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ENHANCING SCHOOL MANAGEMENT AND PLANNING (ESMP) PROJECT

Gender Analysis Report

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ACRONYMS AND ABBREVIATIONS

A&E	Architect and Engineering
CBO	Community-Based Organization
EMIS	Education Management Information System
ESMP	USAID/Enhancing School Management and Planning Project
GBV	Gender-Based Violence
GIS	Geographic Information System
GOJ	Government of Jordan
HDI	Human Development Index
HDR	Jordan Human Development Report 2015
JEN	Japan Emergency NGO
JNCW	Jordanian National Commission for Women
JSEP	USAID/Jordan School Expansion Project
JSP	USAID/Jordan School Project
KG	Kindergarten/Preschool
MOE	Ministry of Education
MPWH	Ministry of Public Works and Housing
N	Number
NGO	Non-Governmental Organization
NS	New School
PI	Performance Improvement
PTA	Parent-Teacher Association
SDG	Sustainable Development Goal
SI	School Infrastructure
SKEP	Schools of Knowledge Economy Planning
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VE	Vocational Education
WASH	Water and Sanitation for Health

I INTRODUCTION

I.1 Objective

The ESMP Gender Analysis Report aims to highlight gender-related issues within the School Infrastructure (SI) Cycle and support the Ministry of Education's (MOE's) efforts to ensure that appropriate interventions to address them are carried out. It is worth highlighting that the MOE's gender policy and strategy are underway with implementable action plans at the Ministry, regional, and school levels. Once adopted, it will be worth exploring how the MOE will effectively improve gender-sensitive methodologies within the SI Cycle.

This report includes sex-disaggregated data and gender analyses for all Performance Improvement (PI) Initiatives. Approaches will be developed to integrate and mainstream gender considerations in ESMP programming and establish appropriate measurement tools. The report will also compile findings and recommendations based on several assessment reports and selected interviews to provide gender-sensitive perspectives on the SI Cycle.

The overall purpose is to identify strategies and approaches that ESMP can use to better integrate gender considerations into the project.

I.2 Approach and Methodology

The Gender Analysis Report was undertaken through:

1. Desk review of education sector and gender-related documents and researched materials that provided information on gender issues in relation to the SI phases at Jordanian public schools.
2. Interviews with relevant stakeholders that provided an opportunity to generate different opinions and perceptions. This also provided a cross-check of the data gathered through the desk review.

List of Interviews:

Name	Title	Employer
Engineer Hashem Al Faqih	Projects Management and Planning Engineer	Bitar Consultants
Engineer Laila A. M. Ghanim	Proposals and Contracts Manager	Bitar Consultants
Kafa Akroush	Head of Gender Unit	MOE
Tala Sweis	Director	Madrasati Jordan

I.3 Overview of the National Context

Jordan's Youth Population: According to the *Jordan Human Development Report (HDR)* for the year 2015, Jordan is an upper-middle-income country with a high Human Development Index (HDI), ranking 80 out of 188 countries. Jordan also fares well in HDI's equality indicator, scoring almost nine points better than the average Arab state on a 100-point scale. Jordan's large population of 9.7 million is very

young, with 70 percent under the age of 30.¹ The youth population constitutes the cornerstone of development efforts toward positive change, and with numerous opportunities that lay ahead, Jordanian youth can drive the country towards sustainable development.

Population Pressures: The massive influx of Syrian refugees into Jordan due to the Syrian civil war has taken a heavy toll on Jordan's economy, infrastructure, and education sector. This population burden has increased the number of students per classroom in some schools, leading to the double-shift system where schools operate in two shifts to accommodate the increasing number of students without increasing the number of school buildings. However, this system has cut learning times by 20 percent for individual students by reducing school hours from 6 to 4.5 hours daily. *The HDR* also reports that school enrollment for child refugees in Jordan is relatively low in comparison to native born inhabitants with male children often taking on employment and female children entering marriages due to cultural norms and a desire for economic security.

Gender Specific Challenges: The gender inequality index focuses on three dimensions of Human Development: reproductive health, empowerment, and economic status. *The HDR* indicates that Jordan has recorded some improvements in promoting gender equality, yet significant gaps in gender equality persist and present opportunities for gender-focused interventions. The largest gap is in labor force participation rates, which must be examined in the context of other gender issues, such as wage gaps, gender discrimination in the workplace, and overall working conditions.² Statistics from the *HDR* indicate that more Jordanian women find employment in the public sector than in the private sector. Improvements have been recorded in the quality of health facilities, nutrition, sanitation, clean water, and in the decline of infant mortality.³

Strides in Gender Equality: The status of women in Jordan has significantly improved over the years with better access to education and health care. Public policy has also evolved to grant greater social security protections, such as maternity insurance and retirement benefits. Overall school enrollment for females has increased, and the quota for women in parliament has risen from 6 to 15 seats.

Government of Jordan's Endorsement of Gender Equality: The national framework for gender equality and women's empowerment initiatives is overseen by the Jordanian National Commission for Women (JNCW), a semi-governmental body mandated by the Government of Jordan (GOJ) to increase the participation of women in economic, social, and political life. The JNCW is the official body that represents Jordan in international conferences on gender equality and women's empowerment.

1.4 Gender Equality and Women's Empowerment Context

In order to understand the Jordanian context for gender equality and women's empowerment, you must consider the challenges and opportunities for women at the national, regional, and local levels. The GOJ endorses national policies aimed at empowering women, but oftentimes these national efforts are stifled by unique local challenges that women face within their communities.

National Action Against Gender-Based Violence (GBV): Jordan is among the few Arab countries that have an endorsed domestic violence protection law to combat GBV. The purpose of the law is to provide support to women that are victims of violence and their families, and to advocate for a community free from violence. However, the contents of the law are disputed by some non-

¹ Jordan Human Development Report 2015.

² Ibid

³ Ibid

governmental organizations (NGOs) and human rights institutes that are currently advocating for revisions that would make the protective measures more robust.

Women's Political Participation: Political participation is another challenge, as there is still slow progress in bridging the gender gap in decision-making positions. Despite the political will and vision of His Majesty King Abdullah II and ongoing support to empower women at all levels and across sectors, the work on the ground remains slow. Strong measures are needed to ensure that women have fair representation in decision-making processes at the local and national levels. Although a quota for female participation in parliament exists, several steps need to be taken at the municipal level to encourage women to pursue public office.

Women in Leadership: Studies show that although Jordanian women made numerous strides in breaking gender barriers, they still face several challenges and discriminatory practices that hinder their active participation in public life. Women's roles in leadership and decision-making across public and private institutions are still modest and require bold measures to ensure women have equal access to opportunities at the managerial and leadership levels. Although women occupy 50 percent of positions in the public sector overall, they occupy a much smaller percentage of leadership roles and the prevalence of women in leadership roles steadily decreases as rank increases.

Gender Inequality and Gender Diversity: Ongoing gender inequality imposes serious barriers to social and human development. It weakens the potential role of women and girls and may limit their ability to be agents of change. Discrimination against women, people with disabilities, and young girls creates layers of resentment and affects their access to opportunities. Gender equality requires the strong collaboration of men and boys to ensure a more inclusive and equitable development is achieved to reach better standards of fair and equal living conditions for all. Understanding the different needs of women and men is the base of the process to formulate policies that bring gender issues to the forefront of discussion to ensure gender equality is at the core of public administration, as well as the private sector.

