نموذج رقم (1)

إقـــــرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

" تأثير المعرفة المجتمعية على إدارة مشاريع ترميم المباني الأثرية في قطاع غزة "

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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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عمادة الدراسات العليا
كلية الهندسة
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"The impact of Community Knowledge on the Management of Renovation of Historical Buildings projects in the Gaza Strip"

تأثير المعرفة المجتمعية على إدارة مشاريع ترميم المباني الأثرية في قطاع غزة

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بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحثة/ **نجلاء عطا مصطفى عطاالله** لنيل درجة الماجستير في **كلية الهندسة** قسم **الهندسة المدنية-إدارة المشروعات الهندسية** وموضوعها:

تأثير المعرفة المجتمعية على إدارة مشاريع ترميم المباني الأثرية في قطاع غزة

The impact of Community Knowledge on the Management of Renovation of Historical Buildings projects in the Gaza Strip

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 09 شعبان 1436هـ، الموافق 2015/05/27م الساعة الواحدة ظهراً بمبنى اللحيدان، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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واللجنة إذ تمنحها هذه الدرجة فإنها توصيها بتقوى الله ولزوم طاعته وأن تسخر علمها في خدمة دينها ووطنها.

والله ولي التوفيق ،،،

/مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

أ.د. فؤاد علي العاجز

DEDICATION

To our Palestinian Resistant Martyrs, who scarified themselves in order to get our Holly Land

To my Parents, Brothers and Sisters, Family and Friends.

To my Professors that taught me and were patient with my unending questions and arguments

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First and foremost we would like to thank Allah for what we are and for everything I have.

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ABSTRACT

This research studies the impact of Community Knowledge on the management of renovation of historical building projects in El Darj Neighborhood- in the old city of Gaza, from the perspectives of the public people reside in or work there. The study measures the level of current knowledge, level of awareness and Interest and level of Participation and Influence of the research sample to conclude the impact of their community knowledge on the management of renovation of historical buildings projects. The descriptive, analytical method used and utilized both primary and secondary sources. A structured questionnaire was specially designed for this study, in addition to a semi structured interviews were conducted with experts in the field of Renovation of Historical Buildings, to achieve the objectives of the study.

The main findings of the research were:

Community Knowledge affects the management of renovation of historical buildings in the Gaza Strip, by nearly 67.06%. Further, the study concluded that there are no differences in the response of the study sample, due to the respondents personal traits (gender, purpose of the residency). Furthermore, The study concluded that there are differences in the response of the study sample, due to the respondent's personal traits (Age, educational level, work status, residency place, status of residency place, residency period).

The main recommendations of the research were:

First: initiating of local campaign, this will be set up to promote the value of historical buildings, with a focus on the promotion of successful renovation projects to attract people's attention. Second: further awareness raising programs using media and on site workshop and curriculum for the public people, community members, youth and children to ensure favorable practices, instead of negative behaviors which could lead to either distortion or destruction of historic buildings. Third: providing incentives for the owners of historical buildings, to make them agree on the renovation of their historical building. Fourth: capacity building programs for workers in the renovation of historical buildings, and facilitate their access to the associated raw materials, modern tools, equipment's and techniques in the field of renovation. Fifth: more attention should be paid to community involvement in the renovation process of historical buildings, in order to ensure the continuity of the impact of these projects after its completion, and to draw the attention of the society towards the value and importance of the buildings. Sixth: activating the role of government bodies in monitoring the historic buildings, to reduce the encroachment on historical buildings or any irregularities. Further, activating laws and legislation related to preservation of historical buildings. Seventh: special projects should be implemented to install signs, instructions and guidelines in the areas around the historical buildings, as well as publishing maps, brochures about the historical buildings. Eighth: developing a national plan for the renovation of historical buildings in the Gaza Strip.

ملخص الدراسة

من خلال هذا البحث تم دراسة تأثير المعرفة المجتمعية على إدارة مشاريع ترميم المباني الأثرية في حي الدرج في مدينة غزة، من وجهة نظر الأشخاص المقيمين أو العاملين في الحي . لقد تم قياس أثر مستوى المعرفة الحالية ومستوى الوعي والاهتمام، ومستوى المشاركة والتأثير لعينة الدراسة لتحديد ما هو أثر المعرفة المجتمعية على إدارة مشاريع ترميم المباني الأثرية. وقد استخدمت الباحثة في هذه الرسالة المنهج الوصفي التحليلي ، حيث استعانت في ذلك بالمصادر الأولية والثانوية للمعلومات. وقد تمثلت الأداة الرئيسية للبحث في استبانة تم اعدادها خصيصا للبحث، بالإضافة إلى اجراء مقابلات شبه مهيكلة مع خبراء في مجال ترميم المباني الأثرية من أجل تحقيق أهداف هذه الدراسة.

تمثلت النتائج الرئيسية للبحث فيما يلي :

تؤثر المعرفة المجتمعية على ادارة مشاريع ترميم المباني الأثرية في قطاع غزة بنسبة 67.06%. كما توصلت الدراسة إلى عدم وجود فروق دات دلالة احصائية حول تأثير المعرفة المجتمعية على ادارة مشاريع ترميم المباني الأثرية يمكن ان تعزي للصفات الشخصية للمستجوبين مثل الجنس والغرض من الإقامة. كما توصلت الدراسة أيضا إلى وجود فروق ذات دلالة احصائية حول تأثير المعرفة المجتمعية على ادارة مشاريع ترميم المباني الأثرية يمكن ان تعزي للصفات الشخصية للمستجوبين مثل العمر، والمؤهل العلمي، وحالة العمل، ومكان الاقامة، وحالة مكان الاقامة ، وفترة الاقامة .

أهم التوصيات التي توصل إليها البحث :

أولا: العمل على تنفيذ حملة وطنية لتعزيز قيمة المباني الأثرية، مع التركيز على إبراز مشاريع الترميم الناجحة لجذب انتباه الناس. ثانيا: تنفيذ مزيد من برامج التوعية باستخدام وسائل الإعلام وعقد ورش عمل توعوية داخل المباني الأثرية، وتطوير المناهج الدراسية لتوعية عامة الشعب والشباب والأطفال لضمان ممارسات سلمية، بدلا من السلوكيات السلبية التي يمكن أن تؤدي إلى أي تشويه أو تدمير للمباني التاريخية. ثالثا: توفير حوافز لأصحاب المباني التاريخية، لحثهم على الموافقة على تجديد هذه المباني. رابعا: تنفيذ برامج لبناء قدرات للعاملين في ترميم المباني الأثرية ، وتسهيل حصولهم على المواد الخام ذات الصلة، والأدوات الحديثة والمعدات والتقنيات في مجال الترميم. خامسا: ينبغي إيلاء مزيد من الاهتمام لمشاركة المجتمع المحلي في عملية ترميم المبان الأثرية ، من أجل ضمان استمرارية أثرهذه المشاريع بعد انتهائها، ولفت انتباه المجتمع نحو قيمة وأهمية المباني. سادساً: العمل على تفعيل دور الهيئات الحكومية في مراقبة المباني الأثرية ، للحد من التعدي عليها أو أي مخالفات. وعلاوة على ذلك، تفعيل العمل بالقوانين والتشريعات الخاصة بالحفاظ على المباني الأثرية. سابعا: تنفيذ المشاريع الخاصة بوضع العلامات والتعليمات والإرشادات في المناطق المحيطة بالمباني الأثرية، فضلا عن نشر خرائط وكتيبات حول المباني الأثرية. ثامناً: وضع خطة وطنية لترميم المباني التاريخية في قطاع غزة.

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Chapter 1: Introduction

This chapter outlines the research problem by giving background to the subject area, objective, and aim of the research, the research problem, scope and limitation, variables and hypotheses.

1.1 Preface

Most people who work in the field of heritage conservation believe that protecting the past inspires the future and they also believe that for them to build a great civilization and make development, we should track the past. (Jodidio, 2011)

Jodidio (2011) described that protecting the past comes from protecting the heritage no matter what type this heritage is. One of the landmarks of cities is the historic buildings because they stand as a witness to the human development in the cities.

Iniyan (2013) noted that cultural heritage renovation helps a community not only protect economically valuable physical assets, but also preserve its history, environment and its sense of continuity and identity.

Renovation of historical buildings is one of the methods of bringing old buildings back to life. Moreover, Renovation of historical buildings has become an issue of great importance around the world as a result of the need to adapt existing buildings for new use. (CIB Commission 2010)

Community knowledge has been the basis for agriculture, food preparation and conservation, health care, education, and the wide range of other activities that sustain a society and its environment in many parts of the world for many centuries. This knowledge is generated and transmitted by communities, over time, in an effort to cope with their own agro-ecological and socio-economic environments (Fernandez, 1994).

All the organizations, which work in the field of heritage management, emphasize on the role that is played by the community and its strong impact on the renovation procedures. The majority of them have agreed that the historic buildings belong to the citizens before the country. Accordingly, most of the institutions that finance and support the renovation projects in appeals, conferences and reports take into account the community role and impact within the process of renovation to ensure the sustainability of these projects.

