

THIRD-PARTY COST-SHARING AGREEMENT

between the

**DIRECTORATE GENERAL FOR DEVELOPMENT CO-OPERATION of the
ITALIAN MINISTRY OF FOREIGN AFFAIRS AND INTERNATIONAL COOPERATION
(THE DONOR)**

and the

**UNITED NATIONS RELIEF AND WORKS AGENCY
FOR PALESTINE REFUGEES IN THE NEAR EAST (UNRWA)**

WHEREAS the Donor hereby agrees to contribute funds in the amount of Euro 650,000.00 to UNRWA on a cost-sharing basis (hereinafter referred to as “the Contribution”) for the implementation of the project: “Promoting Gender Equity within UNRWA Schools: Alternative Masculinities” in West Bank (hereinafter referred to as “the Project”), as described in the Project documents attached as Annex I.

WHEREAS UNRWA is prepared to receive and administer the Contribution for the implementation of the Project,

WHEREAS, the Italian Agency for Development Cooperation (hereinafter referred to as “AICS”) was established with Italian law 11 August 2014 n. 125, to be in charge of the implementation and funding of projects and initiatives on behalf of the Donor;

NOW THEREFORE, UNRWA and the Donor hereby agree as follows:

Article I. The Contribution

1. (a) The Donor shall, in accordance with the schedule of payments set out below, contribute to UNRWA the amount of Euro 650,000.00 (six hundred fifty thousand). The Contribution shall be deposited in the following bank account¹:

Bank Name	Bank Austria Vienna International Center
Bank Address	A-1400 Wien, Wagramerstrasse 5 Vienna, Austria
SWIFT Address	BKAUATWW
Sort Code/CHAPS	
Account Number	00290 573 500

¹ Please note that the currency of the bank account should be the same as the currency of the contribution

IBAN Number AT391100000290573500
Account Title United Nations Relief and Work Agency in the Near East (UNRWA)
Currency Type Euro

Schedule of payments		Amount
<i>following the signature</i>		Euro 204,596
<i>Upon submission and approval from the Donor of narrative and financial progress report and provided that at least 60% (sixty percent) of the previous instalment has been incurred (including legal commitments) as proven by the relevant report</i>		Euro 417,211
<i>Upon submission and approval from the Donor of narrative and financial progress report and at least 60% (sixty percent) of the previous instalment has been incurred (including legal commitments) as proven by the relevant report and 100% of the first installment has been utilized</i>		Euro 28,193

(b) The Donor will inform UNRWA when the Contribution is paid via an e-mail message with remittance information to b.lacolley@unrwa.org and r.dabbagh@unrwa.org, providing the following information: donor's name, UNRWA country office, Project no. and title, donor reference (if available). This information should also be included in the bank remittance advice when funds are remitted to UNRWA.

2. The value of the payment, if made in a currency other than United States dollars, shall be determined by applying the United Nations operational rate of exchange in effect on the date of payment. Should there be a change in the United Nations operational rate of exchange prior to the full utilization by the UNRWA of the payment, the value of the balance of funds still held at that time will be adjusted accordingly. If, in such a case, a loss in the value of the balance of funds is recorded, UNRWA shall

inform the Donor with a view to determining whether any further financing could be provided by the Donor. Should such further financing not be available, the assistance to be provided to the Project may be reduced, suspended or terminated by UNRWA.

3. The above schedule of payments takes into account the requirement that the payments shall be made in advance of the implementation of planned activities. It may be amended to be consistent with the progress of Project delivery.
4. UNRWA shall receive and administer the Contribution in accordance with UNRWA's Regulations, Rules, Organisation Directives, Instructions and any other parts of its regulatory framework, as well as its policies, and procedures ("UNRWA Regulatory Framework").
5. All financial accounts and statements shall be expressed in United States dollars.

Article II. Utilization of the Contribution

1. The implementation of the responsibilities of UNRWA pursuant to this Agreement and the Project documents shall be dependent on receipt by UNRWA of the Contribution in accordance with the schedule of payment as set out in Article I, paragraph 1, above. UNRWA shall not start the implementation of the activities prior to receiving the Contribution or the first tranche of the Contribution (whichever is applicable).
2. If unforeseen increases in expenditures or commitments are expected or realized (whether owing to inflationary factors, fluctuation in exchange rates or unforeseen contingencies), UNRWA shall submit to the Donor on a timely basis a supplementary estimate showing the further financing that will be necessary. The Donor shall use its best endeavours to make available to UNRWA the additional funds required. If the payments referred to in Article I, paragraph 1, above are not received in accordance with the payment schedule, or if the additional financing required in accordance with paragraph 2 above is not forthcoming from the Donor or other sources, the assistance to be provided to the Projects under this Agreement may be reduced, suspended or terminated by UNRWA.
3. Any interest income attributable to the Contribution shall be credited to UNRWA's account, retained by UNRWA and shall be utilized in accordance with the UNRWA Regulatory Framework.

Article III. Administration and reporting

1. Project management and expenditures shall be governed by the UNRWA Regulatory Framework.
2. UNRWA shall provide to the Donor the following reports in accordance with the UNRWA Regulatory Framework.

- (a) From UNRWA a narrative report on the progress of the project every 12 months and a provisional financial statement as per article 1 of the present Agreement. These reports will be submitted at the latest within 3 months after completion of the period under review;
 - (b) From UNRWA within six months after the date of completion of the Project or termination of this Agreement, a final narrative report summarizing Project activities and impact of activities as well as a provisional financial statement;
 - (c) From UNRWA's Director of Finance within six months after submission of the final report a certified final financial statement with zero obligations and fund balance.
3. If special circumstances so warrant and as agreed between the Parties, UNRWA may provide more frequent reporting at the expense of the Donor. The nature and frequency of this reporting shall be detailed in an annex to this Agreement.