Gender-Focused Interventions that Consider Local Contexts: The education sector offers the prioritized space for gender equality advocacy. In this context, it is essential to protect the rights of boys and girls for an inclusive, equitable, and safe learning environment. For employees and other decision-makers to adopt effective gender-sensitive activities and strategies, they must consider the ways in which gender inequality impacts boys and girls differently. For example, a gender-focused intervention that addresses overall school enrollment rates must consider the reasons behind dropouts for boys and girls, whether they're due to the pressures on boys to support their families through work or due to early marriage and pregnancies among girls.

Workplace Harassment and National Trends for Women's Economic Participation: In the Jordanian cultural context, women participating in the labor force face many challenges due to cultural restraints on women and their primary role in the household, which affects their effective economic contribution. According to the Department of Statistics for 2013, only 55.9 percent of women with Bachelor's degrees are employed while 44.1 percent remain inactive. In comparison, 81.5 percent of men with Bachelor's degree are employed with 18.5 percent inactive. This large difference can be attributed to several challenges that women face. These include working hours and working conditions that do not take into consideration women's multiple roles and responsibilities, as well as an inadequate number of nurseries available to private sector workers who are mothers. Wage gaps between men and women, cases of harassment in the workplace, and a lack of protective measures may discourage women from economic participation.

Local Context for Gender Interventions: Jordan has amended the legal age of marriage to 18 years old. However, girls under the age of 18 can still be married at the discretion of a judge. This is one of the main causes for girls dropping out from schools in some governorates in Jordan, diminishing their future opportunities for healthier and safer lives.

Utilizing Data to Address Gender Inequality. Gender-sensitive data is an important factor in designing policies and strategies that have an impact on women’s participation in public life. To that end, the Jordanian Department of Statistics has been very active in generating and producing data related to gender equality. These statistics have been crucial to keeping gender-sensitive data visible and at the core of policy analysis, the monitoring and evaluation of progress, and the planning of future implementations. Gender-sensitive data supports the monitoring of the implementation of Sustainable Development Goals (SDGs) that Jordan committed to along with other Arab countries. Data collected at the national level and viewed through a local lens can be used to make informed decisions regarding interventions that consider national trends and unique local challenges.

1.5 Gender Equality in Education

The right to education in Jordan is an integral part of the national vision for development. It is enshrined in the Jordanian Education Law No. 3, in which education is “a right for all.”⁴ In line with national and international goals, the MOE aims to ensure the right to education for all male and female students in the country, equally enable them to unleash their potential, and fulfill their aspirations and contribute to democratic empowerment and active citizenship.

Gender equality is based on and promotes inclusion, both in the education system and society in general. It necessitates that both male and female students are equally able to access, complete, and benefit from the education of their choice and under any circumstances. Issues that one should consider when viewing education through the lens of gender equality and inclusion include access to early childhood development, equitable and free primary and secondary education, equal access to vocational education, the right to safe learning environments for boys and girls, the right to non-violent schools, respect for gender equality, the right to accessible facilities for people with disabilities, and the need to build capacity for both male and female teachers.

The MOE strives to ensure that young people learn to respect gender equality and appreciate the different needs and perspectives of men and women. To achieve this, the MOE is committed to promoting gender equality in education by mainstreaming gender throughout its education process, from education planning and administration to education content, delivery, and assessment.

- At the Ministry level, low participation among women in senior leadership positions and a weak mandate for the Gender Unit in the MOE are ongoing issues.
- At the field level, there are few women in leadership positions in the governance of directorates.
- At the school level, there exists a gender gap in opportunity and access for students that is manifested in problem-areas such as enrollment, sanitation, and the ability to hire and retain qualified teachers for both male and female students.

⁴ Jordanian Education Law No. 3

In light of these issues, MOE strategy will build its institutional capacity to mainstream gender throughout the education system from policy frameworks, action plans, teaching practices and school environments. The strategy objectives focus on early childhood education and development, access and equity, system strengthening, quality, human resources, and vocational education.⁵ A key objective of gender mainstreaming within the MOE is ensuring that women are well-represented in leadership positions as heads of departments and heads of directorates. In the year 2017, 84 percent of leaders in the MOE were male and 16 percent were female. By 2018, the figures for women leaders had risen to only 19 percent.

Delivering a free, inclusive, and equal learning experience for boys and girls challenges some of the fundamental socio-cultural and economic factors that are deeply rooted in local Jordanian communities. To a large extent, the school's environment mirrors the local community with its cultural impediments and limitations. In most areas, the school environment reflects deeply rooted gender inequalities and reproduces stereotypes of the relationships between males and females and the expected roles of both, impacting the lives and career choices for both boys and girls. A key issue in the Jordanian education environment is the gender stereotypes surrounding teaching roles. The job of a schoolteacher is considered suitable for women and unsuitable for men. In most cases, male teachers take up teaching due to a lack of better alternatives. This may lead to lower-quality teachers for male students and may impact learning outcomes.

Several disadvantages and challenges face both boys' and girls' schools. As noted by assessments undertaken by the MOE, boys may be less motivated, receive a lower quality of teaching, experience more incidents of violence, bullying, and vandalism, lack well-qualified and interested male teachers, and experience a higher percentage of dropouts due to pressures to support the needs of their families.⁶ All of these factors result in less engagement of boys in schools and may stifle boys' motivation to continue learning. On the other hand, girls' schools by all standards include better learning environments and demonstrate improved educational performance. A better quality of teachers motivates girls to learn and perform. Nevertheless, some harmful practices, such as early marriages for girls under the age of 18, impact the learning outcome and lives of schoolgirls.

Education and gender equality are prerequisites for sustainable development and lay the foundation for a prosperous and democratic society by equally empowering and enabling men and women to participate in social, economic, and political life. Education and gender equality are an integral part of the 2030 Agenda for Sustainable Development, to which Jordan is signatory, due to their transformational and catalytic role in national and global development.⁷ The SDGs of the 2030 Agenda for Sustainable Development address education, gender equality, and inequality. Additionally, the right to education and non-discrimination, including discrimination based on gender, are provided for in numerous international, national, and regional legal frameworks for human rights ratified by Jordan.⁸

As ESMP is interested in school management and planning, SDG4 will be the SDG primarily impacted by the project's efforts. The indicator within SDG4 that will be affected by the ESMP project is as follows:

- **SDG 4:** Ensure inclusive and quality education for all and promote lifelong learning.
 - **Target 4.a:** Build and upgrade education facilities that are child, disability, and gender-sensitive and provide safe, non-violent, inclusive, and effective learning environments for all.

⁵ MOE Strategy for Mainstreaming Gender Equality in Education (2018-2022): Draft Two.

⁶ Ibid

⁷ Ibid

⁸ Ibid

- **Indicator 4.a.1:** Proportion of schools with access to: ... (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-gender basic sanitation facilities; (g) basic hand washing facilities including soap and water.

1.6 Gender Statistics on Education

According to the *MOE Statistics Report (2017–2018)*, there are a total of 3,835 public schools in Jordan with 86,627 teachers. Of these teachers, 38 percent are male and 62 percent are female, and they educate a total of 1,378,841 students; of these students, 47 percent are male and 53 percent are female. The total number of MOE employees is 1,399, of which 75 percent are male employees while 25 percent are female employees.⁹

MOE schools are segregated by:

1. Level: kindergarten/preschool (KG), basic (Grade 1–10), and secondary academic or vocational (Grade 11–12)
2. Gender: all-male, all-female, and mixed sex (KG – Grade 4) schools
3. Shift: one shift and double-shift schools
4. Ownership: MOE-owned and rented schools
5. Location: Urban and rural schools

There are no major differences percentage-wise between the last two school years (2016–2017) and (2017–2018) in terms of school distribution. **Table 1** below shows percentage distribution of schools by type, while **Tables 2-8** show percentage distribution of students by gender, and **Table 9** shows percentage distribution of teachers by school type and gender at MOE-owned schools.