Through reading reports issued by those working in the domain of cultural buildings restoration, it was noticed that there are a lack of direct studies that’s study the concept, and most of the previous studies were just studied one sub variables of the community knowledge for instance community participation. Therefore, the study will follow both quantitative and qualitative methods to measure the level of community knowledge, and its impact on the management of renovation of historical buildings projects, and understand the prospective view of the experts in it.

1.2 Problem Statement

Community knowledge has been the basis for agriculture, conservation, health care, education, and the wide range of other activities that sustain a society and its environment in many parts of the world for many centuries.

The community knowledge about the value of the historical buildings was required not only for the success of renovation of historical building projects, but also for it is sustainability after the commencement of these projects. As a result, the management of heritage building renovation requires deep knowledge in all the aspects related to this field. This is because renovation projects deal with an existing entity that has a cultural, historical and civilization's legacy, where this entity is surrounded with an inhabited residential fabric.

Community knowledge on the value of renovation of historic building projects, can affect the progress of the renovation projects. Further, the level of knowledge of the community leads to heritage renovation. This research aims at identifying the reality of community knowledge, and its impact on the management of renovation of historical buildings in Gaza Strip projects.

Therefore, the problem of this research can be formulated in the following main question: "To what extent Community Knowledge influences the Management of Renovation of Historical Building projects in the Gaza Strip?"

1.3 Research Importance

Gaza City is so old city; contains different types of archeological buildings. These buildings reflect old eras and reflect the culture of old nations who were resident Gaza. The importance of conservative the historical building evokes to the mind the importance of the research about different issues related to it and begs the question; to how much the inhabitants of the residential fabric know the value of the heritage buildings that surrounds them. And to what extent this knowledge can help preserve these buildings? And what is the impact of this knowledge on the management of the projects of heritage building restoration and of drawing plans for the process of restoration?

The Oxford dictionary defines the community as the people of a district or country considered collectively, especially in the context of social values and responsibilities. These people are practicing all their matters life inside buildings contains their acts and reactions. They write down their history through these buildings, in the past, buildings were the witness of a person's actions and history, it reflects the level of peoples' minds in visual pictures. The study discusses the importance of people knowledge at preservation management process. If the person who lives nearby any a historical building knows what mean the building is in the civilization of the nation, no doubt he will participate for protecting it from any threaten danger. Nevertheless, this study provides for the Engineers, specialists and workers at restoration of archeological buildings recorders of the person's knowledge of archeological buildings surrounding them at the Gaza old city. The information will help them to realize the next role they could play to aware people towards the value of the restoration procedure.

This is the first detailed study devoted specifically to identify the reality of community knowledge and its impact on management of renovation of historical buildings in the Gaza Strip. The study would contribute to the improvement of management of renovation of historical buildings in the Gaza Strip, by focusing on the impact of community knowledge. Further, it would enhance the library resources in the field of renovation of historical buildings.

1.4 Research Aim

Identifying the reality of community knowledge on part of the residents of archaeological areas, and understand the impact of community knowledge on the management of Renovation of Historical Buildings.

1.5 Research Objectives

The main objectives of this research are:

1- To identify the level of current knowledge of Gaza's community on heritage building as well as heritage-related activities.
2- To identify the level of awareness and interest of Gaza's community on heritage building as well as heritage-related activities.
3- To identify the level of participation and influence of Gaza's community on heritage building as well as heritage-related activities.
4- To study the impact of community knowledge on the management of renovation of Historical Buildings.
5- To explain the importance of community knowledge on the management of renovation of Historical Buildings.
6- To contribute to the development of Management practices of renovation of Historical Buildings projects in Gaza Strip.

1.6 Research Scope and Limitations

This study is looking at the field of restoration archeological buildings, focusing on the management of these Buildings in the Gaza Strip. The study aims at identifying the reality of community knowledge of a sample of resident of El Darj Neighborhood, where a questionnaire which will be specifically designed for this study, as a tool of measurement. Moreover, the study also aims at understanding and measuring the impact of community knowledge on the management of renovation projects. To achieve its objective, the study will conducting interviews with specialists in this field of study who have previously worked on restoration projects in Gaza Strip.

1.7 Research Variables

The dependent variable is: Management of Renovation of Historical Buildings in Gaza Strip.

The independent variable is: Community Knowledge, which is sub divided to 3 major variables:

1- Level of Current Knowledge

2- Level of Awareness and Interest
3- Level of Participation and Influence

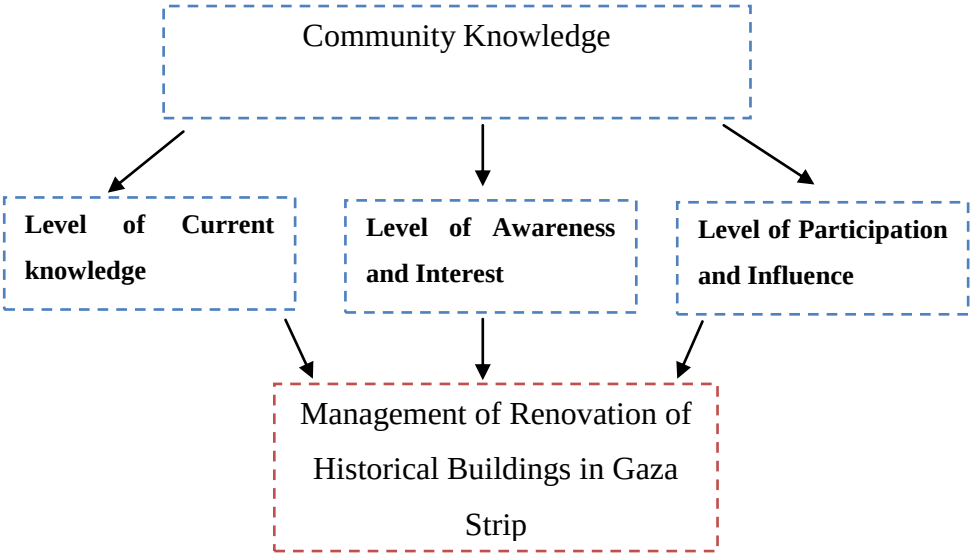

Figure 0:1 Research Variables: conceptualized by the researcher

1.8 Operational Definitions:

1.8.1 Renovation:

The researcher defines the term renovation as the a process of returning the existing fabric of a place to a known earlier state by removing accretions or by reassembling existing components.

1.8.2 Community knowledge:

The researcher defines the term community knowledge as a systematic body of knowledge acquired by local people through the accumulation of experiences, informal experiments and intimate understanding of the environment in a given culture. This knowledge is known by different names such as “indigenous knowledge”, “community knowledge”, “rural peoples’ knowledge”, “traditional knowledge”, “indigenous science” and so forth. The term community knowledge as used in this thesis is the knowledge of a community of a particular rural area based on their interactions and experience within that area, their traditions, and their incorporation of knowledge emanating from elsewhere into their everyday activities, with regard to the historical buildings and the renovation processes of these buildings.

1.9 Research Hypotheses:

1.9.1 First Hypothesis:

There is no significant impact at a significant level $\alpha = 0.05$ of respondents' community knowledge on the management of renovation of historical buildings in the Gaza Strip.

1.9.2 Sub Hypothesis:

H1: There is no significant impact at a significant level $\alpha = 0.05$ of respondents' levels of current community knowledge on the management of renovation of historical buildings in the Gaza Strip.

H2: There is no significant impact at a significant level $\alpha = 0.05$ of respondents' levels of awareness and interest on the management of renovation of historical buildings in the Gaza Strip.

H3: There is no significant impact at a significant level $\alpha = 0.05$ of respondents' levels of participation and influence on the management of renovation of historical buildings in the Gaza Strip.

1.9.3 Second Hypothesis:

There are no significant differences among respondents at level $\alpha = 0.05$ towards the impact of community knowledge on the management of renovation of historical buildings in the Gaza Strip, due to respondents personal traits.

1.10 Research Structure:

The current study includes five chapters explained as follows:

Chapter (1) Introduction
An introductory chapter defines the problem statement, the objectives of this research, the research variables and hypothesis.

Chapter (2) literature Review
This chapter presents an overview of community knowledge and renovation of historical building.

Chapter (3) Research Methodology
This chapter shows the methodology used in this study to achieve the required objectives.

Chapter (4) Data Analysis and Discussion
This chapter discusses and describes the results of this research.

Chapter (5) Conclusion and Recommendations
Presents conclusion, recommendations and outlines for future work.

References.

Appendixes

Chapter 2: Literature Review

This chapter presents an extensive literature about community knowledge, and renovation of historical building, for instance concept of community, the concept of community knowledge, components and variables of community knowledge, concept of renovation. Further, it presents an overview about the historical buildings in the Gaza Strip, with a focus on El Darj Neighborhood.

2.1 Community Knowledge (Data, Information and Knowledge).

2.1.1 Data:

The dictionary definition of data is known facts or things used as a basis of inference or reckoning. Another is: facts given from which others may be inferred (Jashapara, 2004).

2.1.2 Information:

The dictionary definition of information is “something told "or " the act of informing or telling ". However, this doesn‘t help us distinguish between data and information. Information could be considered as systematically organized data (Meadows, 2001). The notion of systematic implies the ability to predict or make inferences from the data assuming it is based on some system (Jashapara, 2004). Vance (1997) explained that information is data interpreted into a meaningful framework, while knowledge is information that has been authenticated and is thought to be true.

