is not fix, by the second year of the project the engineers staff will design and propose an accurate budget according to the gender analysis report. The amount of the rehabilitation construction has estimated based on initial estimates for the schools' rehabilitation work.

Table (7): Project Budget

#	Item	Unit	cost/ unit $	quantity	Total
	Personnel				**141.600**
	International consultant	month	5.000	12	60.000
	Project officer, (Engineer and gender knowledge)	month	1.600	36	57.600
	Project assistant (financial) (12 m+6 m+6m)	month	1.000	24	24.000
1.1	Output 1.1. Institutional change				**5.600**
1.1.1	Designing of the manual and printing	Lump sum	3.000	1	3.000
1.1.2	Workshop for presenting the manual				
	Stationery	group	200	2	400
	Refreshment (Potable water, soft drink, pastry)	participant	200	5	1.000
	Banner	banner	1	200	200
	Rental cost for a hall	hall	1	1000	1.000
1.2	**Output 1.2. Awareness and Capacity**				**30.125**
1.2.1	*Capacity building training on gender and human rights analysis*				

#	Item	Unit	cost/ unit $	quantity	Total
	Stationery	group	50	5	250
	Stationery for trainee	per	100	10	1.000
	Refreshment and lunch (100 per* 5 days)	per	500	20	10.000
	Hall Rent	days	200	5	1.000
1.2.2	*Training on utilizing findings of gender and rights-based analysis*				
	Stationery	group	50	5	250
	Refreshment and lunch (100 per* 5 days)	per	500	20	10.000
1.2.3	*Capacity building on gender responsive budget for decision makers*				
	International Consultant (5 days*5 hr.*1groups)	hr.	75	25	1.875
	Stationery	group	50	5	250
	Refreshment and lunch (25 per* 5 days)	per	25	20	500
	Travel cost for the consultant	Lump sum	5.000	1	5.000
1.3	**Output 1.3. Learning and Application**				**1.001.300**
1.3.1	Gender and equality analysis and mainstreaming of findings into the rehabilitation design for 4 schools in Gaza				
	Meetings with stakeholder (5 meeting *4School)	meeting	50	20	1.000
	Workshop on gender equality for contractors	workshop	100	3	300
1.3.2	Rehabilitation for 4 schools	Lump sum	250.000	4	1.000.000
	Running cost				**18.400**
	communication	month	200	36	7.200
	Transportation	month	200	36	7.200
	Visibility	Lump sum	4.000	1	4.000
	Progromme 11%				**131.673**
	Total Budget				**1.328.698**

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Annexes

Annex (1): Staff online survey

Knowledge of Gender analysis among infrastructure engineers (Architects and civil engineers Gaza strip) -UNRWA

This is an online survey designed for research purpose. Please read the options below and fill in the blanks with the appropriate answers

Strongly agreed	Agreed	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Demographic information

Gender   female   male

Age   23-30   31 -40   41-50   51-

Position   decision making   designing team   field supervision   other

1-Gender mainstreaming framework

Do you know if your organization have a gender and equality policy for your department?

Yes   NO

If yes, please answer the following

#	Gender mainstreaming framework item	5	4	3	2	1
1	My agency has a plan for taking gender issues into account in the design of all the department projects- gender mainstreaming plan					
2	According to the policy, each stage of the project cycle of a construction project is required to take into account gender issues and equality					
3	My agency has a clear policy to conducts a gender analysis **before** designing a building or other infrastructure project					
4	My agency has a clear **policy to use the findings of** gender analysis to inform the design of a building or another infrastructure project (gender mainstream)					

5	My agency has a policy to include both men and women employees in all project stages					
6	My agency has a policy to involve and consult with all relevant stakeholder (users) of infrastructure project before making decisions					
7	My agency has a policy to form a consultative committee(s) with representatives from the respective stakeholders (users)					
8	My agency has a policy to ensure equal representation of women and men on the consultative committee(s).					
9	My agency has a policy to ensure the equal representation of other groups besides men and women such as disabled persons and people of different ages					

Please chose of the below the community members were engaged in your department projects

Women		Girls		Disable persons	
Men		Boys		Elderly people	
Others					

2-   **Resources**

1- My agency has available tools to conduct gender mainstreaming

Yes   No

If yes, please answer the following

Handbook		Checklist		Online training	
Guideline		Templates		Others	

#	Resources	5	4	3	2	1
2	My department has a gender expert					
3	My agency has a gender focal point for applying gender lens within department project					
4	My agency has a focal point for community outreach and stakeholder outreach					

3-Knoweldgae (beliefs and attitudes)

Did you have any training on the relevance of the different needs of women and men or girls and boys for the design / decision making / supervision…"

Yes   NO

#	Knowledge	5	4	3	2	1
1	Gender is relevant for construction work					
2	I know what gender analysis is about					
3	I know how to conduct a gender analysis					
4	I know how to use the findings of a gender analysis to inform my of construction decision and design					
5	I know what gender indicators is					
6	I know how to make a gender indicator					
7	I am aware of the consequences / implications of not mainstreaming gender into infrastructure design.					