*Table 1 – Percentage distribution of **schools** by school type*

School Type	2017-2018
All-Male	36%
All-Female	13%
Mixed-Sex	51%

*Table 2 – Percentage distribution of **students** by school type and gender*

School Type	Male Students	Female Students
All-Male	36%	0%
All-Female	0%	18%
Mixed-Sex	11%	35%

⁹ MOE Statistics Report (2017–2018)

Table 3 Percentage distribution of **students** by education level and gender

Level of Education	Male Students	Female Students
KG	1%	1%
Basic	40%	45%
Secondary		
Academic	5%	6%
Vocational	1%	1%

Table 4 – Percentage distribution of **students** by school shift and gender

School Shift	Male Students	Female Students
One-Shift	35%	37%
Double Shift	11%	17%

Table 5 – Percentage distribution of **students** by school ownership and gender

School Ownership	Male Students	Female Students
MOE-Owned	42%	48%
Rented	5%	5%

Table 6 – Percentage distribution of **students** by school location and gender

School Ownership	Male Students	Female Students
Urban	30%	36%
Rural	17%	18%

Table 7 – Enrollment ratio of **students** by age and gender

Student Age	Male Students	Female Students
KG (4 – 5)	37.1%	36.0%
Basic (6 – 15)	94.5%	94.9%
Secondary (16 – 17)	64.8%	77.9%

Table 8 – Drop out ratio of **students** by grade and gender

Student Grade	Male Students	Female Students
Grade 1 – 4	0.62	0.57
Grade 5 – 10	3.17	3.52
Grade 11 – 12	Optional	

Table 9 – Percentage distribution of **teachers** by school type and gender

School Type	Male Teachers	Female Teachers
All-Male	37%	1%
All-Female	0%	16%
Mixed-Sex	2%	44%

2 KEY FINDINGS

This Gender Analysis Report highlights a number of issues and actions to be explored by ESMP as the project considers gender-focused outcomes for its objectives. Schools are learning institutions where boys and girls should enjoy their rights to a safe environment, equal access to facilities and learning methods, and robust curricular and extracurricular activities. Addressing the different needs of boys and girls is key to ensure that schools are more gender-sensitive. This requires buy-in and contribution from different stakeholders, especially the local community and school management. This buy-in is needed to ensure their engagement and commitment from the beginning of the process through the different phases of the project. This report will highlight the different gender issues to be taken into consideration when executing each project phase. It also highlights a number of issues, such as early marriage, violence against boys and girls, and the lack of protective and safety measures for girls in rural areas.

Following a desk review conducted by the ESMP Team regarding the current status of gender at MOE public schools, below are a number of gender-related findings that were noticed and segmented by school infrastructure phases.

2.1 School Planning

Gendered Facilities: Figures from the JEN (Japan Emergency NGO) and UNICEF Report on “*Jordan Nationwide Assessment in Public School for Strategic Planning for (2015-2016)*,” show that single-sex schools are available for 78 percent of boys, while single-sex schools are available for only 45 percent of girls.¹⁰ The average number of students enrolled in each girls’ schools is 1.5 times the average number of students enrolled in each boys’ school. Another finding from the *USAID/JSP Project: A Transformational Change – Evaluation of the Jordan School Construction and Rehabilitation Project (May 2013) Report* indicates that the community in some cases exerted pressure to change a school for females into a school for males.¹¹ This may demonstrate how communities can reproduce cultural stereotypes and biases that affect equal learning opportunities for boys and girls.

Enrollment Ratios: Although the enrollment ratio for girls is higher than boys according to MOE statistics for the year 2017-2018 in KG, Basic, and Secondary, there are more boys’ schools than girls’ school operating- a discrepancy to be explored with MOE. The gender ratio of Syrian children enrolled in school in Jordan was 51 percent male and 49 percent female.¹²

Ownership of Schools: Twenty percent of the MOE school buildings are rented whereas 79 percent are owned. The rented buildings have inadequate classroom sizes, inappropriate designs for classrooms,

¹⁰ Jordan Nationwide Assessment in Public Schools for Strategic Planning 2015-2016. UNICEF Report

¹¹ USAID Jordan JSP: A Transformational Change – Evaluation of the Jordan School Construction and Rehabilitation Project (May 2013) report

¹² Jordan Nationwide Assessment in Public Schools for Strategic Planning 2015-2016. UNICEF Report.

limited space for children, and insufficient latrine facilities.¹³ The rented schools present challenges to students that may impact learning outcomes.

Prioritization of Gender: In some rural areas, when it is not feasible to have single-sex schools, the priority is to provide schooling to males. According to the head of the MOE Gender Unit, the MOE studies the need of each community to decide on the number of boys’ and girls’ schools.

School Location: School location is important in the planning phase. When girls’ schools are located far from the community they serve, the parents tend to use school buses or private cars to ensure their daughters’ safety. Long commutes to school for children could have an impact on their overall access to education and an impact on the lives of their families, both financially and socially.

Equipment for Learning: Male vocational classrooms and facilities are often equipped with welding and carpentry tools. Female vocational classrooms are geared toward cooking, sewing, and housekeeping and lack the facilities and equipment available to males.¹⁴ However, Bitar Consultants Engineers is introducing a model of vocational training classrooms to include sewing, handicrafts, woodworks and welding for both boys and girls. This model challenges deep-rooted social stereotypes and gives the students space to create and innovate. Having said that, there is a need to ensure that both male and female teachers are well-trained in these different skills.

Overcrowding: Overcrowding in classrooms presents a challenge to promoting and enabling learning environment. The results of this report give a brief insight into the current situation of overcrowding in public schools. MOE defines 1.3 m² per child as a required space for learning in the classrooms of MOE schools. USAID/Jordan has built classrooms, targeting 1.4 m² per child. Less than 0.8 m² is severely crowded according to the National Center for Human Resource Development. Additional questions need to be explored. To what extent does overcrowding affect girls’ and boys’ enrollment? How does overcrowding affect the quality of education and impact a teacher’s ability to grant attention to the different needs of boys and girls?

Table 10 – Percentage of schools with overcrowded classrooms by school type at MOE¹⁵

Number of Schools	0%	< 25%	25 – 50%	< 50 – 75%	< 75 – 100%	< 100%
All-Male	7%	4%	5%	6%	6%	8%
All-Female	2%	2%	2%	3%	3%	4%
Mixed-Sex	8%	5%	6%	8%	8%	11%

Table 10 shows that overcrowded classrooms are mostly at mixed-sex schools, followed by schools for males, and then schools for females.

2.2 School Design

According to the *USAID Jordan JSP: A Transformational Change – Evaluation of the Jordan School Construction and Rehabilitation Project (May 2013) Report*, all-girls schools had nurseries and guest bathrooms that accommodated both boys and girls. From meetings with the head of the MOE Gender Unit, we

¹³ Ibid

¹⁴ USAID Jordan JSP: A Transformational Change – Evaluation of the Jordan School Construction and Rehabilitation Project (May 2013) report.

¹⁵ MOE Statistics Report (2017–2018)

determined that this example of having guest bathrooms for males and females needs to be introduced in all schools. This is important as there are male and female supervisors and assessors who might visit the different schools.

School Security: School premises should be protected in order to avoid break-ins or vandalism of school facilities by outsiders and to ensure a safe learning environment for children. Unsafe and insecure learning environments would affect school attendance, especially for females and younger children. In Jordanian schools, walls, fences, and guards are common safety measures undertaken to create a safe school environment. Schools for females often have greater security measures in place than schools for males or mixed-sex schools.