Article IV. Administrative and support services

- 1. In accordance with the UNRWA Regulatory Framework, the Contribution shall be subject to cost recovery for indirect costs incurred by UNRWA headquarters and country office structures in providing Programme Support services. To cover these Programme Support Costs, the Contribution shall be charged a fee equal to 11% of direct costs. Furthermore, as long as they are unequivocally linked to the Project, all direct costs of implementation, will be identified in the Project budget against a relevant budget line and borne by the Project accordingly.
- 2. The aggregate of the amounts budgeted for the Project, together with the estimated costs of reimbursement of related support services, shall not exceed the total resources available to the Project under this Agreement as well as funds which may be available to the Project for Project costs and for support costs under other sources of financing.

Article V. Evaluation

The Donor and UNRWA may jointly conduct an evaluation of the Project in consultation and coordination with each other and subject to UNRWA's Regulatory Framework (including UNRWA's Evaluation Policy) and without prejudice to the UN's single audit principle. The costs of an evaluation shall be borne by the Donor.

Article VI. Equipment

Ownership of equipment, supplies and other properties financed from the Contribution shall vest in UNRWA. Matters relating to the transfer of ownership by UNRWA shall be determined in accordance with UNRWA Regulatory Framework.

Article VII. Auditing

The Contribution shall be subject exclusively to the internal and external auditing procedures provided for in the UNRWA Regulatory Framework. Should the annual Audit Report of the UN Board of Auditors to its governing body contain observations relevant to the Contribution, such information shall be made available to the Donor by UNRWA.

Article VIII. Completion of the Agreement

1. UNRWA shall notify the Donor when all activities relating to the Project have been completed in accordance with the Project document.
2. Notwithstanding the completion of the Project, UNRWA shall continue to hold unutilized funds from the Contribution until all commitments and liabilities incurred in implementation of the Project have been satisfied and Project activities brought to an orderly conclusion.
3. If the unutilized funds prove insufficient to meet such commitments and liabilities, UNRWA shall notify the Donor and consult with the Donor on the manner in which such commitments and liabilities may be satisfied.
4. In cases where the Project is completed in accordance with the project document any funds below 5,000 USD (five thousand US Dollars) that remain unexpended after all commitments and liabilities have been satisfied shall be automatically reallocated by UNRWA. Any funds above 5,000 USD (five thousand US Dollars) that remain unexpended after all commitments and liabilities have been satisfied shall be reallocated by UNRWA after consultation with the Donor.

Article IX. Termination of the Agreement

1. This Agreement may be terminated by the Donor or by UNRWA after consultations between the Donor and UNRWA, and provided that the funds from the Contribution already received are, together with other funds available to the Project, sufficient to meet all commitments and liabilities incurred in the implementation of the Project. This Agreement shall cease to be in force 30 (thirty) days after either of the Parties have given notice in writing to the other Party of its decision to terminate this Agreement.

2. Notwithstanding termination of all or part of this Agreement, UNRWA shall continue to hold unutilized funds until all commitments and liabilities incurred in the implementation of all or the part of the Project have been satisfied and Project activities brought to an orderly conclusion.
3. In cases where this agreement is terminated before Project completion any funds below 5,000 USD (five thousand US Dollars) that remain unexpended after all commitments and liabilities have been satisfied shall be automatically reallocated by UNRWA. Any funds above 5,000 USD (five thousand US Dollars) that remain unexpended after all commitments and liabilities have been satisfied shall be reallocated by UNRWA after consultation with the Donor.

Article X. Prevention of Corruption and Fraud

1. Both the Donor and UNRWA are firmly committed to preventing and detecting fraudulent and corrupt practices. Consistent with the UN Charter, the Standards of Conduct for the International Civil Service, the UNRWA Staff Rules and Regulations, and UNRWA Financial Rules and Regulations, the UNRWA Anti-Fraud and Anticorruption Policy and the Procurement Manual, UNRWA will use reasonable efforts to ensure that the utilization of the Contribution conforms to the highest standard of ethical conduct and that every part of the organization, as well as all individuals acting on behalf of UNRWA, observe the highest standard of ethics and integrity.
2. UNRWA, in accordance with the UNRWA Regulatory Framework, will ensure that any allegations of fraud and corruption in connection with the utilization of the Contribution are reported to the Department of Internal Oversight Services (DIOS) in a timely manner. Credible allegations will be investigated by DIOS in accordance with its regulations, rules, policies and procedures.
3. Following the conclusion of any investigation which identifies fraud or corruption involving any activities funded in whole or in part with the Contribution, UNRWA will:
 - (a) in a timely manner and consistent with the UNRWA Regulatory Framework, provide details to the Donor of the outcome of substantiated allegations of fraud and corruption, along with details of action taken by UNRWA;
 - (b) Use reasonable efforts to recover any part of the Contribution, which DIOS has established as being diverted through fraud or corruption;
 - (c) In connection with (a) above, in consultation with the UN Office of Legal Affairs, give proper consideration to referring the matter to the appropriate authorities of the Member State where the fraud or corruption is believed to have occurred and to the provisions of General Assembly resolution 62/63; and
 - (d) As required by the Donor, and following consultations between the Parties, reimburse to the Donor any part of the Contribution which UNRWA has recovered further to sub-section (a) above, or credit it to a mutually agreed activity.