Regarding question 6 can you please provide an example

_____

4-System

#	Item	5	4	3	2	1
1	The gender equality policy is introduced and shared with the members of agency in the formal way.					
2	The gender mainstreaming plan is introduced and shared with members of the agency in a formal way					
3	The gender mainstreaming tools are introduced and shared with the members of agency in the formal way.					
4	Collection and use of sex disaggregated data is part of department projects					
5	Monitoring is active in my organization including collecting data for gender indicators					

#	Item	5	4	3	2	1
6	My agency conducts sessions of internal learning / training regarding gender and equality					
7	Gender related issues are discussed in meetings with staff and decision makers and followed upon					
8	quarterly and annual reports include quantitative and qualitative tracking on community engagement, gender statistics, and indicators related to impacts on male and female users					
9	Best gender related practices and lessons learned are documented, shared and applied to new projects					

5-Application

#	Item	5	4	3	2	1
1	My agency conducts a gender analysis before designing a building or other infrastructure					
2	In my agency the findings of gender analysis or gender issues are presented in the design of an infrastructure project in a clear way					
3	Gender issues are taking into account during the construction phase of a building or another infrastructure projects					
4	Women`s rights and needs are considered in construction stages by My agency (decision making, designing, construction, services)					

Annex (2): schools site plan

A: AL Zaiton prep girl school

B: Beach Prep Girl school

shacos

C: New Gaza prep school for boys

Green shaded area

Only one slop

Canteen
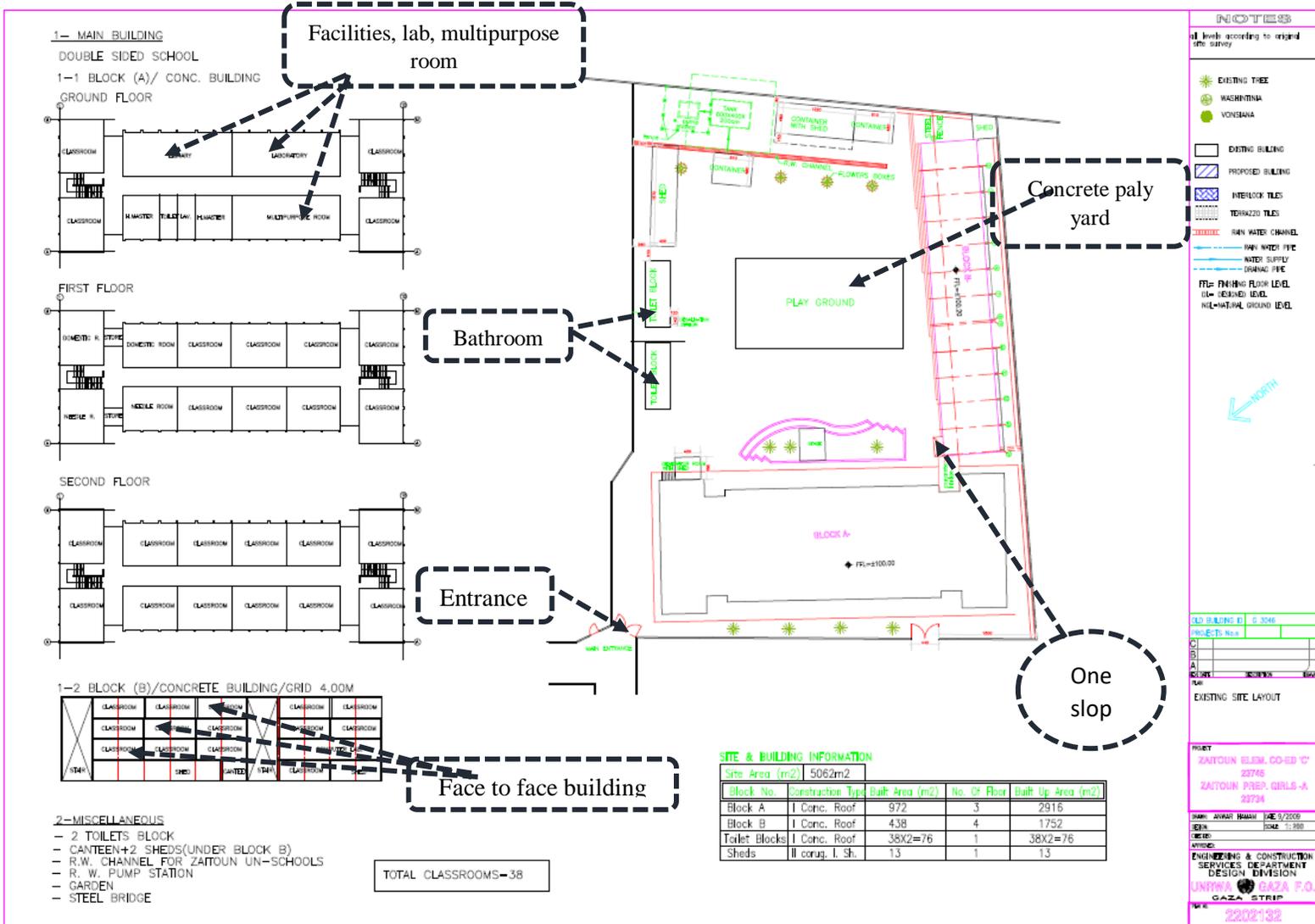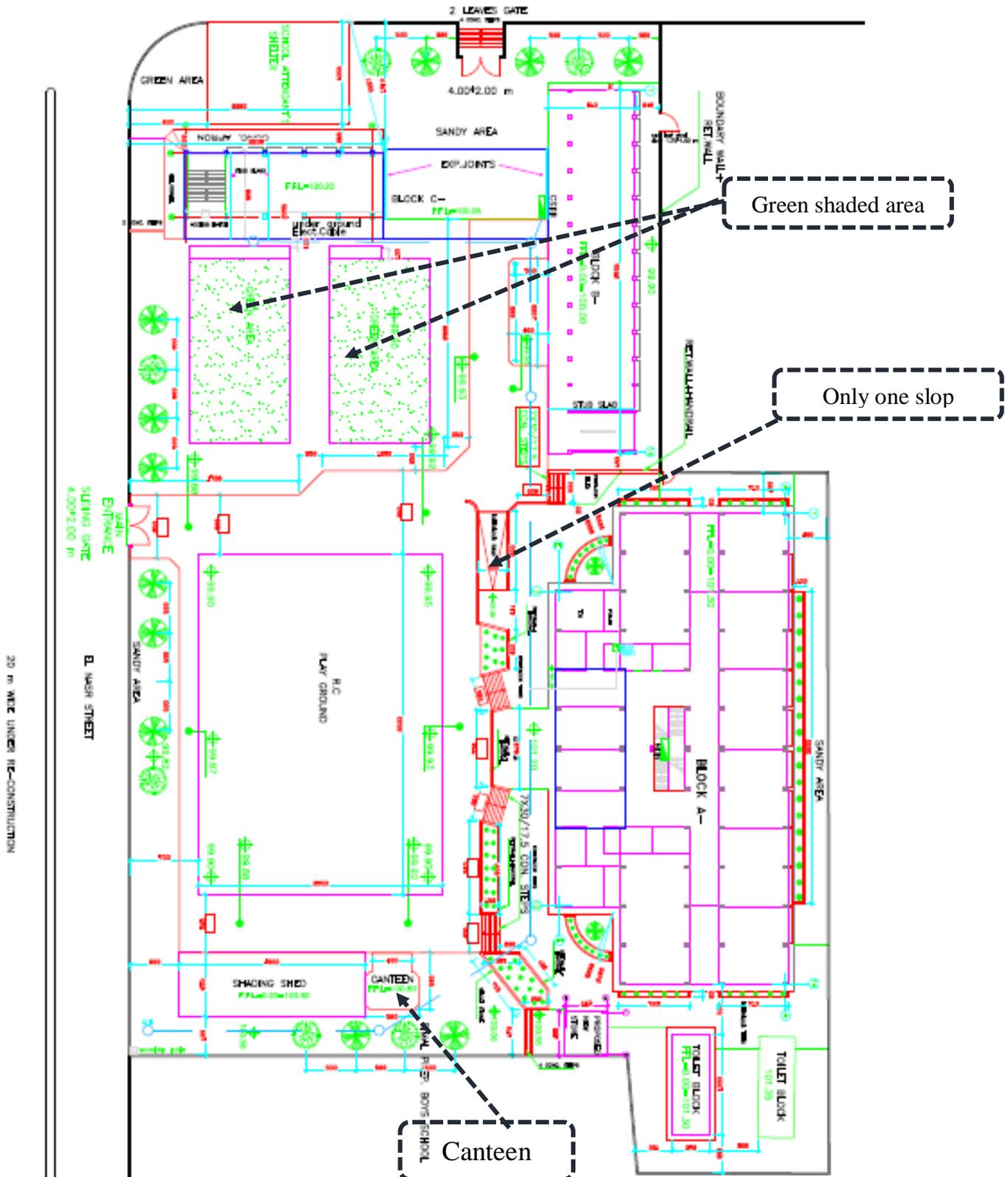
D: Rimal prep boys School
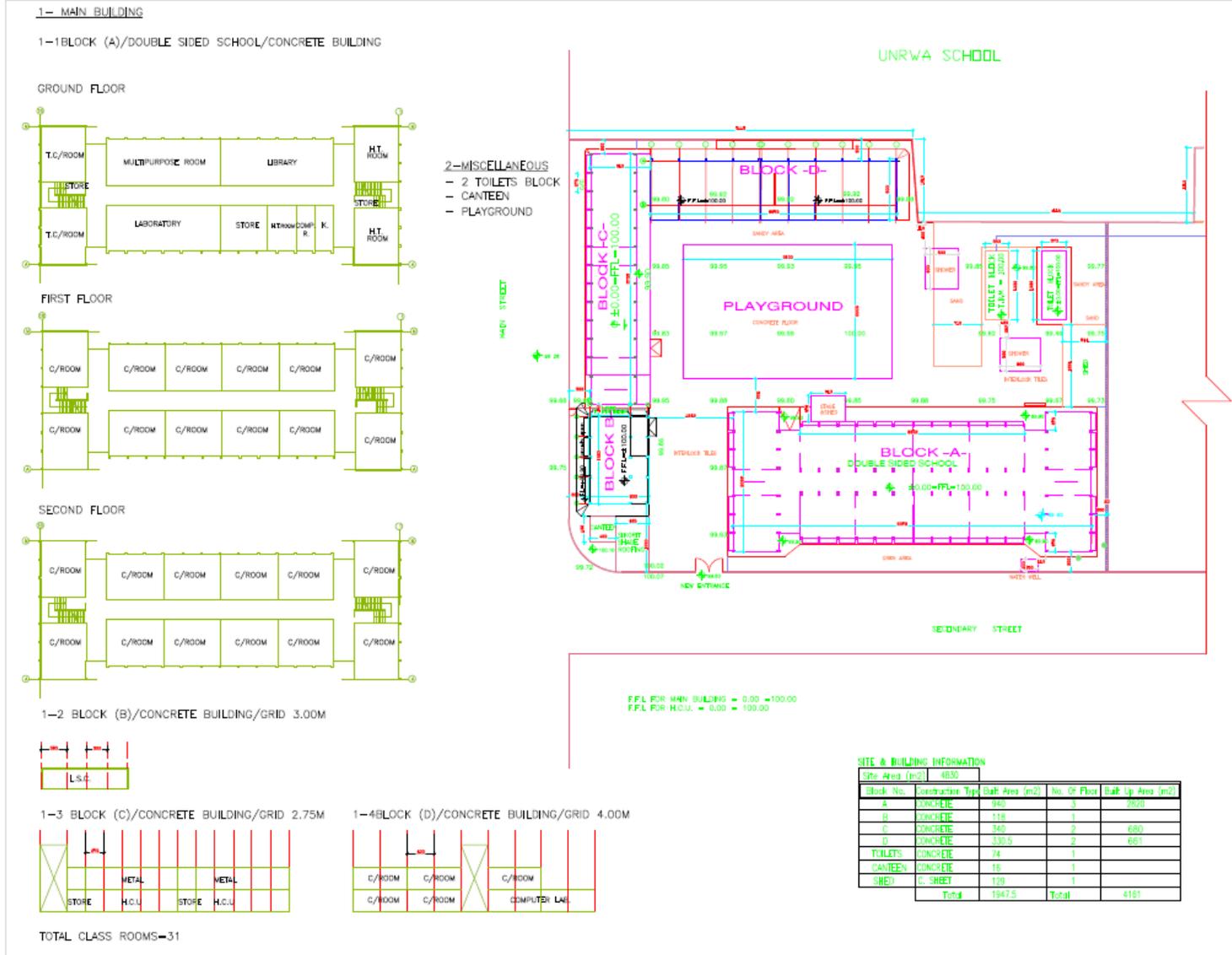
Annex (3): Parent`s online survey and report analysis