2.1.3 Definition of Knowledge:

Oxford dictionary (2001) defines knowledge as, set of information or whatever is acknowledged qualitatively by the organization or the worker within. While Harrington (2005) defines knowledge as a mix of experiences, practices, traditions, values, contextual information, expert insight, and a sound intuit on that provides an environment and framework for evaluation and incorporating new experiences and information.

The ability to achieve and use knowledge is one of the main abilities of human beings, and it distinguishes humans from other creatures. Philosophers from as far back as the Greek era have attempted to define knowledge, and this inquiry has led to many epistemological debates. Generally, knowledge can be defined as what is known. According to Webster's dictionary (1996), knowledge is defined variously as "(i) the act, fact, or state of knowing; a) acquaintance or familiarity (with a fact, place, etc.), b) awareness, c) understanding, (ii) acquaintance with facts; range of information, awareness, or understanding, (iii) all that has been perceived or grasped by the mind; learning; enlightenment, and (iv) the body of facts, principles, etc. accumulated by mankind.

Collison and Parcell (2004) recognized that knowledge not only means knowhow, which is a definition accepted by most people, but that it also contains know-why, know-what, know-who, know-where, and know-when. Know-how involves the process, procedures, techniques, and tools for getting something done. Know-why is the ability to see the bigger picture, including strategic insight related to the context of roles and

the value of action. Know-what is understanding a certain fact or information that is required prior to making a correct decision or completing a task properly.

Alavi and Leidner (2001) viewed knowledge as a state of mind, an object, a process, a condition of having access to information, or a capability, and emphasized that it enables individuals to expand their personal learning and apply it to meeting their needs. It can be categorized into two dimensions: "a condition of understanding gained through experience or study" and "the sum or range of what has been perceived, discovered, or learned". Knowledge may be viewed as a thing, thus it can be stored and manipulated.

Others have categorized knowledge as "intangible, fluid, personal, elusive, invisible, immeasurable, and ever evolving" (Gorelick & Tantawy-Monsou, 2005), and as "a multifaceted concept with multilayered meaning" (Nonaka, 1994).

In a practical sense knowledge could be considered as actionable information. Actionable information allows us to make better decisions and provide an effective input to dialogue and creativity in organizations. This occurs by providing information at the right place, at the right time and in the appropriate format (Tiwana, 2000). Knowledge allows us to act more effectively than information or data and equips us with a greater ability to predict future outcomes (Jashapara, 2004).

From a traditional perspective, knowledge starts from data, which consists of certain facts and numbers. If data are arranged within some context, it becomes information, and when experiences and judgments are added to the mix, it finally becomes knowledge (Milam, 2006). The traditional view of knowledge may be seen as a hierarchical model, with knowledge at the top, information in the middle, and data at the bottom (Mason, 2003).

On the other hand, Mason (2003) took a holistic viewpoint, describing a recursive framework of data, information, and knowledge, which synthesized both the traditional and the reverse hierarchical models. Mason (2003) stated, "The most meaningful conceptual framework within which to view the relationship among learning, knowledge, information, and data is to visualize a hermeneutic, recursive process in which each is enriched and made meaningful by a consideration of the others". Information generally contains facts, whereas knowledge is more subjective, focusing on linkages or relationships (Hauschild, Licht, & Stein, 2001). In general, information becomes knowledge when it is processed into the minds of individuals (Alavi & Leidner, 2001).

Knowledge refers to information that individuals understand, and it is related to facts, procedures, concepts, interpretations, ideas, observations, and judgments. Each individual understands knowledge differently by including a unique set of experiences and prejudices when making decisions about its meaning, value, and use (Hauschild, Licht, & Stein, 2001).

2.1.4 Knowledge Classification

Knowledge can be classified into three broad forms, namely public, shared and personal knowledge (Alavi & Leidner, 2001).

a) Public knowledge: is the knowledge that can be accessed through public domains such as internet or books.
b) Shared knowledge: refers to knowledge that is exclusively held by employees and is only used in work.
c) Personal knowledge: is the least accessible knowledge and is used mainly in work and daily life.

But the most prominent classification of knowledge is that knowledge is a set of tacit (implicit) and explicit knowledge. Tacit knowledge or the intangible knowledge is the intellectual personal energy that more difficult to create, capture and transfer such as values, relationship, norms, perspectives, behavior and attitude, on the other hand, explicit knowledge can be transmitted easily and articulated in formal language.

2.1.5 Type of Knowledge

Knowledge also can be differentiated based on its modes of expression: tacit and explicit (Chou, 2005; Frappaolo, 2006; Noe, 2002; Nonaka, 1994; Nonaka, Toyama, & Konno, 2000).

However, the two states of knowledge are not dichotomous in fact, and tacit knowledge forms the necessary background for assigning the structures to develop and interpret explicit knowledge. They are mutually dependent and reinforce each other's qualities. However, Frappaolo (2006) pointed out that although both tacit and explicit knowledge are important, tacit knowledge has the potential to be of substantial value to the organization because it is more difficult to capture and diffuse. Many organizations believe that tacit knowledge is more difficult to manage than explicit knowledge, but the most valuable knowledge is tacit (Hauschild, Licht, & Stein, 2001). Knowledge management should manage and acquire tacit knowledge that resides within individuals, as well as explicit knowledge, because tacit knowledge could be critically useful to an organization when it is converted into explicit form and shared with others (Frappaolo, 2006).

2.1.5.1 Tacit knowledge:

Tacit knowledge has a variety of definitions: practical expertise, hard to explain (Teece, 1998), intangible information residing within individuals demonstrated by actions and includes personal beliefs, perspectives, and values, conveyed only by watching and doing, innately understood and used (Zack, 1999), embedded in specific actions, skills, and activities (Nonaka, 1994).

According to Dyck and Frappaolo Knowledge that includes individual experience, know-how, skills, beliefs, perspectives, insights, intuitions, hunches, instincts, values, understanding of a future state, and the creative processes can be referred to as tacit knowledge (Dyck et al., 2005; Frappaolo, 2006). Noe (2002) defined tacit knowledge as "personal knowledge based on individual experience and influenced by perceptions and values". Nonaka (1994) noted that, tacit knowledge is "deeply rooted in action, commitment, and involvement in a specific context", and pointed out that it can include cognitive and technical elements.

The cognitive elements include personal schemata, paradigms, beliefs, and viewpoints that help individuals to form their perspectives to understand and define the world that

surrounds them. On the other hand, the technical elements comprise "concrete know-how, crafts, and skills that apply to specific contexts" (Nonaka, 1994).

Expanding on Nonaka's (1994) point, Mason (2003) suggested that tacit knowledge also includes concepts of values and facts, which are commonly understood and known to a society or group, often called common sense, and these common values and facts are usually constructed and transmitted through apprenticeships and the broader cultural environment. Mason (2003) emphasized that the cultural environment, such as a national or ethnic group, can influence the construction of tacit knowledge, and once it is built, it may be difficult to change. Generally, tacit knowledge is difficult to articulate, express, and formalize to others, and, thus, it is transmitted in informal and subtle ways (Dyck et al., 2005). Lastly, since tacit knowledge is in a person's mind, it is continually changing and evolving (Rowley, 2001).

2.1.5.2 Explicit knowledge:

Explicit knowledge is based on broad research and is considered more tangible but based in tacit knowledge that has been codified, distributed, and evidenced by verbal statements, mathematics, specifications, and operational manuals which can be characterized as data, contained in language or coding knowledge previously warehoused, clearly articulated (Zack, 1999). In contrast, tacit knowledge (e.g. abilities, developed skills, experience, undocumented processes, gut-feelings, etc.) is highly personal and difficult to reduce to writing. Tacit knowledge is rooted in an individual's experience and values (Nonaka and Konno, 2000). This type of knowledge may play an important role in the strategic planning performance of managers and professional staff (Bennett, 1998).

Explicit knowledge, also called codified or visualized knowledge, is that which can be transmitted in the form of formal and systematic language (Nonaka, 1991, 1994; Nonaka et al., 2006; Weiss & Prusak, 2005). Explicit knowledge is usually stated in clear language formatted in individuals' minds, so it can be stored in a knowledge database or managed by a knowledge management system (Carvalho & Ferreira, 2001; Noe, 2002). Often, explicit knowledge is referred to as information (Frappaolo, 2006). Explicit knowledge is ready to be transmitted to others in both synchronous and asynchronous ways (Frappaolo, 2006; Nonaka, 1991). Usually, explicit knowledge includes words, pictures, diagrams, computer codes, procedure manuals, and the like, so it can be conveyed to others in formal and obvious ways (Dyck et al., 2005).

Even though explicit knowledge is represented in articulated and symbolized forms that can be shared with others, it can represent different meanings to different persons with various 34 purposes (Weiss & Prusak, 2005). When people convert explicit knowledge into tacit knowledge, they have a tendency to interpret it based on their own particular purposes. For example, even though explicit knowledge contains various kinds of information, people adopt or reject it, and rearrange some or all based on their interests and purposes (Weiss & Prusak, 2005).