4. Any information provided to the Donor in relation to any matters arising under the Article shall be treated by the Donor as strictly confidential.

Any action further to the above paragraphs shall be consistent with UNRWA regulations, rules and directives.

Article XI. Anti-terrorism

Consistent with UN Security Council Resolutions relating to terrorism, including UN Security Council Resolution 1373 (2001) and 1267 (1999) and related resolutions, UNRWA is firmly committed to the international fight against terrorism, and in particular, against the financing of terrorism. Similarly, UNRWA is bound to comply with any applicable UN Security Council resolutions setting out specific sanctions. UNRWA will use all reasonable efforts to ensure that the Contribution is not used to provide support or assistance to individuals or entities associated with terrorism as designated by any UN Security Council sanctions regime. If, during the term of this Agreement, UNRWA determines that there are credible allegations that the Contribution has been used to provide support or assistance to individuals or entities associated with terrorism as designated by any UN Security Council sanctions regime it will as soon as it becomes aware of it inform the Donor and, in consultation with the Donor as appropriate, determine an appropriate response.

Article XII. Settlement of Disputes

Any dispute, controversy or claim arising out of this Agreement shall be resolved amicably between the Parties.

Article XIII. Privileges and Immunities

Nothing in or relating to this Agreement shall be deemed a waiver, express or implied, of any of the privileges and immunities accorded to UNRWA in international law.

Article XIV: Notice

Any notice or correspondence between UNRWA and the Donor will be addressed as follows:

- (a) To the Donor:

Attention Ms. Cristina Natoli,
Director of the Italian Agency for Development Cooperation –
Jerusalem
Address Mujir Ad-Din St. 2
Sheik Jarrah-Jerusalem

(b) Upon receipt of funds, UNRWA shall send an electronic receipt to the Donor email address provided below as confirmation that the remitted funds have been received by UNRWA.

Donor email address gerusalemme@aics.gov.it
Attention H.E. Mr. Fabio Sokolowicz
 Consul General of Italy in Jerusalem
 Katamon - 16, Kaf Tet Benovember St.
 P.O.Box 4570, Jerusalem 91044

Ms. Cristina Natoli
Director of the Italian Agency for
Development Cooperation – Jerusalem
Office
Mujir Ad-Din St. 2
Sheik Jarrah-Jerusalem

(c) To UNRWA:

Attention Bastien Lacolley,
 UNRWA Department of External Relations and Communication

Address P.O. Box 19149, Sheik Jarrah,
 Ammunition Hill, (Givat Hatachmoshit)
 Zalman Sharagi,21, East Jerusalem 91191

Article XV. Amendment of the Agreement

This Agreement may be amended through an exchange of letters between the Donor and UNRWA. The letters exchanged to this effect shall become an integral part of this Agreement.

Article XVI. Entry into Force

This Agreement shall enter into force upon the signature of this Agreement by the parties hereto, on the date of the last signature.

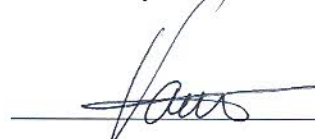
IN WITNESS WHEREOF, the undersigned, being duly authorized thereto, have signed the present Agreement in the English language in two copies.

For the Donor:
Mr. Fabio Sokolowicz
Consul General of Italy in Jerusalem




Place and date: Jerusalem, 20-03-2018

For UNRWA:
Ms. Francoise Vanni
Director External Relations and Communications
Department




Place and date: Jerusalem, 20-03-2018

Acknowledged by AICS:
Cristina Natoli, Representative of AICS in Jerusalem



Place and date: Jerusalem, 20-03-2018



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Promoting Gender Equity within UNRWA Schools: Alternative Masculinities

Project Proposal

August 2017

PROJECT TITLE: Promoting Gender Equity within UNRWA Schools: Alternative Masculinities¹

BASIC INFORMATION:

UNRWA project code:	WBK/17/030			
Project sponsor:	WBFO & GENDER SECTION /HQA PROTECTION DIVISION			
Field (s):	WBFO			
Target area:	UNRWA SCHOOLS ACROSS THE WEST BANK			
Funds requested:	EUR 650,000			
Related UNRWA HD goal/strategic objective:	• Strategic Outcome 1 of UNRWA's Medium Term Strategy 2016-2021; • the 2016-2021 UNRWA Curricula Framework; • the 2016-2021 Gender Equality Strategy; • the GBV Prevention Framework; and • The 'Prevention of Violence in UNRWA Installations' initiative.			
Duration and expected start date:	34 MONTHS, 1 JAN 2018			
Number of direct/indirect beneficiaries or users:		Total	Female	Male
	Students in grade 1 to 4	21 282	12 659	8 623
	Summer camp participants (grades 5 to 9)	1 500	750	750
	Parents and caregivers	4200 (Approximately 1 parent of 20% of the student population in grades 1 through 4)	2 100	2 100
	Teachers/School Counsellors	671	408	263
	Total	27 653	15 917	11 736

¹ Alternative masculinities are best understood vis-a-vis hegemonic masculinities. Hegemonic masculinities refer to the forms of masculinity that are culturally dominant in a given setting. Hegemonic masculinities are defined and sustained in institutions such as schools and workplaces as well as cultural norms enacted in social and familial settings. Alternative masculinities refer to concepts of masculinity that aim to integrate notions of equality and justice between genders.