Introduction

This report presents the parents online survey was used as a bassline study to assist the parent's satisfaction of Schools environment design. Besides, shows the research population, online survey structures, pilot study, data collection, response rate, and data analysis.

Method

The study is a descriptive analytical, since it will best achieve the objective of the study. The main objective is to measure the satisfaction of parents of the school's environment including buildings and surrounding areas. The research used primary sources of collecting data. The primary source is mainly through using an online survey which was specifically designed for this study.

Resources of data collection:

Primary resources: the primary information was collected via using the main tool of the study which is an online survey designed to serve the goals of the study and then distributing this online samples of parents of UNRWA schools' children through social media

Data collection process:

Data collection process, was started in 08/04/2019, and finished on 27/04/2019, both for the online survey

Study Population

The population of the Research was above 50, 000 parents. Accordingly, the represented sample with 10% error is 100 parents. (Monkey survey, 2019)

The Online survey Design

The online survey was designed in the English language and was translated to Arabic for the responses. Unnecessary personal data, complex and duplicated questions were avoided. The online survey was provided with a covering letter which explained the purpose of the study, the way of responding, the aim of the research and the security of the information in order to encourage high response.

A structured online survey was specially designed for the study and it consisted of three main sections:

- The first section was access to schools.
- The second section was school's environment facilities and services.
- The third section Parent`s participation

Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this study, ordinal scales were used. Ordinal scale is a ranking or a rating data that normally uses integers in ascending or descending order. The numbers assigned to the important (1,2,3,4,5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on Likert scale we have the following:

Item	Strongly	Agree	Do not	Disagree	Strongly
Scale	5	4	3	2	1

Data Analysis and conclusion

This elaborates and discusses all the findings of the study from both the qualitative and quantitative aspects of the study. The findings of the study were mutually reinforcing, and this has made triangulation possible.

Demographics of Sample:

a) **Geographic Distribution**

Table No. (1) shows that 65% of the sample are from Gaza governorate, 14% of the sample are from Middle Area governorate, 12% of the sample are from North Area governorate, 6% of the sample are from Rafah governorate and 4% of the sample are from Khan Younis governorate.

a) **Geographic Distribution**

Table (1): Geographic Distribution

Geographic Distribution	Frequency	Percent
Gaza	66	64.7
North Area	12	11.8
Middle Area	14	13.7
Khan younis	4	3.9
Rafah	6	5.9
Total	102	100.0

b) **Gender**

Table No. (2) shows that 31.3% of the sample are Males and 68.6. % are Females.

Table (2): Sex

Gender	Frequency	Percent
Male	32	31.37
Female	70	68.63
Total	102	100.0

c) **Age in years**

Table No. (3) shows that 63.7% of the sample are" form 31-40 years old ", 22.65% of the sample are of "23-30 years old" and 8.8% of the sample are " 41-50 years". This indicates that majority (86.2%) of the respondents age 23- 40 years old.

Table (3): Age

Age in years	Frequency	Percent
23-30 years	23	22.5
31-40 years	65	63.7
41-50 years	9	8.8
51 years and above	5	4.9
Total	102	100.0

d) **Number of children are enrolled in UNRWA school**

Table No. (4) shows that 50% of the sample have" one student enrolled in UNRWA school ", 26.5% of the sample have "two students", 13.7% of the sample have " 3 students" and 9.8% of the sample have "4 students and more". This indicates that majority (76.5%) of the respondents have one or two students enrolled in UNRWA schools.

Table (4): Number of children are enrolled in UNRWA school

Number of children	Frequency	Percent
1 student	51	50.0
2 students	27	26.5
3 students	14	13.7
4 student and more	10	9.8
Total	102	100.0

Discussion and Interpretation of the Research Questions

1 Research questions:

a) **To what extent the students have access to UNRWA schools.**

Table (5) shows the following results:

- The mean of paragraph #2 "The transportation is easy to access for reaching school" equals 3.56 (71.18%). This means that the respondents agreed to this paragraph, which have the highest mean

- The mean of paragraph #10 "I feel safe to send my disabled daughter to school" equals 2.41 (48.24%). This means that the respondents agreed to this paragraph, this paragraph which has the lowest mean.

- In general, the field "**access to school**" equals 2.95 (58.90%), where the results for all statements of the field show that the majority of the respondents indicated that their children are already have access to UNRWA schools.

That mean that the UNRWA schools' locations for almost (42.1%) were not near to children neighborhood; their children have no easy access to transportation in order to reach their schools; the schools gates weren't far from the main street; the children aren't safely cross the streets going to their schools; there are hazards locations near to children' schools; parents feel safe to send their children to school and they don't feel safe to send their son(s) and daughters to school.

Table (5)

#	Item	Mean	Proportional mean (%)	Rank
1	The school location is near to my children neighborhood	3.21	64.12%	4
2	The transportation is easy to access for reaching school.	3.56	71.18%	1
3	The gate of the school is far from the main street.	2.78	55.69%	7
4	My children safely cross the streets in ease.	2.59	51.76%	8
5	There are no hazards locations near to my children schools	2.82	56.47%	6
6	I feel safe to send my children to school	3.27	65.49%	2
7	I feel safe to send my son(s) to school	3.26	65.29%	3
8	I feel safe to send my daughter(s) to school	3.11	62.16%	5
9	I feel safe to send my disabled son to school	2.43	48.63%	9

#	Item	Mean	Proportional mean (%)	Rank
10	I feel safe to send my disabled daughter to school	2.41	48.24%	10
	All paragraphs of the field	2.95	58.90%	

b) **To what extent the UNRWA schools' environment - facilities and services are appropriate**

Table (6) shows the following results:

- The mean of paragraph #4 "My child/children is/are willing to practice extracurricular activities in school facilities" equals 3.36 (67.25%). This means that the respondents agreed to this paragraph, which have the highest mean

- The mean of paragraph #7 "My child/children feel safe to use the latrine in the school." equals 2.06 (41.18%). This means that the respondents agreed to this paragraph, this paragraph which has the lowest mean.