2.1.6 Community Definition

The word community is multidimensional and complex concept that defined different by different scholars, in sociological point of view, community mean a group of people who live the same place, share an interest, a neighbourhood or common set of circumstance (Macmillan English Dictionary, 2007). The characteristic and behavior of communities differs from one community to another depend on the historical background.

In a political point of view, community can be defined as a political constituency that has right to participate in political activities such as elect their leader and make the decision to run their government. In defining community, I decided to choose the meaning as defined by sociologist. Therefore, the community defined as the group of people who share the same characteristics. My focus on community based on the community in the way it organized as one element that group of people. (Njunwa, 2010).

2.1.7 Concept of Community

There are many ways to think about community. We will explore four of the most relevant concept, each of which provides different insights into the process of community engagement.

2.1.7.1 Systems Perspective

From a systems perspective, a community is similar to a living creature, comprising different parts that represent specialized functions, activities, or interests, each operating within specific boundaries to meet community needs. For example, schools focus on education, the transportation sector focuses on moving people and products, economic entities focus on enterprise and employment, faith organizations focus on the spiritual and physical well-being of people, and health care agencies focus on the prevention and treatment of diseases and injuries (Henry, 2011).

2.1.7.2 Social Perspective

A community can also be defined by describing the social and political networks that link individuals, community organizations, and leaders. Understanding these networks is critical to planning efforts in engagement. For example, 6 tracing social ties among individuals may help engagement leaders to identify a community's leadership, understand its behavior patterns, identify its high-risk groups, and strengthen its networks (Minkler et al., 1997).

2.1.7.3 Virtual Perspective

Some communities map onto geographically defined areas, but today, individuals rely more and more on computer-mediated communications to access information, meet people, and make decisions that affect their lives (Kozinets, 2002). Examples of computer-mediated forms of communication include email, instant or text messaging, e-

chat rooms, and social networking sites such as Facebook, YouTube, and Twitter (Flavian et al., 2005). Social groups or groups with a common interest that interact in an organized fashion on the Internet are considered "virtual communities" (Rheingold, 2000; Ridings et al., 2002).

2.1.7.4 Individual Perspective

Individuals have their own sense of community membership that is beyond the definitions of community applied by researchers and engagement leaders. Moreover, they may have a sense of belonging to more than one community. In addition, their sense of membership can change over time and may affect their participation in community activities (Minkler et al., 2004).

2.1.8 Participation

The concept of participation tends to confuse many scholars of development studies. According to Njunwa, Participation as a means simply see participation as the process whereby local people cooperate or collaborate with the externally introduced development collaborates in accomplishing a development project. In this way, participation becomes the means through which the initiatives implemented more effectively. The government or donors are the one who initiate development processes and use community resource to provide service to the people. (Njunwa, 2010).

World Bank (1996) defines participation as a process through which stakeholders influence and shares control over development initiatives and decisions and resources which affect them.

Therefore, based on these two definitions of participation, one can realize that both definitions, see participation as important instrument of empowering people in the development process. In a simple way, participation gives power to the people. However, for the participation to be meaningful the action must be voluntary and not forced by external. In order for the people to participate effective, they must be willingly to participate in development activities, education and awareness is very essential in influence community participation.

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Participation as an end is regarding participation as a goal in itself. This goal expressed as the empowering of people in terms of their skills acquisition, knowledge and experience to take greater responsibility for their development. The concept of participation as an end aimed at ensuring that people are responsible in solving their own social economic problems. Nelson and Wright (1995:1) describe this as Participation as an end (where the community or group sets up a process to control its

own development). There is still hot debate among practitioners and in the literature about whether participation is a means or an end or both. (Njunwa, 2010).

2.1.9 Community participation

Meaningful community participation extends beyond physical involvement to include generation of ideas, contributions to decision making, and sharing of responsibility. Among the factors that motivate people to participate want to play an active role in bettering their own lives, fulfilling social or religious obligations, feeling a need for a sense of community, and wanting cash or in-kind rewards. Whatever people's motivations, obtaining meaningful community participation and having a successful, sustained initiative require that engagement leaders respect, listen to, and learn from community members. An absence of mutual respect and co-learning can result in a loss of time, trust, resources, and, most importantly, effectiveness (Henry, 2011; Miller et al., 2005; Minkler et al., 2009).

Makgoba and Ababio (2004) noted that the concept has a variety of meanings. On one hand it describes the relationship between the local government and the community, while on the other it describes the extent to which the community influences decisions that affect their wellbeing. Community participation entails the involvement of the community in the planning process of the municipality to ensure that such participation results in a meeting of their human needs.

Fox and Meyer (1995,20) define community participation as " the involvement of citizens in a wide range of administrative policy-making activities including the determination of levels of services, budget priorities, and the acceptability of physical construction projects in order to orient government programmes toward community needs, build public support and encourage a sense of cohesiveness within society.

2.1.10 Community Knowledge:

Different researchers have described that groups of people mainly in rural areas adapt and develop ways of doing things that are called 'traditional or indigenous' using their knowledge in agriculture, food harvesting, traditional medicine and related purposes, as means of subsistence activities (Fernandez, 1994; Rengalakshmi, 2006; ICSU, 2000; Zane Ma Rhea,2004).These people are commonly part of the same ethnic or cultural group that form the national majority and have developed adaptations of knowledge that are considered to be important to protect and preserve their environment. Rajasakaran et al., (1991) defined this knowledge domain as a systematic body of knowledge acquired by local people through the accumulation of experiences, informal experiments and intimate understanding of the environment in a given culture. This knowledge is known by different names such as "indigenous knowledge", "community knowledge", "rural peoples' knowledge", "traditional knowledge", "indigenous science" and so forth. Indigenous refers more strictly to traditional practices. The term community knowledge as used in this thesis is the knowledge of a community of a particular rural area based on their interactions and experience within that area, their traditions, and their incorporation of knowledge emanating from elsewhere into their everyday activities.

The community knowledge is seen to be based on experience, often tested over centuries of applications, passed down through generations, and adapted to local culture and environment (International Institute of Rural Reconstruction, 1996). This kind of knowledge is embedded in a context and is dynamic as new knowledge is continuously added through internalization and adaptation of external knowledge to suit with the local situation (Mathias, 1994). It is the consequence of practical engagement in everyday life, and is constantly reinforced by experience and trial and error. It is, therefore, constantly changing, being produced as well as reproduced, discovered as well as lost; though it is often represented as being somehow static.

This knowledge is generated and transmitted by communities, over time, in an effort to cope with their own agro-ecological and socio-economic environments (Fernandez, 1994). It is generated through a systematic process of observing local conditions, experimenting with solutions and readapting previously identified solutions to modified environmental, socioeconomic and technological situations (Brouwers, 1993). The community knowledge is passed from generation to generation, usually through conversations or oral communication, observations in the field, folk songs, metaphors, and so forth. Most indigenous communities have traditional songs, stories, legends, dreams, methods, and practices as means of transmitting specific elements of their knowledge.

Community knowledge has been the basis for agriculture, food preparation and conservation, health care, education, and the wide range of other activities that sustain a society and its environment in many parts of the world for many centuries. For instance, in his study of the indigenous knowledge in India, Rengalakshmi, (2006) described that the ritual of "ceremonial plowing," where all of the farmers in a village come together and initiate the first plowing.

Indigenous knowledge is a way of life. It contains information collected over time. This form of knowledge differs from scientific knowledge in the way it explains and establishes knowledge claims (Millennium Ecosystem Assessment, 2003). Contrary to the indigenous knowledge system that is mainly based on one's experience (Ellis, 2005), the scientific knowledge is essentially in explicit format; can be articulated in formal language including grammatical statements, mathematical expressions, specifications, manuals, and so forth. This kind of knowledge thus can be transmitted across individuals formally and somewhat easily (Rahman, 2000).The community knowledge is usually asymmetrically distributed within a population; by gender, age and occupation, and preserved through distribution in the memories of different individuals. Specialists may exist by virtue of experience (Ellen and Harris, 1996).

Nicholson and Sahay (2004) also take the viewpoint of embeddedness of knowledge in the context. This was also the case in Kaasbøll's (1987) study where he showed that nurses have relatively stable knowledge about their patients, since patients mostly stay for more than one shift. Therefore, they have a "total picture of the patient," achieved through care, medication, reporting and discussing, enabling them to react adequately to emergencies in the absence of documentation.

2.1.11 Awareness:

Dourish defined it as “awareness is an understanding of the activities of others, which provides a context for your own activity” (Dourish and Bellotti, 1992). In 2002, Kjeld Schmidt criticized the term for its fuzziness by pointing out that the term is found both “ambiguous and unsatisfactory” and that the notion of awareness would be “hardly a concise concept by any standard” (Schmidt, 2002). He outlines the different awareness research strands by reviewing most of the existing literature and stresses the need for strong ties between awareness support and support for cooperative processes. In his understanding, any effort towards awareness support should result in enhanced individual or group task performance.

Gutwin also stress that awareness’ first mission should be to boost collaboration and particularly aspects of coordination, communication and assistance (Gutwin and Greenberg, 1999).