LIST OF ACRONYMS

CEDAW	The Convention on the Elimination of all Forms of Discrimination Against Women
GBV	Gender Based Violence
IMAGES	International Men and Gender Equality Survey
HQA	Head Quarters Amman
PA	Palestinian Authority
WBFO	UNRWA West Bank Field Office
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

BACKGROUND

Globally, women and girls are primarily impacted by gender inequality and gender-based violence, and Palestine is no exception. Qualitative and quantitative evidence indicates that gender inequality and gender-based violence including child and forced marriage; intimate partner violence; limitations on decision making power; and an inability to access basic social services, are pervasive in the lives of Palestinian women and girls.

The results from UN Women's seminal 2017 International Men and Gender Equality Survey (IMAGES) for the Middle East and North Africa covering Egypt, Lebanon, Morocco and Palestine² confirmed the presence of extensive gender inequality and GBV fuelled by patriarchal norms, within Palestine. Among other things, the study findings affirmed that Palestinian men are perceived as the rightful custodians of family honour, and as such, are responsible for policing the actions of female family members. The study exposed widespread acceptance of honour killings, with 46% of men, and 38% of women, believing that honour killings are usually deserved, and 35% of men, and 22% of women, indicating that honour killings should not be punished by law. Additionally, one third of male respondents and one quarter of female respondents agreed that "there are times when a woman deserves to be beaten". Lastly, the study found that, in contrast to trends in other countries in the region, within Palestine there is no difference in gender related attitudes between younger and older men.

The relationship between patriarchal norms and GBV is most stark when considering child and forced marriage. The Palestinian National Strategy to Combat Violence Against Women 2011 to 2019 states that in many cases of child marriage, girls are often denied their right to choose and decide their own fate by their father, brother and other male family members, who force them to marry in order to protect the dignity of their family, as well as to decrease the families financial burden under the strain of the current political and economic context.

However, whilst women are overwhelmingly detrimentally affected by GBV, Palestinian men and boys are also adversely impacted. The recent IMAGES survey established that in Palestine, more males than females had experienced physical violence at home during their childhood; and boys faced more bullying and other forms of violence in school with 57% of male respondents saying they were physically punished by a teacher (compared with 30% of female respondents). This is particularly concerning in light of global evidence indicating that boys who are exposed to violence during childhood are more likely to perpetrate violence themselves.

Projects aimed at eradicating gender inequality and gender based violence (GBV) must examine and seek to transform the socio-cultural values and norms that sustain them. Gender related norms, attitudes, and practices are transmitted via key relationships and institutions and are internalised during childhood and reproduced throughout the life cycle. Gendered attitudes and norms are learnt at a young age. Much evidence suggests that by the age of four most children have a stable sense of their gendered identity³. They are aware of stereotypical gender related activities and behaviours such as the toys, games, and clothes each gender typically engages with, in order to 'perform' each gender.

² <http://promundoglobal.org/resources/understanding-masculinities-results-international-men-gender-equality-survey-images-middle-east-north-africa/>

³ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3747736/>

Moreover, at a young age the foundation is laid for the adoption of other gender related traits, such as male aggression and alienation from feelings associated with vulnerability, female dominance over household tasks and child rearing, and the disproportionate engagement of men in the labour force and leadership positions.

Alongside the family, the first few years of school play a critical role in a child's gender socialisation. Curriculum and instructional materials often (re)produce gender bias which is then played out within the school yard through peer and teacher interactions⁴. However, there is increasing awareness that teaching material designed and reviewed through a gender lens, with an explicit commitment to gender equality, accompanied by robust teacher training, can begin to transform the root causes of inequitable gender norms and GBV⁵. Indeed, gender equitable messaging embedded within teaching material is congruent with best practices which require gender inequality to be addressed at the institutional level in a sustainable and systemic manner, in contrast to piecemeal 'add on' type interventions⁶. Thus, instructional material utilised in schools, particularly within early grades, is a critical entry point through which gender equality can be fostered and GBV can be arrested.

Furthermore, it is increasingly recognised that in order to transform socio-cultural norms, interventions must target men and boys⁷. Indeed a number of evaluations of women's empowerment projects exclusively targeting women, established an escalation in violence against women following the project, partially attributed to men feeling threatened by changes in female behaviours and expectations. Moreover, given the preferential power that patriarchy confers on men (who adhere to dominant notions of masculinity), profound changes in gender relations are unlikely to occur without the active engagement of men and boys. Such endeavours must support men to internalise notions of manhood that are conducive to gender equality. Therefore, activities intended to address GBV and gender inequality must support men and boys to change the way they see themselves and their consequent gendered practices, including their use of violence. Women also play a central role in the construction and reproduction of dominant ideas of manhood. For example, as mothers, wives and sisters, women reward, praise, and expect men to conform to hegemonic masculinities. Thus, gender equality and GBV projects must support women and girls to reflect on their own role in entrenching notions of masculinity that maintain gender inequality.

RATIONALE

The proposed project outlined below corresponds with two out of the five strategic outcomes set by the Agency in the Medium Term Strategy 2016 - 2021. Strategic Outcome 1 focuses on the agencies intention to ensure that UNRWA's operations promote and uphold the rights of Palestine refugees under international law, including international human rights law enshrined in The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) advanced by this project. Additionally, Strategic Outcome 3 emphasizes the need for UNRWA schools to deliver equitable and inclusive education that nurtures student's capacities to realise their potential as individuals and members of society. The potential of individuals and Palestinian society can only be realized in so far as there are social relations and dynamics built on notions of equality.