Playgrounds: The design of playgrounds often takes into consideration the kind of sports played by boys and girls. In some cases, the flooring materials in the boys' school are different than the girls' schools. According to an interview with Bitar Consultants Engineers, playgrounds constructed for males accommodate football while playgrounds for females often accommodate basketball or volleyball. Additionally, playgrounds built for females may need to include umbrellas to protect against the heat due to the common practice of wearing a hijab. Safe playgrounds with well-protected high walls allow girls to play sports in greater safety. This may encourage greater school attendance for girls.

Multi-Purpose Rooms: Multiple-purpose rooms allow girls and boys to perform hands-on activities that complement their overall curriculum. These rooms can also be used for vocational trainings.

Latrines: Latrines are another area to be considered. In single-sex schools, there are on average 45 female students per toilet and 75 male students per toilet. In mixed-sex schools, there are on average 60 students per toilet.¹⁶ Around 388 girls' schools do not meet the standard for number of toilets.¹⁷ There is an inadequate number of latrines in some schools in urban areas due to overcrowding and a lack of space. Latrine facilities at girls' schools are in better conditions than at boys' and mixed-sex schools. To a large extent, the cleanliness depends on the practices and behaviors of the boys and girls, and in boys' schools, it is noted that the level of cleanliness is low in some cases.

Water Facilities: The availability of water facilities in good condition improves sanitation for students. The number of female students who have access to a sufficient quality of water is slightly higher than male students.¹⁸ The quality of water taps varies between boys and girls' schools since non-functional taps are more common in boys' schools than at girls' and mixed-sex schools. Additional taps are provided or secured with locks to address the issue of vandalism at boys' schools.

Waste Management: Waste-management practices vary from one school to another. An increased awareness of proper waste-management practices is needed to address this issue.

Feminine Hygiene: Sanitary disposable pads and tampons are often lacking in schools for females which may significantly affects girls' attendance, especially during times of menstruation. The design of a restroom for females must provide both a means for waste disposal and toilet stalls with doors.

Personal Hygiene: There is a need for activities that raise awareness of proper hygiene practices among adolescent female students and teenage boys. Involving parents, and especially mothers, will enhance the effect of these sessions. Male teachers should be trained on personal hygiene in boys' schools. Personal hygiene practices and behaviors impact the overall cleanliness of the schools.

¹⁶ UNICEF and JEN: Jordan Nationwide Assessment in Public Schools for Strategic Planning 2015-2016.

¹⁷ Ibid

¹⁸ Ibid

Community Involvement: The community members, parents, and teachers are key to identifying the needs of boys' and girls' schools. Activities like health awareness, cleanliness, and sessions on the negative effects of early marriage, bullying, and vandalism will support the school to have an effective, motivating, and creative learning environment. Measures such as extracurricular activities and opening the premises of the school to the community are proven to help build trusting relationships between teachers, students, and parents. Frequent information sharing and learning among different stakeholders also improves the learning environment.

Students with Special Needs: Students with special needs require specific interventions in schools. Education specialists or teachers who are specially licensed to teach students with disabilities are present in 56 percent of schools in urban areas.¹⁹ Providing accessible toilets for boys and girls with special needs is one of the main requirements. Girls living with physical or mental disability are not likely to attend schools due to cultural restraints.

Involvement of NGOs: NGOs provide services to both boys' and girls' schools, including hardware, the maintenance of facilities and buildings, and the technical training of teachers. These interventions were more common in boys' schools than in girls' schools.

Based on the *USAID Jordan SKEP Planning and Design Guidelines (October 2015) Report*, the following was implemented:²⁰

Restrooms:

- The public restrooms (including accessible toilets for boys and girls with special needs) for male and female students are in the lobby area when there is a multi-purpose room. When there is a gym, rather than a multi-purpose room, additional public restrooms are added near the gym's main entrance.
- Staff restrooms should be centrally located. For female teachers, schools should provide western toilets. It is worth noting that members of rural communities in some governates may not have been exposed to western toilets. This intervention will require a field assessment to explore the practices of community members.
- Toilets are provided at a ratio of 1 unit per 12 students. Schools should have a minimum of two restrooms (one for female students and one for male students).

Changing Rooms:

- Schools should provide a changing room for males and a changing room for females adjacent to the gymnasium.
- The stage area needs a changing room for males and a changing room for females adjacent to it.

Site Hardscape – Road Planning and Vehicular Traffic Control:

- Student drop-off zones for females and males in a mixed-sex school can be in the same area.

Vocational Workshops: In Grades 1–3, students remain in their classroom for this instruction. Students in Grades 4–10 attend vocational classes at the workshop. The vocational teacher remains at

¹⁹ UNICEF and JEN: Jordan Nationwide Assessment in Public Schools for Strategic Planning, 2015-2016. /

²⁰ USAID Jordan SKEP Planning and Design Guidelines (October 2015) report

the workshop and the students rotate into it for their instruction. Half of the class (18 students) attend class in the workshop while the other half attend art/music classes. The workshop is a flexible space that allows students a number of exploratory experiences, such as agricultural science, home economics, electronics, robotics, and mechanics.

Although based on perception rather than actual assessment and on a limited sample of 11 schools, the following are some survey results based on school gender from the students' perspective:²¹

- No difference in safety or maintenance of outdoor play areas and equipment, disaggregated by sex of school.
- No difference in how students are protected from the elements while using outdoor play areas (e.g., protected from excessive sun, dust, rain, or wind), disaggregated by school sex.
- No difference in school buildings providing adequate protection from the elements (rain, heat, cold, wind, dust), disaggregated by sex of school.
- The school having a sanitary system for disposal of wastewater, disaggregated by sex of school, was very true in 75 percent of schools for females, somewhat true in 88 percent of schools for females, and not at all true in 25 percent of mixed-sex schools.
- The school having a sanitary system for disposal of latrine water, disaggregated by sex of school, was very true in 63 percent of schools for females, somewhat true in 88 percent of schools for males, and not at all true in 25 percent of mixed-sex schools.
- The classrooms having adequate ventilation, disaggregated by sex of school, was very true 38 percent of schools for males and somewhat true in 75 percent of both schools for females and mixed-sex schools.
- There was an adequate number of functioning latrines available so that students did not have to wait an excessive amount of time to use them, disaggregated by sex of school, was somewhat true in 50 percent of schools for males, 75 percent of schools for females, and 50 percent of mixed-sex schools.
- Available community spaces, such as libraries and resource rooms, disaggregated by sex of school, was somewhat true in 50 percent of schools for males and schools for females and in 25 percent of mixed-sex schools.

However, from the teachers' perspective (N=69), the following are some survey results based on school gender:²²

- No difference in physical changes to the school environment impacting incidents of violence at this school when disaggregated by school sex. However, having high walls surrounding the schools will provide a more secure environment for boys and girls.
- Due to a lack of security measures in mixed-sex schools, there is no significant difference in the number of students exposed to the security risk by gender.

²¹ USAID Jordan Education Assessment: School Construction and School Expansion (September 2018)

²² Jordan Education Strategic Plan (2018-2022)

One of the main challenges that prevent female students from enrolling in the Vocational Education (VE) stream is that it is typically provided for males and situated at male schools, and as such, represents an environment not friendly to females.