2.1.11.1 Community awareness

Community awareness often refers to the degree that people generally know about each other, about social norms and people’s different roles within the community, and about issues that affect the community. Maintaining awareness of the on-going changes in the environment and the attributes of people, in-between interpersonal interactions, helps build and sustain social networks, facilitates the collaboration in creative work (Gozdz,1995), and contributes to the missing link for achieving the state of “readiness”(for such collaborations (Olson,2001). When members know a community well, orient toward each other and the group as a whole, and feel a strong sense of attachment to the group, a sense of community is achieved (Axelrod, 1984).

2.1.11.2 Social awareness

Social awareness describes the things people become conscious of in a social context. This includes information about the attentiveness of others, gestures and facial expressions that mirror the emotional state of a person as well as clues about a person’s interest in a topic. Whereas social awareness is easily realized when workers are co-located, it has to be mediated in distributed working environments. Bardram point out that supporting social awareness will help to minimize unwanted interruptions and disturbances of individual work as coworkers are supported in “knowing that they’re available to talk, when they’re available to talk”.(Bardram and Hansen, 2010).

2.1.11.3 Knowledge awareness

Knowledge awareness refers to the ability of a person to judge another person’s knowledge about a given object (Engelmann, Dehler, Bodemer, and Buder, 2009). Moreover, knowledge awareness may refer to the knowledge about someone else’s competencies and skills as well as his method of operation. The interviewees would have liked support to assess “which expertise has a person?” .Traditionally; knowledge awareness is created through intensive social interactions like working on a joint

artifact, in a common project, or sharing an office. With the advent of Social Media, knowledge awareness can be increasingly gained through following someone's activities on the Web, the objects created and shared by him. Regarding the scientific publications of a researcher, knowledge awareness may be supported through "awareness of references, so that you can see what the person also published.(Dehler-Zufferey, Bodemer, Buder, and Hesse, 2011).

2.2 Conservation and Renovation of Historical Buildings:

2.2.1 Introduction

The development of conservation principles in the second half of the 20th century has been regarded by many as the most significant achievement of conservation activities, internationally. These principles or guidelines, promulgated either as charters, recommendations, resolutions, declarations or statements, were drafted and adopted mainly by international organisations, such as UNESCO and ICOMOS, with the main objective of protecting cultural property, which includes historical monuments, buildings, and groups of buildings, sites and towns around the globe, against various threats. The most significant guideline was the International Charter for the Conservation and Restoration of Monuments and Sites, commonly known as the Venice Charter 1964,1 which set a remarkable benchmark for principles governing architectural conservation and restoration. The Charter has helped to broaden the concept of historic buildings, the application of modern technology in conservation works, international co-operation and, most important of all, has provided a set of principles for the protection of architectural heritage and sites. Since its adoption internationally in 1964, the Venice Charter has been used as a reference point for the development of a number of other conservation documents around the world (Ahmad, 2006).

To date, no less than 40 such documents exist both at international and national level; these have been initiated mainly by the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Council on Monuments and Sites (ICOMOS). At least 27 had a wider international focus and 17 had a more national or regional bias. Among those that are promulgated for international reference are: (Ahmad, 2006).

- International Charter for the Conservation and Restoration of Monuments and Sites (the Venice Charter), CATHM, 1964;
- Recommendation Concerning the Preservation of Cultural Property Endangered by Public or Private Works, UNESCO, 1968;
- Resolution of the Symposium on the Introduction of Contemporary Architecture into Ancient Groups of Buildings, ICOMOS, 1972;
- Convention Concerning the Protection of the World Cultural and Natural Heritage, UNESCO, 1972;
- Recommendation Concerning the Safeguarding and Contemporary Role of Historic Areas, UNESCO, 1976;

- Charter for the Conservation of Historic Towns and Urban Areas, ICOMOS, 1987;
- Charter on the Preservation of Historic Gardens, ICOMOS, 1982;
- Guidelines for Education and Training in the Conservation of Monuments, Ensembles and Sites, ICOMOS, 1993;
- Nara Document on Authenticity, Japan and UNESCO, 1994;
- Charter on the Protection and Management of Underwater Cultural Heritage, ICOMOS, 1996;
- Principles for the Recording of Monuments, Groups of Buildings and Sites, ICOMOS, 1996;
- Principles for the Preservation of Historic Timber Buildings, ICOMOS, 1999;
- Charter on the Built Vernacular Heritage, ICOMOS, 2000;
- Convention on the Protection of the Underwater Cultural Heritage, UNESCO, 2001.

2.2.2 Renovation: between conserving and construction

At first sight there is a certain paradox in the nature of an old building. In terms of architectural design, a given building may seem relatively easy-to-understand, simply because it already exists. Generally speaking, for a designer the final structure and shape of his object is unknown at the beginning of his work; and he puts much effort into anticipating and simulating the physical performance of his object, in order to understand the implications of his design decisions and communicate them convincingly. As compared with a forthcoming building, the structure and appearance of the existing building are already visible (unless covered by younger installations which are not considered 'part of the building'). In order to make it available for the renovation design, it is mainly necessary to transfer the existing construction to a medium of drawing by measurement and projection, which are a standardized procedure and as such not a creative architectural design issue. (Traska, 2007).

On the other hand, a 200- or 400-year-old building – when considered from a more contemplative and not from a construction oriented viewpoint – will to some extent always remain an alien to the modern building and planning process. Alteration occurred continuously throughout a time span of many generations (roughly 12 in case of the Old Aula) in dialectic of natural and human interventions. Single human interventions may have been accomplished in a pragmatic and rational manner; but the sequential totality of changes has never been understood by any single designer's mind. There is a wealth of heterogeneous qualities and stratifications that will never fully integrate into a present design and construction process; and the historical and aesthetic 'aura' of an old building relies on this withdrawal. When referring to this aspect of the building, conservation theory speaks of 'monument' or 'document', as of something which cannot be under-stood in terms of architectural design alone, neither going back

to the original design of the building nor interpreting the design by contemporary understanding .(Traska, 2007).

To summarize, two ultimate perspectives can be discerned:

The present ‘given building’ exposed to reconstruction – a perspective in which the history of the building is conceptually and perceptually ‘flattened’ as part of the one present state and thus made appraisable together with new installations and additions.

The ‘historical building’ that ought to be preserved in the full complexity of its historically grown state (Gazzola et al., 1965); this perspective implies every alteration is a loss.

On the one hand:

The conservation of monuments is always facilitated by making use of them for some socially useful purpose and an appropriate use can highlight the value of a building. On the other hand, the historical value can give a symbolic surplus to the estate, the comfort and (corporate) identity of its users.

2.2.3 Definitions

2.2.3.1 Historic monument:

According to Venice charter, the concept of a historic monument embraces not only the single architectural work but also the urban or rural setting in which is found the evidence of a particular civilization, a significant development or a historic event. This applies not only to great works of art but also to more modest works of the past which have acquired cultural significance with the passing of time. (Venice charter, article 1)

2.2.3.2 Place:

According to Burra Charter, Place means site, area, land, landscape, building or other work, group of buildings or other works, and may include components, contents, spaces and views. (Burra Charter, article 1.1).

2.2.3.3 Maintenance:

Maintenance means the continuous protective care of the fabric and setting of a place, and is to be distinguished from repair. Repair involves restoration or reconstruction (Burra Charter, article 1.5). Maintenance is fundamental to conservation and should be undertaken where fabric is of cultural significance and its maintenance is necessary to retain that cultural significance (Burra Charter, article 16).

2.2.3.4 Preservation:

Preservation means maintaining the fabric of a place in its existing state and retarding deterioration (Burra Charter, article 1.6). Preservation is appropriate where the existing fabric or its condition constitutes evidence of cultural significance, or where insufficient

evidence is available to allow other conservation processes to be carried out (Burra Charter, article 17).

The American Institute of Architects define Preservation as: applying the measures necessary to sustain the existing form, integrity, and materials of a historic property. Preservation work generally focuses on the ongoing maintenance and repair of historic fabric rather than extensive replacement or new construction (A Guide to Historic Preservation, 2001, p2).

2.2.3.5 Restoration:

Restoration means returning the existing fabric of a place to a known earlier state by removing accretions or by reassembling existing components (Burra Charter, article 1.7). Restoration is appropriate only if there is sufficient evidence of an earlier state of the fabric. (Burra Charter, article 19).

According to Venice charter, the process of restoration is a highly specialized operation. Its aim is to preserve and reveal the aesthetic and historic value of the monument and is based on respect for original material and authentic documents. It must stop at the point where conjecture begins, and in this case moreover any extra work which is indispensable must be distinct from the architectural composition and must bear a contemporary stamp. The restoration in any case must be preceded and followed by an archaeological and historical study of the monument (Venice charter, article 9).

The American Institute of Architects define Restoration as: accurately depicting the form, materials, features, and character of a property as it appeared at a particular period of time. Restoration retains as much of the historic period fabric as possible. Inconsistent features may need to be removed and missing features faithfully reconstructed in accordance with the restoration period (A Guide to Historic Preservation, 2001, p2).

2.2.3.6 Reconstruction:

Reconstruction means returning a place to a known earlier state and is distinguished from restoration by the introduction of new material into the fabric (Burra Charter, article 1.8). Reconstruction is appropriate only where a place is incomplete through damage or alteration, and only where there is sufficient evidence to reproduce an earlier state of the fabric. In rare cases, reconstruction may also be appropriate as part of a use or practice that retains the cultural significance of the place (Burra Charter, article 20.1).