Moreover, the proposed project is aligned with, and furthers, three key initiatives currently being pursued by the West Bank Field Office (WBFO) and the Agency more broadly. The teaching material review planned within this project is in keeping with UNRWA's Curricula Framework, a key element of the Education Programme's Reform, which emphasises the need to promote gender equality throughout teaching materials used in UNRWA schools. Additionally, the project will contribute to the realisation of the Agencies 2016 - 2021 Gender Equality Strategy and GBV Prevention Framework. Both strategies recognise the importance of addressing gender equality and GBV at the institutional level in order to achieve sustainable and widespread change. Lastly, the project will further UNRWA's 'Prevention of Violence in UNRWA Installations' initiative. Globally, violence in schools is largely perpetrated and experienced by, male staff and students. Increasingly, such violence is understood as

⁴ Connell, R (1996) Teaching the boys: New research on masculinity and gender strategies for schools. Vol 98, No. 2

⁵ http://www.ungei.org/resources/files/Education_from_a_Gender_Equality_Perspective.pdf

⁶ Jewkes, R ; Flood, M & Lan, J (2014) Idem

⁷ Jewkes, R ; Flood, M & Lan, J (2014) Violence against women and girls : From work with men and boys to changes of social norms and reduction of inequities in gender relations : a conceptual shift in prevention of violence against women and girls, The Lancet, Volume 385

a production or manifestation of hegemonic masculinities⁸. The WBFO's Violence Free Schools initiatives (a sub-activity of the Violence in Installations initiative), specifically acknowledge the link between societal norms around violence, particularly in relation to dominant notions of masculinity, and the prevalence of violence in UNRWA schools and consequently aims to address the issue using a multi-faceted approach targeting students, teachers and the broader community. The project described above will be complemented by teacher trainings on positive discipline, institutional policies that penalize corporal punishment and awareness raising campaigns targeting the community, among other approaches.

Moreover, as the largest implementer of basic education for Palestine refugees, UNRWA has an unparalleled capacity to shape the gendered identities of Palestine refugees.

PROJECT DESCRIPTION

Goal: Gender based violence amongst Palestine refugees decreases

Outcome: Caregivers and students demonstrate gender equitable knowledge, attitudes and behaviours.

The proposed project seeks to foster gender equality and thereby reduce gender based violence, by mainstreaming non-hegemonic notions of masculinities throughout UNRWA schools. The project will specifically target students in lower grades in an effort to nurture knowledge, attitudes and behaviours that are supportive of gender equality prior to the development and acculturation of hegemonic masculinities that sustain gender inequality, and subsequently, GBV. Moreover, the project will target both boys and girls in acknowledgement that both sexes play a role in reinforcing dominant notions of what it means to be male.

Output 1: UNRWA students in grade 1 to 4 have a better understanding of gender equitable attitudes and behaviours

Activity 1.1: Teaching material used in grades 1 to 4 in UNRWA schools is reviewed and adapted to promote alternative masculinities

Teaching materials utilized within grades one to four will be comprehensively reviewed with the view to embedding gender equitable themes throughout, and remediating potential gender biases in the Palestinian curricula. Concepts promoted are likely to include: the diversity of gender roles (addressing rigid gender role socialisation); pro-social communication techniques with an emphasis on emotional intelligence, emotional regulation and impulse control; healthy relationships and peer networks, and age appropriate discussions around consent.

UNRWA West Bank will engage a team of external consultants to undertake the holistic review of the teaching materials. It is anticipated that the consultancy team will consist of both international and national personnel in order to best capitalise on both global experience in the emerging area of alternative masculinities programming, as well as contextual understandings of masculinities within Palestine. The project will build on, and be informed by similar projects implemented elsewhere, including Promundo's Programme H and M; The Gender Equity Movement in Schools; Stepping Stones; and Becoming A Man (BAM). The consultants will coordinate and facilitate a participatory review process ensuring that the project leverages the skills and experience of UNRWA's existing education and protection staff. Whilst the project will be piloted in the West Bank, UNRWA education staff based in Gaza will contribute to the review process to ensure the material can be rolled out in Gaza at a later point.

Activities 1.3 Teacher training material is developed; 1.9 Teaching material is rolled out across UNRWA schools in the West Bank & 1.10 On the job coaching is provided to grades 1 to 4 teachers in the pilot schools

⁸ Kenway, J & Fitzclarence, L (1997) Masculinity, violence and school: challenging poisonous pedagogies, 9:1, 117-134, DOI: 10.1080/09540259721493

Following the review, the teaching material utilised will be improved through the development of enrichment material to support students to construct alternative gendered identities that support gender equality, with an emphasis on alternative masculinities. Diverse and interactive teaching materials which cater for all learning styles will be developed or adapted for use. Teaching materials may include interactive role plays; case studies and discussions; videos; guest speakers; handouts and activity sheets. The teaching material will be piloted for one year, in four schools, one girls school, two boys schools and one co-ed school. Lessons learnt from the pilot will be incorporated into the teaching material by the consultancy team. In the subsequent school year the material will be rolled out across all UNRWA schools.

Additionally, the consultancy team will develop a teacher training package to ensure the teachers are equipped to implement the teaching materials. Evaluations of similar projects have found that the success of the intervention is heavily influenced by the willingness and capacity of teachers to reinforce gender equitable dynamics within the classroom and school yard. Therefore, teachers and school counsellors will participate in a rigorous week long intensive teacher-training to develop their understanding and knowledge of the theory of change and course content, and consequently teach it to students. In addition to the initial training, school counsellors and teachers will be provided with fortnightly one-on-one, on-the-job coaching provided by external contracted parties to ensure the values and messages intrinsic to the project are effectively communicated and the training materials are correctly used.