2.3 GOJ Tendering

Through the desk research conducted by the ESMP Team, nothing was found regarding gender-related issues within the SI tendering phase. However, throughout the interviews conducted with the project's counterparts, the following perspectives could be taken into consideration in the GOJ tendering phase:

- Do the selection criteria of the A&E Company take gender balance of design into consideration?
- Do the selection criteria of the A&E Company ensure non-discriminatory practices in overall project? Does the selection of services, goods, and civil work consider its impact on gender equality and women's empowerment?
- Is the Tendering Committee gender balanced?
- Is the language of the tender documents gender-sensitive?
- Does it encourage women-owned businesses to apply? A business can qualify as "women owned" when it is more than 51 percent managed or owned by one or more women.
- Does the selection criterion investigate a gender-balanced project team?
- Is there a balanced presence of women and men in decision-making positions?

2.4 School Construction Management and Supervision

According to the *USAID Jordan School Construction Stakeholder Assessment Report (April 2015)*, given the limited capacity of MPWH in terms of human resources, vehicles, and time, the MPWH is unable to follow-up in a timely manner with engineering firms throughout the construction and handover phases.²³

New school construction offers opportunities to engage parents, particularly fathers. Males are likely to be interested in job opportunities so, where feasible, priority could be given to hire local parents for construction work.²⁴ This in-kind contribution has been shown to increase the parents' loyalty and the sense of pride to be part of constructing their children's schools. Although based on the perception of a limited sample of 11 schools rather than an actual assessment, the following are some survey results based on school sex:²⁵

- **School buildings are in good structural condition**, disaggregated by sex of school, was somewhat true in 88 percent of schools for males, 63 percent of schools for females, and 50 percent of mixed-sex schools.

²³ USAID Jordan School Construction Stakeholder Assessment Report (April 2015)

²⁴ Ibid

²⁵ Ibid

Throughout the interviews conducted with the MOE, MPWH, and construction company counterparts, the following perspectives could be taken into consideration in the construction management and supervision phase:

- Opportunities should be given to women within the project team for construction management and supervision.
- Decision-makers should ensure that the construction company has an understanding of the different needs of boys' and girls' schools and learn from previous experience.

2.5 School Closeout and Acceptance

According to the *USAID Jordan School Construction Stakeholder Assessment Report (April 2015)*, given the limited capacity of MPWH in terms of human resources, vehicles, and time, the MPWH is unable to follow-up in a timely manner with engineering firms throughout the construction and handover phases.²⁶ Throughout the interviews conducted with our MOE and MPWH counterparts, the following could be taken into consideration in the construction management and supervision phases:

- The gender composition of school close-out and acceptance committees
- The proportion of women and men in decision-making positions

2.6 School Operation and Utilization

According to the *USAID Jordan Gender Gap in Student Achievement Study Report (August 2014)*, there are significant differences between male and female learning environments that might negatively affect males' motivation to attend school and learn.²⁷ Although based on the perception of a limited sample of 11 schools rather than an actual assessment, the following are some survey results based on school sex:²⁸

- The classrooms are at a comfortable temperature, disaggregated by sex of school, was somewhat true in 88 percent of schools for males, in 75 percent of schools for females, and in 75 percent of mixed-sex schools.
- Students and staff have ongoing, easy access to drinking water, disaggregated by sex of school, was somewhat true in 88 percent of schools for males, in 100 percent of schools for females, but only in 38 percent of mixed-gender school.
- A variety of instructional learning materials were available in school (e.g., classroom, resource room), disaggregated by gender of school, was very true in 50 percent of schools for females and mixed-sex schools and not at all true in 25 percent of schools for males.

It is important to ensure that water is available and sustainably managed for students to maintain a hygienic environment for all. The number of female students who could access a sufficient quantity of

²⁶ Ibid

²⁷ Jordan Gender Gap in Student Achievement Study Report (August 2014)

²⁸ USAID Jordan Education Assessment: School Construction and School Expansion (September 2018)

water was 3.5 percent, while the number of male students who could access a sufficient quantity of water was 9.5 percent.²⁹

In addition to outdoor trash containers, the availability of sanitary disposal bins in female latrines was assessed. However, 71 percent of the schools have no sanitary disposal bins. The availability of sanitary bins in schools is likely to affect the attendance of female students.³⁰

According to **Table II** below the percentage of unclean male schools is higher than that for schools for females.

Table 11 – Percentage of clean schools by school type at the MOE

School Type	Clean	Not Clean
All-Male	27%	10%
All-Female	15%	2%
Mixed-Sex	42%	5%

Based on the *USAID Jordan Gender Analysis and Assessment Report (March 2012)*, female teachers and students are expected to take on traditional female household roles to maintain a clean environment, while male teachers do not take on this function.³¹

Male students' access to soap at school latrines is less than that of female students, as seen in **Table 12** below, where 84 percent of schools for males and 75 percent of schools for females have no available soap at the latrines.³²

Table 12 – Percentage of availability of soap at latrines by school type at the MOE

School Type	Available	Not Available
All-Male	6%	31%
All-Female	5%	12%
Mixed-Sex	11%	35%

Schools for males suffer from a shortage of teachers, low teacher motivation and engagement, violence against students by teachers, administrators, and other students, vandalism, and a lack of parental involvement. After male students enter single-sex schools, their fathers are expected to assume primary responsibility for their education because mothers are less welcome at the schools due to religious and/or cultural concerns about going unaccompanied to a place where there are only males.³³ Male students can also become disaffected from school due to verbal and physical violence meted out by teachers and administrators who mistakenly believe that such punishment is curative for male students and thus acceptable. For older male students, the negative environment at school (coupled with the pressure of future financial obligations that require a well-paying and “honorable” job) can lead to internalized stress and depression or externalized violence against school property, teachers, or other

²⁹ UNICEF and JEN: Jordan Nationwide Assessment in Public Schools for Strategic Planning, 2015-2016.

³⁰ Ibid

³¹ USAID Jordan Gender Analysis and Assessment Report (March 2012)

³² UNICEF and JEN: Jordan Nationwide Assessment in Public Schools for Strategic Planning, 2015-2016.

³³USAID Jordan Gender Analysis and Assessment (March 2012)

students. Bullying has been identified as an issue at schools for females, although a study by UNICEF indicates that it manifests itself more as physical bullying in male schools and as more psychological bullying in schools for females (UNICEF, 2007).

2.7 School Maintenance

According to the *USAID Jordan Education Assessment: School Construction and School Expansion Report (September 2018)*, the ESMP Team reviewed project monitoring data for the USAID JSP and JSEP Projects and determined that there is a sufficient distribution of schools by region, sex, and construction type.

In terms of school maintenance, respondents expressed dissatisfaction with the tiles and floors at 46 percent of the 11 schools interviewed stating that the specific floor tiles used are difficult to clean, and have a constant unclean appearance, even after being cleaned. Although based on perception rather than actual assessment and on a limited sample of 11 schools, following are some survey results based on school sex:³⁴

- Latrines are safe and in good repair, disaggregated by sex of school, was somewhat true in 88 percent of schools for males and in schools for females, but 50 percent in mixed-sex schools
- Latrines and sinks are clean and sanitary, disaggregated by sex of school, was somewhat true in 88 percent of schools for males, in 75 percent of schools for females, and in 50 percent of mixed-sex schools

The percentage of unusable latrine seats is high in schools for females at 26 percent compared to male schools at 13 percent and schools in urban areas. On the other hand, schools for males have a higher percentage of unusable washbasins at 50 percent that require maintenance compared to schools for females at 13 percent. The physical condition of latrine facilities was evaluated by examining the condition of walls, floors, seats, doors, water pipes, drainage pipes, ceilings, and washbasins. Latrine facilities in schools for females are in better condition than schools for males and mixed-sex schools.³⁵ Children's willingness to use school latrines could be affected by the level of maintenance and cleanliness of latrines. The frequency of cleaning in schools for females and in schools in urban areas is higher than others. Facilities in schools for males tend to become filthy based on the condition of school latrines. Around a quarter of schools for males lack cleanliness.