- In general, the field "schools' environment - facilities and services" equals 2.60 (51.97%), where the results for all statements of the field show that the majority of the respondents indicated that the UNRWA schools' environment - facilities and services doesn't appropriate.

This mean that the UNRWA schools were not designed as to prevent bullying and violence in the school to take place among students; schools' playground isn't safe for children; the lightening in the playground isn't good; children aren't willing to practice extracurricular activities in school facilities; The lighting in the class room isn't good; My child/children don't feel safe to access to the bathroom during school time; children don't feel safe to use the latrine in the school; The lightening in the bathroom isn't good; parents don't feel safe to send their daughters to school during their menstruation time; children don't feel satisfy of the school and class design; the children complain about the ventilation system in the class.

Table (6)

#	Item	Mean	Proportional mean (%)	Rank
1	The school is designed as to prevent bullying and violence in the school to take place among students (open visible spaces that is easy to monitor etc.)	2.76	55.29%	5
2	The playground is safe for my child/children	2.59	51.76%	7
3	The lightening in the playground is good.	2.87	57.45%	3
4	My child/children is/are willing to practice extracurricular activities in school facilities	3.36	67.25%	1
5	The lighting in the class room is good	2.81	56.27%	4
6	My child/children feel safe to access to the bathroom during school time	2.62	52.35%	6
7	My child/children feel safe to use the latrine in the school.	2.06	41.18%	14
8	The lightening in the bathroom is good.	2.53	50.59%	8
9	I feel safe to send my daughter to school during her menstruation time	2.29	45.88%	12
10	The school classes are deigned to be friendly to students	2.24	44.71%	13
11	My children feel satisfy of the school and class design	2.43	48.63%	10
12	My children do not complain about the ventilation system in the class	2.46	49.22%	9
13	The facilities of the school such as bathrooms and playground is supervised / monitored	2.40	48.04%	11
14	If my child/children experience some bullying, harassment or violence in school (playground, bathroom, classroom) they can report to someone and get help / assistance.	2.95	59.02%	2
	All paragraphs of the field	2.60	51.97%	

c) To what extent parents are participated in UNRWA schools design.

Table (7) shows the following results:

- The mean of paragraph #1 "I had been called for attending school meetings." equals 2.99 (59.80%). This means that the respondents agreed to this paragraph, which have the highest mean

- The mean of paragraph #2 "I participated in identifying student`s needs to rehabilitate, renovate or build a new school" equals 2.17 (43.33%). This means that the respondents agreed to this paragraph, this paragraph which has the lowest mean.

- In general, the field "Parents participation" equals 2.51 (50.12%), where the results for all statements of the field show that the respondents indicated that they didn't participate in UNRWA schools design to some extent.

This means that the majority of parents had not been invited for attending school meetings; they had not participated in identifying student`s needs to rehabilitate, renovate or build a new school; Schools were not designed and established to be safe for the students.

Table (7)

#	Item	Mean	Proportional mean (%)	Rank
1	I had been called for attending school meetings.	2.99	59.80%	1
2	I participated in identifying student`s needs to rehabilitate, renovate or build a new school	2.17	43.33%	5
3	I know one whose participated in a committee to share community needs with UNRWA representative with regard to the rehabilitation, renovation or building of a new school	2.21	44.12%	3
4	When I visited my children in school, I safely can use the school buildings	2.98	59.61%	2
5	Schools are designed and established to be safe for the students	2.19	43.73%	4
	All paragraphs of the field	2.51	50.12%	

d) In General:

To what extent the respondents are satisfied with UNRWA school infrastructure environment.

Table (8) shows the following results:

The mean of all paragraphs of the online survey equals 2.68 (53. 66%). This means that the respondents in general didn't agree, as they were dissatisfied with UNRWA school infrastructure environment and design.

Table (8)

#	Item	Mean	Proportional mean (%)	Rank
	All paragraphs of the questionnaire	2.68	53.66%	

CONCLUSIONS, AND RECOMMENDATIONS

Conclusions

Students' parents are satisfied with UNRWA school infrastructure environment.

 by nearly 53.66%. this result is almost the half which means that`s also half of population doesn't satisfy of the school environment and don't fell it is safe for their children.

The following is a summary of the conclusions that can be drawn from this on line survey.

Access to UNRWA schools

The majority of the respondents indicated that their children are already have access to UNRWA schools by 58.90%, which mean that the UNRWA schools' locations for almost (42.1%) were not near to children neighborhood; the children have no easy access to transportation in order to reach their schools; the schools gates aren't far from the main street; the children aren't safely cross the streets going to their schools; there are hazards locations near to children' schools; parents feel safe to send their children to school and they don't feel safe to send their son(s) and daughters to school.