Output 2: Students in grades 5 to 9 participating in UNRWA summer camps have a better understanding of gender equitable attitudes and behaviours

Activity 2.1: Activities that address hegemonic masculinities for students in grades five to nine are piloted during summer camps

However, whilst gender equitable teaching material utilized within the classroom of younger students will support students to form gender equitable attitudes and behaviours, such attitudes and behaviours may become diluted if not reinforced throughout later years of schooling. Therefore, within this project, activities, session plans, and teaching material promoting alternative masculinities targeting older students will be piloted within UNRWA's summer camps. During the school summer break, UNRWA runs summer camps reaching approximately 1500 boys and girls within grades five to nine, from across the West Bank. The camps are purposefully designed to promote the rights and responsibilities of children and young people using a peer-to-peer approach to participation. Thus the summer camps represent an ideal forum for alternative masculinities activities to be piloted. Throughout the pilot, particular attention will be paid to how concepts around alternative masculinities can be taught in a manner that accounts for cultural sensitivities, as the themes relevant to older students are potentially more contentious than those would be explored with younger students. Once material suitable for use with older students has been tested and adapted, UNRWA would seek additional funding to implement the approach in grades five to nine.

Output 3: Caregivers of students in grade 1 to 4 have a better understanding of gender equality and its benefits

Activities 3.1: Workshop content regarding alternative masculinities targeting caregivers is developed & 3.2 Monthly workshops regarding alternative masculinities with caregivers occur

In addition to the school, the family unit plays a fundamental role in shaping a child's gendered identity and gendered expectations of others. As such, this project will also target the caregivers of children within grades one to four. Caregivers will be invited to participate in workshops held on a monthly basis where complementary and mutually reinforcing messages will be transmitted via structured group discussions and activities. It is anticipated that each session will be one and a half to two hours long. The sessions will be implemented by teachers and/or school counsellors outside of school hours.

PROJECT MANAGEMENT

The Project Manager will be responsible for the overall management of the project. Key responsibilities will include managing and reporting on all activities, overseeing the day to day implementation of the

approach, and ensuring the quality of the project implementation. The Project Manager will report to the Chief of Education.

The technical consultancy team will report to the Project Manager. However, a Steering Committee comprised of Protection and Education staff will be established to ensure technical oversight of the teaching material review and development.

The Project Manager will coordinate the inputs of the Education Department and Gender Section in Headquarters (Amman), who will review and provide support to the development of the teaching material and caregivers session material and its roll out. Moreover, the Gender Section in HQ will support the integration of the activities undertaken within this project, into UNRWA's GBV Prevention Roadmap.

The research institute (consultants) engaged to develop the monitoring framework will also report to the Project Manager with technical oversight from the FO's Monitoring and Evaluation Unit.

An internal committee comprised of the Chief of Education or Deputy, Project Manager, Protection Officer and other Education and Protection colleagues required, together with the donor representative will be established to ensure oversight of the workplan and logframe. The donor representative will participate in the kick-off meeting to outline and validate the workplan and the logframe and following coordination with the Field Projects Office and HQ-External Relations & Communication Department. The donor representative will also participate in a "mid-term" review meeting and another "close-out" meeting to identify the lessons learned and investigates project extension.

REPORTING

Project manager will be assigned as focal point for overall management of the project and who will be responsible for the preparation of progress reports and final reports and who will also liaise with the relevant project stakeholders in order to ensure appropriate data and reporting information is gathered in a timely manner. Reporting (narrative and financial) will occur via UNRWA External Relations and Communications Department and in line with grant agreement guidelines. The reports will include a reflection of the utilization of the funds, together with a breakdown of the expenditure.

ASSUMPTIONS AND RISK MANAGEMENT

Risks	Description	Mitigation measures
Physical Road closures, movement restrictions	Delay or impossibility of students, caregivers, and UNRWA staff to attend school, summer camps, caregivers workshops, meetings, because of movement restrictions.	If the closure concerns movement between the cities and camps but the movement is possible inside the city/camp: activities in the camp will continue. If no movement possible anywhere: suspension of the project until the situation improves.
Political The occupation: Confrontations, presence of Israeli Security Forces Backlash from the community/ teachers/PA	Increase in violence in schools and camps due to changing conflict dynamics. Potential need to suspend activities temporarily Increase in protection threats and concerns for the mental health and psychosocial wellbeing of	For security reason UNRWA would need to suspend/adjust programme roll-out until staff, students and caregivers are able to move safely to the schools. The project would be suspended in this case.

Risks	Description	Mitigation measures
The curricula are dramatically changed by the PA during the project, or soon after. UNRWA is unable to open schools and/or summer camps due to a funding shortfall. That the contract is not in place or the first tranche of fund is not received in time to implement key deliverables in project by the start of the 2018 school year.	residents, particularly children Perception that the teaching material undermines Palestinian/Islamic cultural norms UNRWA adopts the PA curricula educational outcomes. On an impromptu basis, typically every 15 years, the PA reviews the curricula. UNRWA faces financial constraints affecting service delivery. The project work plan hinges upon the teaching material being ready and teachers trained, by the start of the 2018 school year.	Expertise in addressing norms that foster gender inequality and GBV in Palestine will be key criteria in recruitment. Specifically for the consultancy team developing the teaching material, the project manager and the on-the-job coaches. Topics covered in grades 1 to 4 are unlikely to be as sensitive as those explored with older students. The project branding and description will refer to improving relations between community members (teachers and students, caregivers and students, and amongst students and caregivers themselves) rather than alternative masculinities. The project will highlight how men and boys and girls and women can benefit from gender reform UNRWA closely liaises with the PA in relation to substantive changes to the curricula. The curricula for grades 1 to 4 have recently been revised by the PA and they are now focusing on reviewing the curricula for the remaining grades. UNRWA will continue to proactively fundraise in order to deliver education services. UNRWA will work closely with the donor to ensure funds are available in the required timeframe to implement the project.
Environmental Climatic constraints: such as snow storm, flooding, drought, lack of access to water	Economic crisis and food insecurity very tense context that can exacerbate vulnerability	Emergency projects might be considered by UNRWA in order to support the families of the project with food parcels.