Besides, The American Institute of Architects defines Reconstruction: depicting by means of new construction the form, materials, features, and character of a historic property that no longer exists, as it appeared at a particular period of time, in its historic location (A Guide to Historic Preservation, 2001).

2.2.3.7 Rehabilitation:

Adapting a property for continuing or new compatible use through repair, alteration, and additions, while preserving those portions or features that convey it’s historical, cultural, or architectural values (A Guide to Historic Preservation, 2001).

2.2.3.8 Conservation:

Conservation means all the processes of looking after a place so as to retain its cultural significance (Burra Charter, article 1.4).Conservation is based on a respect for the existing fabric, use, associations and meanings. It requires a cautious approach of changing as much as necessary, but as little as possible (Burra Charter, article 3.1). Conservation should make use of all the knowledge, skills and disciplines which can contribute to the study and care of the place (Burra Charter, article 4.1).Conservation of a place should identify and take into consideration all aspects of cultural and natural significance without unwarranted emphasis on any one value at the expense of others.(Burra Charter, article 5.1). Conservation requires the retention of an appropriate visual setting a relationship that contribute to the cultural significance of the place (Burra Charter, article 8).

According to Venice charter, it is essential to the conservation of monuments that they be maintained on a permanent basis. (Venice charter, article 4). The conservation of monuments is always facilitated by making use of them for some socially useful purpose. Such use is therefore desirable but it must not change the layout or decoration of the building. It is within these limits only that modifications demanded by a change of function should be envisaged and may be permitted (Venice charter, article 5). The conservation of a monument implies preserving a setting which is not out of scale. Wherever the traditional setting exists, it must be kept. No new construction, demolition or modification which would alter the relations of mass and color must be allowed (Venice charter, article 6).

2.2.3.8.1 Conservation Principles: Conservation and management (Burra Charter, Article 2)

- Places of cultural significance should be conserved.(article 2.1)
- The aim of conservation is to retain the cultural significance of a place. (article 2.2)
- Conservation is an integral part of good management of places of cultural significance. (article 2.3)
- Places of cultural significance should be safeguarded and not put at risk or left in a vulnerable state. (article 2.4)

2.2.3.8.2 Conservation processes:

Conservation may, according to circumstance, include the processes of: retention or reintroduction of a use; retention of associations and meanings; maintenance, preservation, restoration, reconstruction, adaptation and interpretation; and will commonly include a combination of more than one of these (Burra Charter, article 14).

2.3 Gaza: The Evolution of the City and the Architecture

2.3.1Backgroud

Gaza City has evolved over multiple historical epochs that passed by, as each historical periods characterized by a group of unique factors, and given the importance of the

geographical location of the city, which was put it under the ambitions of the invaders, who have not only occupied it, but also demolished its landmarks, monuments and historical buildings. Through a review of what has been written about the history of the city, and the rest of the urban landmarks, three basic stages of its development could be identified. The first phase has started since its inception during the ancient times until the beginning of the Islamic era, while the second phase, consisted of various Islamic eras until the age of modernity. The third stage, the stage of modernity and the current era. Moreover, all these stages included many of the elements of architectural styles and building and construction, which set it apart from others. (Al Moghani, 2007)

2.3.2The Emergence of the City

Al Moghani noted that historical sources differ in the genesis of Gaza City, as according to some sources it was founded by the Canaanites, who are believed to be displaced from the Arabian Peninsula and have stayed in the Levant in the third millennium BC, While some other sources noted that it was founded by Arabs, who are originally from the area located in the south of the Arabian Peninsula in the eighteenth century BC. Finally other noted that it was founded by Palestinians who stayed at five cities located in the southern regions to the coast of Palestine, before twelve centuries BC. The general belief acknowledges that it has evolved through the contribution of these groups. Historical studies indicate the city's commercial prosperity by Arabs who have made the city an important trading route for the transport of goods from India and the Arabian Peninsula and East Africa and then distributed from Gaza to many areas of land and sea. (Al Moghani, 2007).

2.3.2.1 The First Phase

The first period witnessed (from the first phase) the emergence of the city where the archaeological site "Tel Alojol " which located on the north bank of Gaza valley, which dates back to the third millennium BC, as one of the most famous evidence to indicate the period, came during archaeological excavations (years 1931-1934) carried out by the officer in the British Royal Army Flinders Petrie where he had found the remnants of buildings and a wall. Despite the importance of this site, it is not completely excavated as well as it did not develop as a significant archaeological until the present time.

The second period of the stages of growing up is the period of the Assyrian and Babylonian around the eighth century BC. According to the Ministry of Tourism and Antiquities publications in 1995, the Assyrian tower has been found on northwest Al Shati refugee camp in Gaza City, a building of clay molds and has a height of 8-9m and width of 6.5 m and a length of 30 m, one of the city's towers in the Assyrian period, were not disclosed it also is fully developed.

The third period, is the Greek era (132-332 dwarf) in which the port was built on the Mediterranean coast, called Anthedon or "city of flowers", where the city resumed its commercial importance. It is located northwest of the city port to the north of the Shati refugee camp, showing the foundations of walls, which still survive. The building system using clay bricks, which covered with sand to protect it after discovered and excavated in 1995. According to Aref in his book "Gaza history" Gaza was at that time the greatest city in Syria at all, has been described by historians of Greece as the "great

city" and became a center of Greek culture in the East, as well as the Greek industries, particularly the mosaic that has spread widely in buildings.

In the fourth period of the first phase, a Romanian period (132 BC - 316 AD), the city was flourished as a lot of private and pottery and silk industries, historical sources noted that it was rebuilt after the demolition of the year 96 BC. Besides, many of the most important temples and Marna temple have been built, in addition to the establishment of forts and roads and the creation of a sewerage system, and monuments which was remaining since the Roman era in Gaza. One of this is the Roman wall in Albulackheh area in Shati refugee camp. Further, the Romanian cemetery also found in the Jabaliya area on the main road that connects the Gaza northern areas of Palestine, which contains a set of graves and "Alhrapat", built of stone and coated with a layer of slurry tankers were used to store grain or water.

The fifth and last period of the emergence of the city, is the period of the emergence of the Christian religion where Christianity entered into Gaza City in a relatively late period, and did not spread significantly only in the fifth century AD. Historical studies indicate that there was bishop called Markienos who have originally from Gaza, who sponsored Christianity in Gaza in 536 AD, and built a large number of buildings, and rebuilt the wall of Gaza, and established some churches inside and outside the city. more than a mosaic floor of the churches date back to this age were found, of them is Byzantine Church in Jabalya on the main road between Gaza and the northern areas northwest Romanian cemetery, which has a total area of approximately 500 m, and newly discovered mosaic floor of the church as well as some architectural configurations that indicate that they Bazeljkah style consists of three corridors heading to the east. (Al Moghani, 2007)

2.3.2.2 The Second Phase

Islamic period (634 - 1917)

This phase includes the early Islamic period since the Islamic conquest of the city in 634 AD o until the end of the Ottoman period in 1917. In spite of the global urban development in the eighteenth century, especially due to the industrial revolution and the subsequent changes in the models and building materials and methods of construction, but the traditional architecture in Gaza have had its own character and that has not significantly affected in developments phase, as most of historical buildings, which still exist in the city, back to the late Ottoman period, while some of them especially public buildings, back to the Mamluk period and the beginning of the Ottoman period. It was the destruction of the buildings dating back to the early Islamic periods due to natural factors and wars in a row, and despite the fact that the First Crusade in the year 1099 did not include Gaza, but the Crusaders in 1100 included it and rebuilt the castle where, it was then fenced by them.

According to Arif in his book "The history of Gaza." It was in the Second Crusade in 1149 AD where re-fortify the city wall to be a military post to monitor the Egyptian police station in the neighborhood. The traveler Idrisi had visited the city in 1154 AD and wrote about: "Palestine and other cities, follows through Egypt, Gaza City. It is now in the hands of the Roman Mina".

The Mamluk period (1250 - 1516), which lasted more than two centuries and a half, characterized by profusely in construction and buildings, where number of them still standing until the present day, for instance parts of the Great Omari Mosque (the Horn of 12-13 m), and Alberdekiah mosque "the Court" (1455 m), Sheikh Zakaria mosque(the first half of the 14th century AD), and Ali bin Marwan mosque (the beginning of the 14th century AD), bin Othman mosque (14th century AD), Kateb Welayaa mosque (1325), Allkormzi mosque (1361 m), Al Zawyah Al Ahmadiyya (the beginning of the 14th century AD), and Al Qaysariyya market (14 century) and others. In the Mamluk period architecture construction paid attention to functional integration, in addition to residential buildings, mosques, shrines and schools and crannies and Caesarea were built.

In the Ottoman period, Gaza has played a major role in the region, and as stated in the book "Waqf of Mosa Pasha Al Radwan." Published by Al mbied where it took over by Al Radwan (1530 - 1681 AD) as they were granted the right of hereditary rule by Sultan Selim, where the city has witnessed, in some periods of their rule, stable, secure and prosperous conditions. Besides, in the Ottoman period some buildings was renewed and rebuilt such as Sheikh Khalid Mosque (1548 m) and the Mosque of Sayyd Hashim (1850) where it seems that the two mosques have been influenced by Turkish architecture through using multiple domes. Further, around 1300 houses were built in the mid-seventeenth century.