Well-maintained water taps are important for children to wash their hands after playing or before eating meals or drinking water. Non-functional taps were more common in schools for males at 47 percent than female or mixed-sex schools.

Table 13 below shows the availability of community contributions or labor provided by the local community to schools and the type of this contribution where some are in the form of maintenance and cleaning.

³⁴ Ibid

³⁵ UNICEF and JEN: Jordan Nationwide Assessment in Public Schools for Strategic Planning, 2015-2016.

Table 13 – Percentage of community contribution by school type at the MOE

School Type	Available	Not Available
All-Male	7%	30%
All-Female	6%	10%
Mixed-Sex	13%	34%

Table 14 – Percentage of community contribution by form and by school type at MOE³⁶

School Type	Maintenance	Cleaning	In Kind	Other
All-Male	5%	1%	13%	6%
All-Female	4%	2%	21%	4%
Mixed-Sex	8%	2%	27%	10%

As seen from **Tables 13 and 14** above, community contribution is higher for mixed-sex schools, but almost the same for single sex schools. However, contribution in the form of maintenance and cleaning is higher in schools for females.

In 98 percent of schools, a Parent-Teacher Association (PTA) has been established. However, the level and extent of PTA activities varies in schools. When looking into differences between single-sex and mixed-sex schools, PTA commitment and participation is weakest in schools for males. It is assumed that male parents pay less attention to the learning environment compared with females' parents. Active involvement of PTAs in mixed-gender schools could be explained by the large portion of female students in mixed-gender schools.³⁷

As for community engagement, **Figure 1** below disaggregates the survey data on whether school construction activities have increased community use of school facilities by school sex, while **Figure 2** below disaggregates the teacher survey by sex of school and locality (urban, rural) in terms of whether physical changes to their school environment has helped increase their use of facilities for extracurricular and community engagement activities.³⁸

³⁶ Ibid

³⁷ UNICEF and JEN: Jordan Nationwide Assessment in Public Schools for Strategic Planning, 2015-2016

³⁸ USAID Jordan Education Assessment: School Construction and School Expansion report (September 2018)

Figure 1: Community Use of School Facilities as Perceived by Teachers, Disaggregated by Sex of School

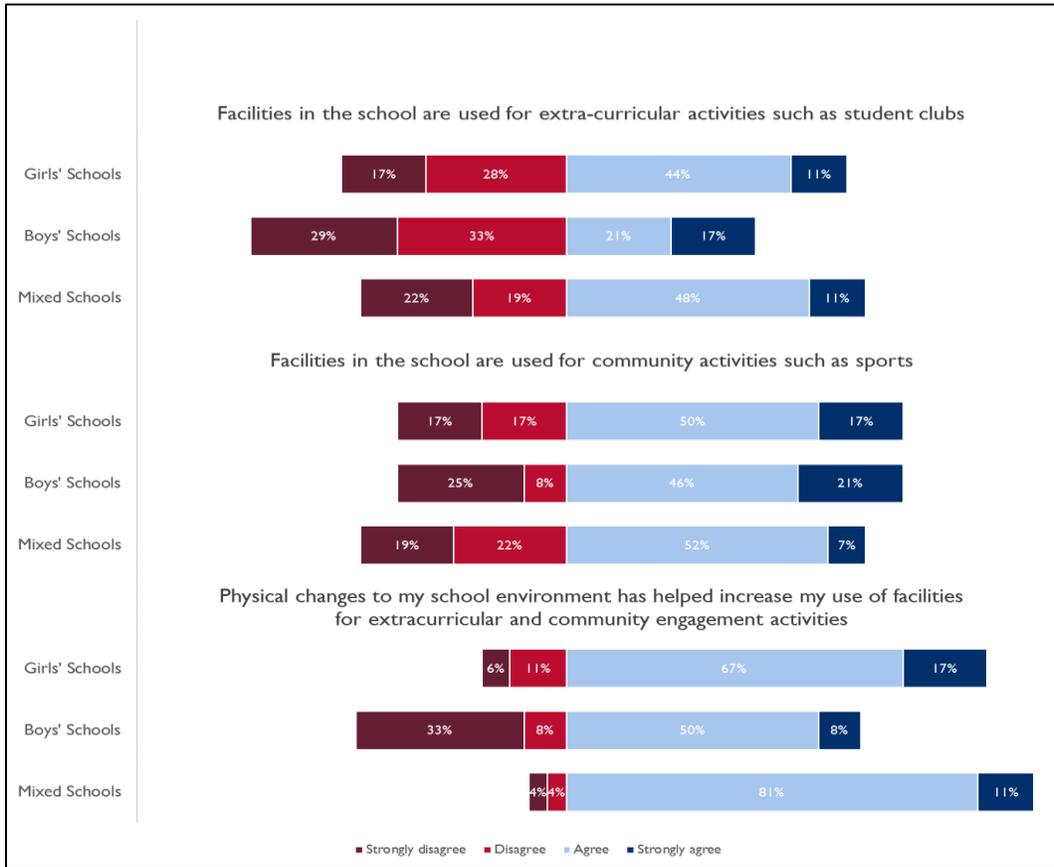
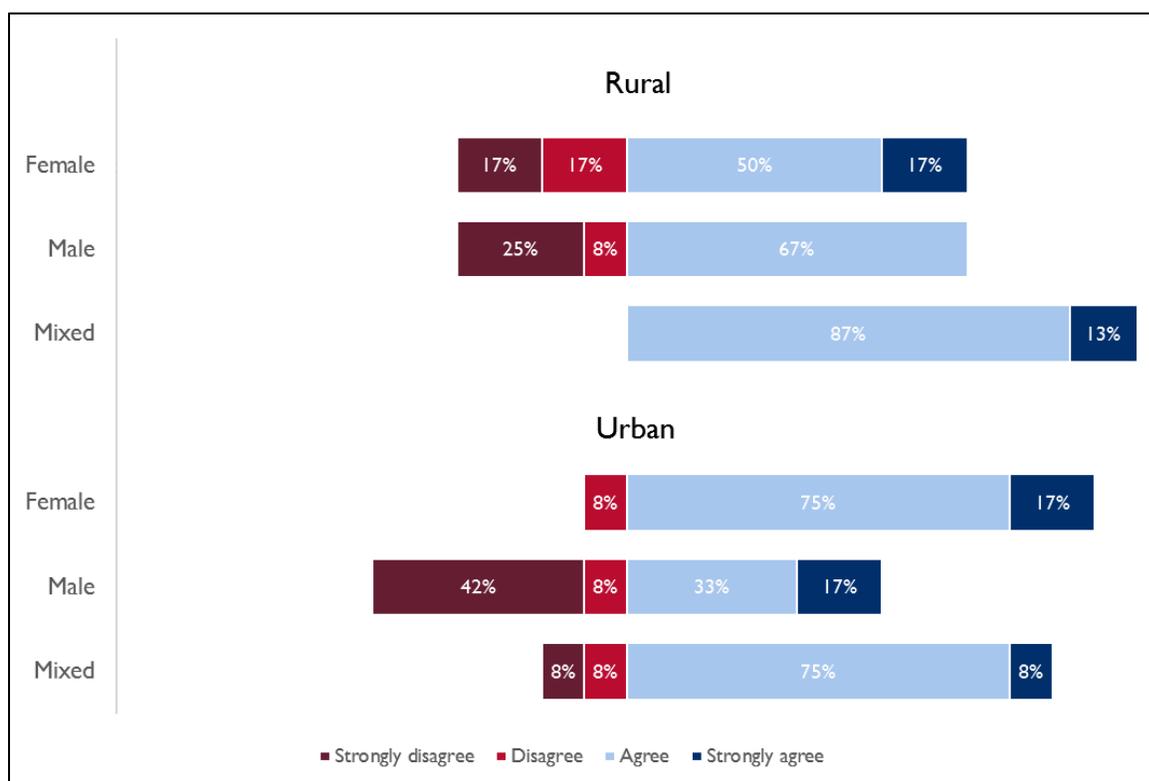