MONITORING & EVALUATION

A comprehensive monitoring and evaluation framework will be developed as part of the project design to ensure the impact of the project can be demonstrated. UNRWA will partner with a research institute to design the tools and analyse the results at baseline, mid-line and end-line points. A number of both qualitative and quantitative monitoring tools will be utilised to ensure that findings can be triangulated.

In relation to the students the monitoring framework methodology is likely to include a combination of child friendly knowledge, attitude and practices surveys, 'Most Significant Change' focus group discussions utilising art as the medium of expression, and classroom observations documented within a structured template. A knowledge, attitude, and practices survey utilising the globally recognised Gender Equitable Men Scale will be used to assess the impact of the workshops with carers.

VISIBILITY

The contribution of the Italian Cooperation to the project will be ensured in several ways. Any written materials developed (including teaching materials and the agenda of meetings and workshops with the PA) will identify the donor and include logo and/or a standard disclaimer upon request. T-shirts and caps used during the summer camps will also include the donor logo. The donor will also be referenced verbally at all major events, and will be referenced to any articles appearing in the local media or on UNRWA's website. UNRWA is ready to host visitors upon request, so that donor representatives can observe project activities.

SUSTAINABILITY

Sustainability is built into the project as the teaching material developed and teachers trained will continue to be of benefit to students beyond the duration of the project. Additionally, the impact of the project will be reinforced by the incorporation of activities tested during summer camps into grades five to nine at a later stage. Moreover, caregivers who attend all of the caregiver sessions, and demonstrate insight regarding the course content, will be actively encouraged and supported to facilitate the caregivers sessions themselves, to other caregivers within the school.

The project will focus on the West Bank in this phase, however Education staff based in Gaza will be consulted when developing the teaching material and caregivers' sessions, to ensure the material can be incorporated by UNRWA schools in Gaza at a later date. Currently the Gaza Field office is piloting a small scale intervention on gender equality and masculinities within another project, to assess feasibility and impact⁹. The results will be considered when extending this project to Gaza.

Further, UNRWA will seek to extend the impact of the project by investigating how the resources developed within this project could also be of benefit to Palestinian Authority (PA) schools. The PA has previously expressed an interest to UNRWA in fostering more gender sensitive school environments. Therefore, within this project UNRWA will hold a series of workshops and meetings with the PA to further explore how the outputs of this project could be utilized within the PA education system.

TREATMENT OF UNUTILIZED FUND BALANCE, EXCHANGE RATE FLUCTUATIONS:

Upon completion of the project, any unutilized balance that may emerge will be utilized within the overall objectives and activities of the project. Similarly, any gains/losses that may emerge due to exchange rate fluctuations or any reductions in the requested grant amount will affect the scope of the proposed project activities and reported to the Government of Italy with actual expenditure and figures through progress and final narrative and financial reports in due course.

⁹ During Summer Camps in Gaza, UNRWA tested a number of activities intended to challenge gender roles. Positive feedback was received from staff and students, and opportunities to apply the lessons learnt will be explored, including via working with adult men. The interventions leverage funds already secured for activities such as the Summer Camps.

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BUDGET

SN	Description	Unit	Quantity	Unit cost (US\$)	Duration in months	Duration in Days	Total Cost (US\$)	Total Cost (EUR)
A. Staff Costs								
A1	Full Time Project Manager	Manager	1	\$1,500	32		\$48,000	€ 40,656
A2	Alternative Masculinities teaching material consultants Team of national and international consultants to: In close consultation and collaboration with UNRWA Education and Protection Staff: • Review and enhance the school teaching material • Develop the caregivers course content • Develop 10 activities for students in grades • Provide training and initial on the job coaching	Team	1	\$12,500	8		\$100,000	€ 84,700
A3	On the job coaching trainers (3+3+3+5 trainers to provide fortnightly on the job coaching over a period of 4 months 8 support visits per teacher)	Trainers	14	\$1,500	4		\$84,000	€ 71,148
A4	Teacher/counsellor per diems to facilitate caregivers groups (1 group per 4 pilot schools then 210 groups followings year, 20 caregivers per group over 10 sessions)	Teacher/ Counsellor	214	\$30		10	\$64,200	€ 54,377
A5	Per diem for teachers to attend trainings (60+671 teachers x 5 day training)	Teacher	731	\$30		5	\$109,650	€ 92,874
A6	Monitoring and Evaluation Consultants • To develop outcome and output level monitoring and evaluation tools and analyse baseline and midline results • End line of pilot, baseline and midline of full implementation • Analyse end-line results	Short Duration Consultancy Contract	3	\$7,000			\$21,000	€ 17,787
							\$426,850	€ 361,542