2.3.2.3The Third Phase

The modernity age and the current reality

The first period of this phase, which was a period of the British Mandate (1921 - 1948), where the urban Gaza City expanded through contrasting style of the traditional pattern of the city, especially to the West (the sea), where the sand dunes. The advantage of this pattern is to have wide and straight streets and straight, and the new system of making spaces between buildings as well as between buildings and streets, as this area was called "the new Gaza." The destruction of a large number of traditional buildings during the First World War, by the Turkish soldiers who have demolished all houses built of mud and pull the timber to use it for barricades or burning , or by the Allied army shells from land and sea, which led to homes and mosques destruction. And it demonstrates the size of this desolation, as mentioned in the Palestinian cities encyclopedia that the population of the city immediately after the war was 4,000 people compared to 32,000 people before the war. In the British Mandate stage, special laws had enacted such as the organization of city planning law in 1936, and the system of the old buildings in Gaza City in 1938, and the law of 1929 and other.

The Architectural character was different for what it was previously due to the British Mandate, as well as because of the economic and social development that happen in the city, and the entry of building materials and new construction techniques was introduced, and because of building regulations that have been developed, and led to the division of land into spaces (one or two dunums), all of these factor led to the emergence of separate buildings (villah) instead of the traditional buildings.

Nakba led in 1948 to the delegations of large numbers of displaced people into Gaza, and who have been absorbed into the tents or houses of Gazans in the beginning, and

gradually Al Shati refugee camp were built in the early fifties. As a result of the need for expansion, a lot of residents of the camp recently replaced homes built of brick and asbestos to a multi-floors, concrete building, which led to the transformation of the camp into a mass of random buildings densely populated.

During the Egyptian administration period (1948 - 1967) a continuation of the division of land in the western part of the city using the same system, this had been followed during the British Mandate. In 1957 Outline for "new Gaza situation, have been developed which included the areas now known as North Remal and South Remal.

After the emergence of the Palestinian National Authority in 1994, the presidency was based in Gaza, as well as main national authority departments. As a result the migration to the city happen, which led to the whole movement from the qualitative and quantitative point of view, resulting in many of the buildings that changed dramatically such as towers and public housing projects, universities, and government institutions, parks, roads, and others.

It must be noted here that there are a recent restoration project of some historical buildings such as the Palace of Al-Radwan, Kateb Welayaa mosque, and the Omari mosque , Sobat Al Alamui, Sobat Kassab, Sabil Sultan Abdul Hamid, but these are only a few attempts and not enough to maintain the historical buildings which highly exposed to extinction. (Al Moghani, 2007)

2.3.3 The old town

It's Mediates the current Gaza City architecture mass, which differ from the rest of the city, it is the native nucleus of Gaza, which called the Old City. Despite the homogeneity of the atmosphere the old town, but it can divide from the topography and historical side into two parts: The first part is the nucleus of the Gaza city, which was surrounded by a fence, and what was called as the old city or the "old Gaza, » or "hill city". While the second part is the part that has been expanded outside the fence which is almost the same space.

Given the importance of its location and its history, the old city is considered an important commercial center with its markets to all over the Gaza Strip. As well as visitors from outside Gaza, where there are main markets and business hubs such as Omar al-Mukhtar Street Market and Qaysariyya and Al Zawyah market and Al Asroujiah and the employee market and Wehdaa street and Fahmi Baik street, Bosta street, Medan Palestine and other neighboring markets, in addition to the many facilities and institutions that make them of great importance. Besides, Gazans calls it "country" because of the possibility to go there to meet all of their needs. (Al Moghani, 2007).

2.3.4 Neighborhoods of the old town

The old town in Gaza currently includes four main neighborhoods as follows: Al Daraj neighborhood in the northern part of the old city, Al Zaytoon neighborhood in the southern part, Shijia neighborhood (outside the walls) in the east, Al-Tuffah neighborhood in the north also outside the walls. Despite the expansion of the city and

the emergence of new neighborhoods, all over the old and new city still recorded in the land registry authority.

In the year 1996 Gaza Municipality has developed a master plan for the city's neighborhoods which divided the city into 19 neighborhoods. The old city (hill) still considered to included Al Daraj and Al Zaytoon neighborhood under the name of "old town". The old neighborhood Shijia with a new expansion of the neighborhood called the same name, as well as Al-Tuffah neighborhood with new extensions called the same name, "Al-Tuffah neighborhood."

2.3.5 Historical building in Al Daraj neighborhood

According to the Ministry of Culture, the list of historical buildings mentioned below was the only list of historical buildings in Al Darj neighborhood, and figure 2.1 shows the geographical locations of these buildings, according to IWAN Center for Architectural Heritage, which a Gaza Based center which specializes in Architectural Heritage.

Figure 2.1 Map of historical buildings in Al Darj neighborhood

a) Qaysariyya market (around the year 1329 AD)

Al-Qaysariyya market locates at Al Darj district in the old Gaza City. It is one of the most important archaeological markets that still remain in Gaza City. People call it now the gold market since all its shops trades in gold. The establishment of the market dates back to the Mamluk period, but there is no specific date for its construction. The market is a building beside the southern wall of Al-Omary mosque. It consists of a narrow street of about 60 meters in length and its size is no more than 3 meters. The market is covered by a tapered vault and lined with small shops on the either sides the size of these small shops is about 2 meters on the street and its depth is no more than 2 meters too. Above the eastern entrance there is a large arch which is one of the most architectural elements that distinguishes it and still remains until now. It is worth to mention that the building of the market suffers from neglect in maintenance as one of the only monumental buildings in its kind at Gaza city The changes caused by owners and tenant of the shops distorted and hidden its archaeological sites by using unsuitable building materials for restoration, and as a result of making modern decorations. This seems clear when entering the market.

b) Al Gussin house - Al Daraj neighborhood (about 1860-1870 AD)

This house is located on the north side of Al Wehda Street in the old town in Gaza, and along the street leading to the Omari mosque and Sobat Al Alamui

c) The house of Abu Ramadan - Al Daraj neighborhood (the mid-nineteenth century)

In a near sub street close to Sobat Al Alamui street, a few meters away from the northern entrance of the Great Omari Mosque, the house of Mr. Joseph Abdo Abu Ramadan is located opposite Kassab house, which covered by Sabat Kassab.

d) Sisalem house - Al Daraj neighborhood (before 1850)

This house is located in Al Daraj neighborhood, and on the line of the Great Omari Mosque, closes to the street at the entrance of the northern facade of the mosque. It is bounded from the south the market bath, and the house is very close to the northern door of the mosque in the area that is still retains the old alleys.

e) Al Alamui house - Al Daraj neighborhood (around the seventh century AD)

This distinctive house is located in the heart of the hilly city district in the old town at the north side of the Omari mosque. It was built about 400 years ago by Al Bosniaq so sometimes called "Palace of Bosniaq," and then was bought by Al Haj Ahmed Al Alamui in the 1851. After that it was owned by Sheikh Namik Al Alamui (he died in 1952 at the age of 95 years) and who was born in the house, was a house called "the house of Aila" or family house.

f) Saada House / Al Radwan Palace - Al Daraj neighborhood (about 1600 m)

Saada House is the only model that represents the palaces building in Gaza City, as the rest of the palaces of the city, which represent architectural pattern characterized by force and magnitude and height, it has disappeared because of the demolition.

Saada House is considered one of the most important traditional buildings in Gaza City, which located on Wehdaa Street at the eastern end of the old town. It is importance comes from the magnitude of its size compared to other traditional buildings, and to the distinguish pattern and the beauty of the external facades, as well as to the historical and artistic value.

g) Al-O'mary Mosque

Al-O'mary Mosque locates at the center of the old town in Addarj district. The site of the mosque has been the center of spiritual life in the area throughout the centuries, beginning as a temple to the god of Gaza. In the Byzantine period it was made into a basilica, which continues to have a visible influence on the form of the current building. In the Islamic period, the building was converted into a mosque, and is now the largest mosque in Gaza is of an area of 4100 meters. The mosque held the name of the caliph Omar Bin Al Khattab, may Allah be pleased with him, the liberator of Palestine. The mosque was built 3000 years ago when the people of Gaza used to worship idols, it had likely been the temple of the god Marenas itself, the god of Jupiter at Roman times, since the people of Gaza believed in the multiplicity of gods and regarded Marenas as the Chair of the gods of the city.

h) Mosque of Sayyd Hashim

The mosque is located in the Daraj district. It is In an area of 2400 square meters. It has been named after Sayyd Hashim, the Prophet's grandfather. It is said that Sayyd Hashim was buried in the northwest corner of the mosque.It is known that Sayyd Hashim the grandfather of the apostle of Allah, peace be upon him was a trader who used to visit Gaza each year and spent summer, when he died in Gaza during his recent trip he was buried in a cave beside the city wall. The people of Gaza began to bury their dead in the vicinity in the Islamic era to be blessed with the Prophet's grandfather. However, the current mosque was built in the Ottoman era. It contains a central courtyard and an open square place, surrounded by a place for prayer.