UNRWA schools' environment - facilities and services

The majority of the respondents indicated that the UNRWA schools' environment - facilities and services are appropriate by 51.97%, which mean that the UNRWA schools were not designed as to prevent bullying and violence in the school to take place among students; schools' playground isn't safe for children; the lightening in the playground isn't good; children aren't willing to practice extracurricular activities in school facilities; The lighting in the class room isn't good; My child/children don't feel safe to access to

the bathroom during school time; children don't feel safe to use the latrine in the school; The lightening in the bathroom isn't good; parents don't feel safe to send their daughters to school during their menstruation time; children don't feel satisfy of the school and class design; the children complain about the ventilation system in the class.

Parents participation in UNRWA schools design

Children parents indicated that they have limited participation in UNRWA schools design by 52.48%, which mean that the majority of parents had not been invited for attending school meetings; they had not participated in identifying student`s needs to rehabilitate, renovate or build a new school; Schools were not designed and established to be safe for the students.

_____

Parents online survey

Satisfaction of school infrastructure environment

This is an online survey designed for research purpose. Please read the options below and fill in the blanks with the appropriate answers

Strongly agreed	Agreed	Neutral	Disagree	Strongly disagree
5	4	3	2	1

Demographic information

Gender   female   male

Age   23-30   31 -40   41-50   51-

Area: Gaza   Reafah   Middle   Kanyonis   North

Number of children are enrolled in UNRWA school

1		3	
2		4 or more	

1-Access to school

#	Location of school	5	4	3	2	1
1	The school location is near to my children neighbourhood					
2	The transportation is easy to access for reaching school.					
3	The gate of the school is far from the main street.					
4	My children safely cross the streets in ease.					
5	There are no hazards locations near to my children schools					
6	I feel safe to send my children to school					
7	I feel safe to send my son(s) to school					
8	I feel safe to send my daughter(s) to school					
9	I feel safe to send my disabled son to school					
10	I feel safe to send my disabled daughter to school					

If you do not feel equally safe to send your children to school depending on their gender, please explain why?

_____

2- School environment - facilities and services

#	School facilities and services	5	4	3	2	1
1	The school is designed as to prevent bullying and violence in the school to take place among students (open visible spaces that is easy to monitor etc.)					
2	The playground is safe for my child/children					
3	The lightening in the playground is good.					
4	My child/children is/are willing to practice extracurricular activities in school facilities					
5	The lighting in the classroom is good					
6	My child/children feel safe to access to the bathroom during school time					
7	My child/children feel safe to use the latrine in the school.					
8	The lightening in the bathroom is good.					
9	I feel safe to send my daughter to school during her menstruation time					

#	School facilities and services	5	4	3	2	1
10	The school classes are deigned to be friendly to students					
11	My children feel satisfy of the school and class design					
12	My children do not complain about the ventilation system in the class					
13	The facilities of the school such as bathrooms and playground are supervised / monitored					
14	If my child/children experience some bullying, harassment or violence in school (playground, bathroom, classroom) they can report to someone and get help / assistance.					

3-Parents participation

#	Parents participation	5	4	3	2	1
1	I had been called for attending school meetings.					
2	I participated in identifying student`s needs to rehabilitate, renovate or build a new school					
3	I know one whose participated in a committee to share community needs with UNRWA representative with regard to the rehabilitation, renovation or building of a new school					
4	When I visited my children in school, I safely can use the school buildings					
5	Schools are designed and established to be safe for the students					

If you do not agree that the school is safe for the students, , please explain why?

_____
_____

Annex (5): Logical framework

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
Goals To contribute to the creation of inclusive school environment through meeting the rights-based needs of all	% of parents satisfied with the design and functions of the educational facilities based line: 53.66% Target: 80% % of students, teachers and staff satisfied with the design and functions of the educational facilities	Pre and post survey for parents post survey for students for teacher and staff	The project will be implemented Funds are available
Out comes 1: Infrastructure projects meet the rights-based needs of all students	Manual of gender equality for infrastructure are produced and used # of GM polices included in key documents such as tenders.	Manual gender analysis and design documents key documents such as tenders	Senior Staff has the willingness to approve the GM documents and there applications.
1.1 Output **Gender mainstreaming and rights-based approach in designing of infrastructure projects is developed**	infrastructure projects are gender mainstreamed and applied rights-based approached	design documents	The Staff has the capacity to design according to gender and human rights perspective
1.1.1 Activity Design gender and equality manual (guidelines) for infrastructure departments	1 Gender and equality manual (guidelines) for infrastructure departments is designed An electronic version is applied on the website # of staff participate in developing the manual # of consultation meetings and workshop to develop the manual 1 workshop on launching the manual	Action plan of developing the manual guidelines manual Photos of workshop Minutes of Meetings	An international expert has been contracted to design the manual in partnership with the national team of two