SN	Description	Unit	Quantity	Unit cost (US\$)	Duration in months	Duration in Days	Total Cost (US\$)	Total Cost (EUR)
B	Programme Costs						\$219,234	€ 185,691
B1	Materials for Classroom Activities	Classroom Activities	23,233	6.40		1	\$148,691	€ 125,941
B2	Materials for Activities to be Tested During Summer Camps	Summer Camp Locations	7	1,250		4	\$35,000	€ 29,645
B3	Refreshments for Curricula Review Consultations	Curricula Review Consultations	10	35		1	\$350	€ 296
B4	Refreshments/Snacks for teacher training (65+680 participants including teachers and trainers x 5 day training)	Participants	745	9		5	\$33,525	€ 28,396
B5	Laptop with Docking station	One Set	1	1,668			\$1,668	€ 1,413

C	Running Costs						\$37,840	€ 32,050
C1	Transportation (Rental and running costs for one car during first year, two for 2nd year & one for last 8 months)	Vehicle	1	860	44		\$37,840	€ 32,050

D	Visibility						\$5,000	€ 4,235
D1	Donor Visibility • Rollups & Banners • Short Multimedia • T-Shirts & Caps	Lump Sum	1	5,000			\$5,000	€ 4,235

F	Contingencies						\$2,440	€ 2,067
		Lump Sum	1	2,440			\$2,440	€ 2,067

Total Costs (A+B+C+D+F)							\$691,364	€ 585,585
Indirect Support Cost(ISC) at 11%							\$76,050	\$64,414
Grand Total							\$767,414	€ 650,000

UN Exchange Rate as of 15 August 2017

€ 0.847 = \$1

Annual forecast of expenditures per result				
	2018	2019	2020	
R1 Total	€ 36,219	€282,436	€ 0	
R2 Total	€ 29,645	€ 0	€ 0	
R3 Total	€ 1,016	€ 53,361	€ 0	
Direct Overheads Total	€ 117,441	€ 40,069	€ 25,399	
Indirect Support Cost (ISC) at 11%	€ 20,275	€41,345	€ 2,794	
Grand Total	€ 204,596	€417,211	€ 28,193	

ANNEX 1 LOGICAL FRAMEWORK

With the approval of the Italian Cooperation, this log frame will be subject to revision and amendment following the engagement of the external monitoring and evaluation specialists.

Intervention Logic	Indicators	Targets	Sources of Verification	Assumptions
Goal: Gender based violence amongst Palestine refugees decreases	% decrease in gender based violence amongst Palestine refugees	2%	# of GBV related referrals recorded across UNRWA programmes	UNRWA is unable to control for other factors that may cause a spike in identification of GBV and disclosure of GBV, such as staff and community increased sensitisation on the topic.
Outcome: Caregivers and students demonstrate gender equitable knowledge, attitudes and behaviours	% of caregivers and students who demonstrate gender equitable attitudes and behaviours	30%	Multiple Indicator Cluster Survey	UNICEF is willing to disaggregate data by refugee status within the Multiple Indicator Cluster Survey.
			Monitoring and evaluation framework developed in partnership with a research institute. Likely to include:	

Output(s)			KAP surveys utilising the Gender Equitable Men Scale and the Most Significant Change Approach.	Caregivers are interested in this topic Teachers and counsellors are willing to accept new ideas on gender
1. Children in grades 1 to 4 have a better understanding of gender equitable attitudes and behaviours 2. Students in grades 5 to 9 participating in UNRWA summer camps have a better understanding of gender equitable attitudes and behaviours 3. Caregivers have a better understanding of gender equality and its benefits	# of children (boys and girls grades 1 to 4) trained in gender equitable attitudes and behaviours # of teachers and school counsellors trained on gender equitable teaching materials # of students (boys and girls grades 5 to 9) trained in gender equitable attitudes and behaviours # of caregivers that attend gender equality workshops # of textbooks reviewed using the UNRWA Framework	21 282 671 1500 4200	Record of attendance Record of attendance Minutes of the meetings and reports of workshops	
Project Activities: 1.1 Teaching material used in grades 1 to 4 in UNRWA schools is reviewed and adapted to promote alternative masculinities 1.2 Consultations occur with the PA Curriculum development unit 1.3 Teacher training material is developed 1.4 Teachers in the pilot schools are trained				

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- 1.5 Alternative masculinities teaching material is piloted in UNRWA schools
- 1.6 On the job coaching is provided to grades 1 to 4 teachers in the pilot schools
- 1.7 Lessons learnt are incorporated into teaching material
- 1.8 Full cohort of grades 1 to 4 teachers are trained
- 1.9 Teaching material is rolled out across UNRWA schools in the West Bank
- 1.10 On the job coaching is provided to all grades 1 to 4 teachers across UNRWA schools in the West Bank
2. Activities that address hegemonic masculinities for students in grades five to nine are piloted during summer camps
- 3.1 Workshop content regarding alternative masculinities targeting caregivers is developed
- 3.2 Monthly workshops regarding alternative masculinities with caregivers occur

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ANNEX II WORK PLAN

				2018												2019												2020						
Ref	Activities	Inputs	Responsible	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	
	Recruit Consultancy team		WBFO Protection and WBFO HR	x																														
1.1	Grades 1 to 4 training material review	Training material; meetings with consultancy team, WBFO Curricula Development Unit, WBFO Protection Unit	Consultancy Team in partnership with WBFO Curricula Development Unit and Protection	x	x																													
1.1, 1.3, 3.1	Development of in-class training material, teacher training package, caregivers course content, summer camp activities	Training material; meeting venue, refreshments, input of WBFO Curricula Development Unit, WBFO Protection Unit	Consultancy Team		x	x	x	x																										
1.2	Consultations with PA	Meeting venue, refreshments	Consultancy Team in partnership with WBFO Curricula Development Unit			x	x	x																										
1.1	UNRWA HQ review and sign off on		UNRWA Education Division						x																									

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