Figure 2: Teacher Survey, Disaggregated by Sex of School and Locality (Urban and Rural)



3 RECOMMENDATIONS FOR PROJECT IMPLEMENTATION

3.1 General

1. Enhance the understanding of gender mainstreaming through the capacity building of MOE and MPWH staff.
2. Build database of gender knowledge and best practices throughout the implementation of ESMP using gender-sensitive tools and methodologies to share with the MOE and MPWH.
3. Promote the systematic collection of sex disaggregated data to define the different learning experiences of boys and girls.
4. Document good practices of gender-sensitive interventions with regard to school management according to planning phases.
5. Hold frequent meetings with the MOE Gender Unit to discuss progress, challenges, and main outcomes from school management and planning. This will help the Gender Unit to integrate pressing issues into their strategy and action plans.
6. Lead the formulation of a network of gender champions that is comprised of teachers, principals, parents, and other community leaders and provide lists of issues that will require continuous intervention and monitoring.

7. Support the interventions of NGOs to promote sustainable solutions and adopt creative toolkits to transform behavioral changes in school management and staff.
8. Work with CBOs to introduce initiatives to address reasons for dropping out from school, including early marriage and work obligations.
9. Advocate for gender-sensitive schools within the MOE to become models for schools that require reforms or interventions.
10. Advocate for the rights of boys and girls with special needs throughout the implementation phases and make sure their needs are taken into consideration.

3.2 School Planning

1. Further investigate the needs of students to determine whether the equipment and supplies in vocational classrooms should be gender-sensitive. Exposing students to both types of equipment and supplies may nurture new skills and aspirations for future careers. This must be supported by qualified teachers and a comprehensive curriculum that caters to the needs of both males and females.
2. Document the following for GIS (Geographic Information System) analysis included in the Site Selection Criteria Matrix:³⁹
 - Adjacent schools in catchment area – show existing single sex MOE schools with 4km catchment area.
 - Identification symbols and listings to use for sites – show a pink dot to designate a female school and a blue dot to designate a male school (candidate sites and vicinity schools).
3. Assess the process in the school planning phase related to donor funding criteria to make sure funds are balanced between single sex schools.
4. Assess overcrowding and underutilization for both male and female schools
5. Determine physical requirements for school facilities (latrines, nursing rooms, vocational workshops, science labs, computer labs, etc.).
6. Work with the MOE to improve access of both male and female students to non-traditional vocational streams.
7. Work with the schools' principals to ensure that improved and interactive channels with the community members are always open to guarantee involvement in the school planning phase with special emphasis on the role of the students' parents.
8. Encourage beautification initiatives, such as planting trees, leveling playgrounds, and fixing broken items to increase the sense of ownership among students.

³⁹ USAID Jordan SKEP Planning and Design Guidelines (October 2015) report

3.3 School Design

1. Reconsider the size of nurseries in schools for females and the amount of furniture in them to accommodate for the larger-than-expected number of teachers' children utilizing the space.⁴⁰
2. Provisions for gender appropriate bathrooms should be more evident in Grades 1-3 in mixed-sex schools. The current New School (NS) model has a shared bathroom for males and females in Grades 1-3, which is traditionally undesirable. Parents in the workshops echoed this concern as well.⁴¹
3. Based on the feedback received from end-users, gender-sensitive design could have been further enhanced by reconsidering the height of surrounding walls (for schools for females, the height should be raised for privacy issues); colors selected for the walls (traditional feminine and masculine colors could be applied for purposes of comfort); and ensuring that vocational labs are equipped with the appropriate supplies. Accordingly, the MOE expressed the need to revisit the school design model and its flexibility to accommodate gender-diversity⁴².
4. Contributions by the participants in the workshops included thoughtful suggestions to be addressed when planning and designing school:⁴³
 - Use neutral colors for all genders.
 - Vocational lab equipment should be planned to meet the current and future technology needs of both males and females.
 - Design playgrounds for both sexes and all types of sporting activities (soccer, basketball, volleyball, etc.).
 - Provide separated toilet rooms for the males and females in Grade 1.
5. Provide the tools and equipment used in the exploratory areas of the vocational workshops and design the workshops the same in both schools for males and schools for females. Furthermore, the workshops will need to accommodate "hands-on" projects and activities in various stations throughout the workshops.⁴⁴
6. Explore and ensure the presence of women and men in school design decision-making positions, such as committees, if any.
7. Improve community members' involvement in the school design phase by including students' mothers and fathers. Document the feedback of the community members to improve the planning, construction, and maintenance of schools.
8. Promote the development of gender-sensitive school designs to be standardized and integrated in the original designs.

⁴⁰ USAID Jordan JSP: A Transformational Change – Evaluation of the Jordan School Construction and Rehabilitation Project (May 2013) report.

⁴¹ Ibid

⁴² Ibid

⁴³ Ibid

⁴⁴ USAID Jordan SKEP Planning and Design Guidelines (October 2015) report

9. Explore providing feminine hygiene dispensers in female bathrooms to ensure girls have access to feminine hygiene products when needed.

3.4 GOJ Tendering

1. Ensure that vendors or service providers selected have a strong commitment to gender equality.
2. Explore the possibility of creating an inclusive gender-sensitive list to be used when evaluating the proposals.

3.5 School Construction Management and Supervision

1. Investigate opportunities given to women in construction work (A&E company team and/or supervision consulting team).
2. Explore developing a standardized list with main items ensuring gender equality is taken into consideration throughout the process.

3.6 School Closeout and Acceptance

1. Ensure the presence of women and men in school closeout and acceptance committees.
2. Explore developing a standardized list with main items ensuring gender equality is taken into consideration throughout the process.

3.7 School Operation and Utilization

1. Explore measures to mitigate differences between male and female learning environments that negatively affect motivation to attend school and learn, such as improving the physical learning environment of male schools by ensuring the schools are clean, organized, and have the necessary learning materials and resources.
2. Work with schools to improve grievance procedures so that students, especially males, can address their concerns in ways other than vandalism and other forms of antisocial behavior in order to lower vandalism damages caused to school property.⁴⁵
3. Provide more attention to schools' cleanliness, especially that of latrines and the availability of soap at boys' and girls' schools. Whenever necessary, work with the local community on strategies to raise awareness on the importance of cleanliness and its reflection on the school image and community at large.
4. Explore creative ways to improve engagement of students, teachers, and communities at boys' schools in terms of the schools' cleanliness.
5. Raise awareness among girls on how to support sanitation and hygiene facilities. Explore creative solutions for girls to support them through their menstruation.