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
1.1.2 Activity Outreach and capacity building for staff on the designed manual	# of staff attended the workshop (disaggregated by gender)	Attendance sheet photos of the event Banner	Staff actively participated in the workshop
1.2 Output **Infrastructure designers are gender and rights sensitive in their work**	% level of knowledge of gender analysis and main streaming among staff % of staff believing in applying gender equality in all project cycle.	Pre and post online survey among the staff	The staff is open to learn, apply new knowledge and skills.
1.2.1 Activity Capacity building training on gender and equality analysis	All staff (100) are register for training 90% of staff completed the training 90 % of participant satisfy of the training 90% of attendance increased their knowledge of conducting gender analysis	Training agenda Photos Quotes Attendance sheets Pre-Post satisfaction questionnaire	Willingness and commitment of staff to participate in the trainings
1.2.2 Activity capacity building on how to utilize findings of gender and equality analysis and mainstream into decision	All staff (100) are register for training 90% of staff completed the training 90 % of participants satisfied with the training 90% of attendance increased their ability to use the finding of gender analysis in infrastructure projects	Training agenda Photos Attendance sheets Pre-Post satisfaction questionnaire Sample of case studies of applying gender analysis from the training	

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
Activity 1.2.3 Capacity building training on gender budgeting for decision makers	25 of decision maker are registered for the training 90 % complete the training 90 % of participants satisfied of the training 90% of participants increased their knowledge on how to use gender analysis to priorities in terms of resource allocation.	Training agenda Pre-Post questionnaire Photos Attendance sheets	Decision makers are open to learn Expert trainers with enough Knowledge and experience are available
1.3 Output **4 Schools are rehabilitated through gender and lens**	Rehabilitation for 4 schools is in line with gender equality and right based approach	Design documents photos	The project is implemented
1.3.1 Activity Application of gender sensitive and rights-based approach in rehabilitation design for 4 school, including community engagement	4 schools participated in the gender analysis (interviews and meetings) 20 meetings conducted (community members, teachers, students and; persons with disabilities) % of disabled participants # of community members participated in the meeting (50% male, 50% female) Base line: 52.48% Target: 75%	Photos Attendance list The report analysis with Recommendations based on interviews and meetings	Stakeholders are corporative and enjoys the project
1.3.2 Activity Developing the rehabilitation designs integrated gender perspective and right-based approach and a budget	Rehabilitation drawing and budget for 4 schools designed	Proposal of the rehabilitation plan (drawings and budget)	Staff are committed to carry out their duties

INTERVENTION LOGIC	INDICATORS	SOURCES OF VERIFICATION	ASSUMPTIONS
1.3.3 Activity 4 schools are rehabilitated through a gender equality and human rights lens	# of Engineers attending tendering process meeting (women and men) # of contractors attending the gender equality workshops (men, women)	Photos of the schools Action plan Attendance sheets	No unanticipated delays of establishment the rehabilitation plan of supplies. Willingness and commitment of engineers and contractors to participate in the meetings and workshops

Annex (6): Action plan

#	Year	Q1			Q2			Q3			Q4		
	Activities	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	Year 1	y1											
	Preparation for the project												
	TOR and announcement for the project team	▓											
	Selection process and hiring	▓											
1.1.1	**Design gender and human rights manual (guidelines) for infrastructure departments**												
	TOR and announcement for the development of the manual		▓										
	Procurement process and awarding contracts for international consultant			▓									
	Developing the manual					▓							
	Designing the manual and publish it on-line and hard copies							▓					
1.1.2	**Preparation for a workshop presenting the manual to staff**												
	Organizing and hosting the workshop									▓			
1.2.1	**Capacity building training for staff on gender and rights-based analysis for the staff**												
	Organizing the training						▓	▓					
	Conducting the training								▓	▓			
1.2.2	**Capacity building training for staff on how to utilize the findings of gender and rights-based analysis and mainstream into design decisions**												
	Organizing the Training						▓	▓					
	Conducting the training										▓	▓	
1.2.3	**Capacity building training on gender responsive budget for decision makers**												

#	Activities	Q1			Q2			Q3			Q4		
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	Organizing the training						X	X					
	Conducting the training											X	
	Year 2 and 3						y2						
1.3.1	**Rehabilitation for 4 school**												
	Select the schools	X											
	Meet with stakeholders (parents, staff, students ….etc.) for consultations		X										
	Conduct a gender equality and HRs analysis and recommendations based on the findings (report)					X							
1.3.2	**Develop design proposal and plans for rehabilitation the schools based on the report with a break down budget**							X	X				
	Procurement process for the potential contractors										X	X	X
	Workshops on gender equality and HRs for contractors												X
1.3.3	**Construction of the school rehabilitation (Year 3)**						y3						
	Develop a work plan for the construction	X											
	Suppling material and preparation		X										
	Establishment the rehabilitation plan							X					
	Launching and opening the schools								X				
	Evaluation of the project (post survey)											X	
	Reporting							X					X