⁴⁵ USAID Jordan Analysis and Assessment (March 2012)

3.8 School Maintenance

1. Encourage fathers in a school community to stay engaged in new school projects by training CBOs, which are already male-dominated, to conduct outreach and mentoring to educate fathers to become more positively involved in all aspects of their sons' and daughters' education.
2. During the school construction phase, reach out to fathers to encourage local employment and engage fathers from the beginning. Fathers will serve as champions to work with the students to address vandalism.
3. Once priority is given to local parents for the construction work, this could be followed by efforts to engage fathers in the schools where their children attend with a focus on taking pride in the maintenance of school buildings and in the academic achievement of children attending the schools.⁴⁶
4. Give more attention to latrine seats' maintenance and feminine hygiene needs at schools for females and washbasins' maintenance at schools for males.
5. Find ways to improve community contribution in school maintenance at schools for males, which will add to the efforts needed to improve learning environments. Explore the possibility of allocating funds for regular monitoring and maintenance of premises.

4 ESMP GENDER WORKPLAN

4.1 Component I: Assessments

Objective: Identify assets and gaps for capacity development at each stage of the SI process and build an evidence base to support all ESMP activities and longer-term sustainability of results.

Activities:

1. Develop inclusive gender-sensitive criteria to be included in all the SI processes, including planning, design, tendering, supervision, closeout and acceptance, operation and utilization, and maintenance. (*General Assessment*).
2. Include gender-sensitive school designs that take into consideration the different needs of male and female students in relation to school buildings, playgrounds, safety measures, GBV in an education context, vandalism, the locations of water and sanitation for health (WASH) facilities, and other related matters. (*General Assessment*).
3. Provide capacity-building for construction staff and engineers at the central and field directorate level to promote gender responsive construction (*General Assessment*).
4. Develop concise guidelines to address the utilization and maintenance of gender-sensitive schools to promote inclusive learning environments that motivate male and female students and specify solutions to the different needs of both single-sex and mixed-sex schools (*General Assessment*).
5. Conduct consultations with community members, including parents, teachers, principals, and students to integrate their needs into a consolidated plan (*General Assessment*).

⁴⁶ Ibid

6. Work with other agencies and local NGOs to develop awareness campaigns to promote the needs of students with disabilities at schools (*General Assessment*).
7. Conduct a study on changing attitudes and behaviors in regard to gender equality to examine the role of different constituencies of the community in promoting inclusive, healthy, and well-maintained schools for both male and female students. (*Behavior Change Study*).
8. Share findings of the study with the MOE Gender Unit, MOE relevant departments, community members, and school management to identify their contribution and future steps (*Behavior Change Study*).
9. Ensure gender-sensitive assessments for overcrowded and underutilized schools to provide gender-sensitive data related to the planning and construction process (*Needs Assessment of Public Schools to Identify Overcrowded and Underutilized Schools*).

Actors: MOE, MOE Gender Unit, MPWH, International Agencies, national NGOs, and community members (mothers, fathers, teachers, students).

4.2 Component 2: Policy and Systems Strengthening

Objective: Improve or create MOE and MPWH policies, procedures, systems, and tools to address gaps and challenges in planning, design, tendering, construction, operations, and maintenance through engagement of key stakeholders.

Activities:

1. Work with the selected construction company on producing a model for gender-sensitive design of schools for boys and girls to be adopted by the MOE and MPWH. (*Improved policies and procedures at the MOE and MPWH*).
2. Once completed, discuss with the MOE and MPWH integration of the model in its procedures and systems. (*Improved policies and procedures at the MOE and MPWH*).
3. Ensure the use of sex-disaggregated data for EMIS and decision-making to promote evidence-based planning processes. (*Improved policies and procedures at the MOE and MPWH*).
4. Promote the gender champions among the selected individuals from the existing SI process and ensure gender-balanced committees. (*Improved policies and procedures at the MOE and MPWH*).
5. Ensure the role of mothers and fathers when forming committees at the community level. (*Procedures and requirements developed and implemented that will impact the non-governmental stakeholders*).
6. Ensure organizational development tools and methodologies take a gender approach into consideration to promote equitable and effective performance among MOE and MPWH employees. (*MOE and key stakeholders engaged in assisting schools*).
7. Support the MOE Gender Unit to ensure the gender mainstreaming strategy is implemented effectively (*MOE and key stakeholders engaged in assisting schools*).

Actors: MOE, MOE Gender Unit, MPWH, International Agencies, national NGOs, and community members (mothers, fathers, teachers, and students).

Objective: Improve or create MOE and MPWH policies, procedures, systems, and tools to address gaps and challenges in planning, design, tendering, construction, operations, and maintenance through engagement of key stakeholders.

Activities:

1. Work with the selected construction company to produce a model for gender-sensitive design of schools for boys and girls to be adopted by the MOE and MPWH. (*Improved policies and procedures at the MOE and MPWH*).
2. Once completed, discuss strategies to integrate the model's procedures and systems at the MOE and MPWH. (*Improved policies and procedures at the MOE and MPWH*).
3. Ensure the use of sex-disaggregated data in EMIS and decision-making to promote evidence-based planning process. (*Improved policies and procedures at the MOE and MPWH*).
4. Promote gender champions among the selected individuals from the existing SI process and ensure gender-balanced committees. (*Improved policies and procedures at the MOE and MPWH*).
5. Promote the role of mothers and fathers when forming committees at the community level. (*Procedures and requirements developed and implemented that will impact the non-governmental stakeholders*).
6. Ensure organizational development tools and methodologies take a gender-sensitive approach to promote equitable and effective performance among MOE and MPWH employees. (*MOE and key stakeholders engaged in assisting schools*).
7. Support the MOE Gender Unit to ensure the gender mainstreaming strategy is implemented effectively (*MOE and key stakeholders engaged in assisting schools*).

Actors: MOE, MOE Gender Unit, MPWH, International Agencies, national NGOs, and community members (mothers, fathers, teachers, and students).

4.3 Component 3: Human Resources, Staff Development and Training

Objective: Ensure efficient and timely deployment of employees with the knowledge and capacity to implement new policies, procedures, and best practices for management and communications.

Activities:

1. Develop gender-sensitive capacity building training for selected MOE and MPWH employees. (*Staffing Plan developed for directorates within the MPWH and MOE*).
2. Ensure all training materials and tools are gender-sensitive. (*Staffing Plan developed for directorates within the MPWH and MOE*).
3. Implement career guidance for both male and female employees to focus on strategies that will increase the number of women in leadership and managerial positions. (*Staffing plan developed for directorates within the MPWH and MOE*).

4. Advocate for gender-sensitive human resource policies that focus on increasing the representation of women in senior-level positions. (*Best management practices and communication implemented at the MOE and MPWH*).

Actors: MOE, MOE Gender Unit, and the MPWH.

4.4 Component 4: Sustainability of Increased Capacity

Objective : Develop, enhance, and sustain ESMP capacity building and systems enhancement for the MOE, MPWH, and other key partners, such as non-governmental, private sector associations, and A&E firms.

Activities:

1. Ensure all gender resources, including documentation, training materials, and policies, are transferred to the MOE Gender Unit for learning sustainability. (*MOE and MPWH capacity built and Sustainability Plan*).
2. Ensure that the Sustainability Plan includes gender-sensitive indicators that promote the rights of male and female students to an inclusive, equitable, and healthy school environment. (*MOE and MPWH capacity built and Sustainability Plan*).
3. Document best practices of schools that are champions of gender equality with testimonials from community members, teachers, parents, principals, and other related stakeholders. (*MOE and MPWH capacity built and Sustainability Plan*).

Actors: MOE, MOE Gender Unit, and the MPWH.

5 REFERENCES

- JEN and UNICEF Jordan Nationwide Assessment in Public Schools for Strategic Planning (2015–2016)*
- Jordan Education Law No. 3 for the Year (1994) and its amendments (in Arabic)*
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