i) Sabeel Ar-Refaa'ia

This place locates at Addaraj district in Gaza city, at Al-Wihda street a few meters away to the east of the Basha palace. This water place was established in the 16th century by Bahram Beik Ben Mustapha Pasha. The place was built of limestone. It mainly contains a bend up to a depth of about one meter, and an overt circle, which was made of marble and limestone. Two sets of rocks are located on both sides of the bend. These have three openings for water in the center of their square frame. The name of the current free water place is called Sabeel Ar-Refaa'ia which referred to the governor Ref'at who renovated it. This Sabeel was renovated again in the era of Sultan Abdul Hamid II in

(1900 AD–1318A.H) There was another free water place (Sabeel) at the same location, this was built in 1870 by Prince Ref'at Pasha, the governor of Gaza at that time.

j) Al Hmadiya Zaweya

This Zaweya locates in Ad-Daraj district, close to Al Wahda Street. It is attributed to Sheikh Ahmed al-Badawi, one of the most famous Sufi scholars who lived in Gaza.Sheikh Al-Badawi was born and lived in Tanta in Egypt for forty one years, then moved to Gaza where he died and was buried there in 1276 AD. He was named Balbedwi because he was always covering his head and his face.The northern part of the Zaweya was almost used for lectures and a place to rest lonely, while the southern part was used for worship. The tomb of Princess Qutlo Khatoon, who built the Zaweya near the southern wall of the mosque, is made of marble.The inscription on the tomb shows the name of the deceased and the date of her death in the month of December,1332. It also shows the name of her father, Bahadur Alokendar, who was a prince of forty Mmlukian soldiers in Damascus.

2.3.6 Chapter two overall summary:

This chapter introduced and explained the research related concepts. First, the concept of knowledge, knowledge classification, types of knowledge, renovation related concepts, namely maintenance, preservation, restoration, rehabilitation and the relation between renovation, conservation and construction. Second, a detailed overview of the research variables was presented, mainly related to community concept, community knowledge, renovation of historical building, participation and awareness. Third, the remaining part of this chapter provided information about Gaza city evolution, with a focus on the old town, neighborhoods of the old town and the historical building in Al Daraj neighborhood, as it considered the geographical area of focus of this research.

Chapter 3: Research Methodology

This chapter presents the methodology of the study, including research method, research population, the questionnaire that was used in the study and the way it was designed, pilot study, data collection, response rate, and data analysis.

3.1 Research Methods

The methodology adopted to achieve research objectives, including the following main steps. Figure 2 illustrates the research methodology.

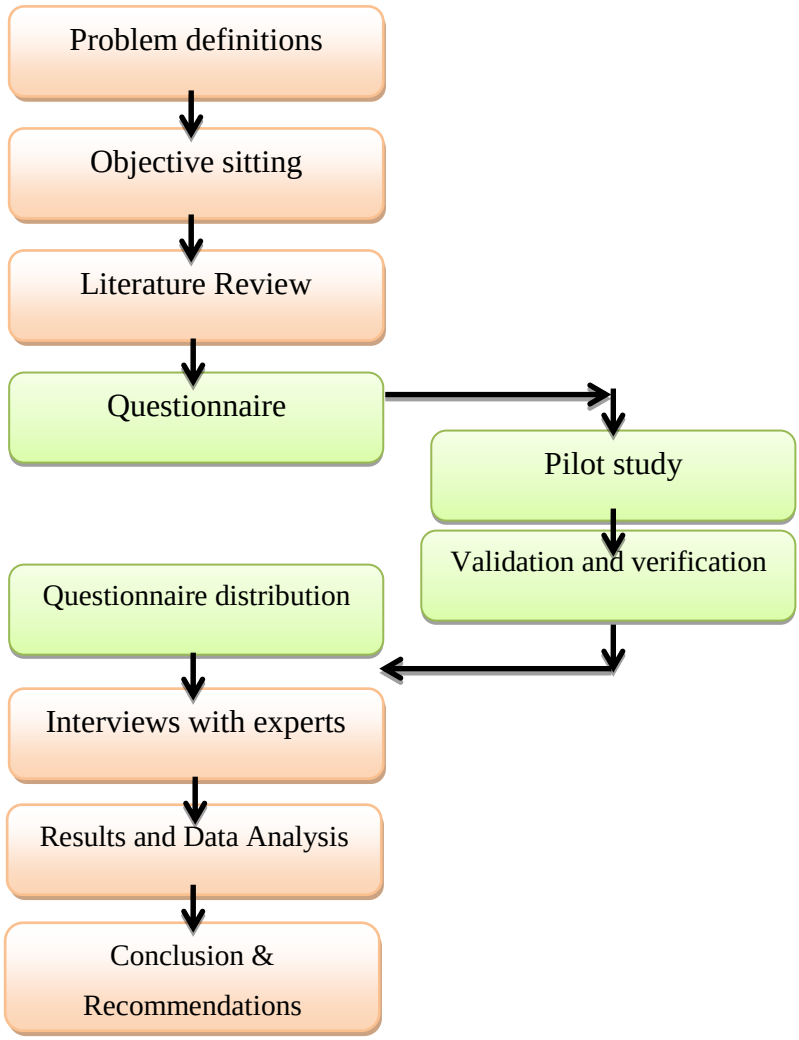

Figure 0:1 The Research Methodology flowchart

3.1.1 Literature Review

To review the literature about the community knowledge, with definitions and key related concepts, for instance concept of community, concept of community knowledge, components and variables of community knowledge. In addition, to review the literature about the renovation of historical building, with definitions, and related concepts. Further, to review the literature about historical buildings in Gaza, with a focus on El Darj Neighborhood.

Through examining the previous studies on the impact of community knowledge on the management of renovation of historical buildings projects, there are a lack of direct studies that's study the concept, and most of the previous studies was just studied one sub variables of the community knowledge for instance community participation . This study is the first detailed study on community knowledge and its impact over the renovation of historical buildings projects. A list of previous studies was attached in (Appendix 5).

3.1.2 The Practical Side of the Study

The study is a descriptive analytical, since it will best achieve the objective of the research. The main objective is to study the impact of Community Knowledge on the Management of Renovation of Historical Buildings in Gaza Strip. The research used types of data: primary and secondary sources. The primary source is mainly through using a questionnaire, and an interview, both of which were specifically designed for this study. The secondary sources include academic works such as articles, reports, books, special studies and other material.

3.2 Resources of data collection:

Primary resources: the primary information were collected via using the main tool of the study which is a questionnaire designed to serve the goals of the study and then distributing this questionnaire samples for (The public people of old city resident .In addition to that the researcher used a semi structured interviews with a group of experts in management of renovation of historical buildings in Gaza Strip, a list of their name was attached in (Appendix 4).

Secondary resources: they could be represented in books, studies،periodicals, and leaflets that focus on the impact of community knowledge on the management of renovation of historical buildings.

3.3 Data collection process:

The researcher used two tools for primary data collection of a direct relationship with the subject of the study. Meanwhile, regarding the goals of the study, questionnaires and interviews were used.

1. In parallel to the questionnaire design and development, the other data collection approach as identified by the researcher was semi structured interview. The researcher selected this method in order to enable the collection of any additional data that was not taken into consideration at the design of the

questionnaire. Moreover, this tools was used to support research results .The process adopted in the interviews was as follows:

1. Introducing the research and the tool.
2. Attain the general information about the interviewee
3. Ask question about questionnaire sections

2. A list of the open ended questions used during the semi –structured interview to enable the researcher to attain basic understanding of the practices related to the implementation of the strategic project management, were was attached in (Annex 6).
3. Data collection process, were started in 01/04/2014, and finished on01/02/2015, both for the questionnaire and the interviews.

3.4 Research population

The study will specifically target the old city of Gaza (El Darj Neighborhood), due to this Neighborhood is considered as one of the oldest Neighborhoods in Gaza, addition to majority of historic building diversity is concentrated in it (e.g. Markets, Mosques, roads, Asbila ,Subat, museums, buildings). (Al-Moghani, 2007).

The total N. Of population in El Darj Neighborhood are 41,349 persons (municipality of Gaza, 2014). According to Palestinian Central Bureau of Statistics, about 57% of the populations are over 14 years. As a result the study population will be 23569 person.

3.5 Research sample

For achieving the study objectives, the public people of old city resident are the sample of the study, Based on population density of the Neighborhood the study sample will be a random sample of 759 persons, in addition to a pilot sample of 40 persons. The study targets respondents who:

1- Aged above 18 years.
2- Live or work in the old city area more than 1 year.

Moreover, the study will be targeting the Specialists in the management of restoration projects for discussing the impact of the community knowledge on the process of restoration historical buildings management.

The following formula was used to determine the sample size of unlimited population

$$SS = \frac{Z^2 \times P \times (1 - P)}{C^2}$$

Where,
SS = Sample Size.
Z = Z Value (e.g. 1.96 for 95% confidence interval).
P = Percentage picking a choice, expressed as decimal, (0.50 used for sample size needed).
C = Confidence interval (0.035)

$$SS = \frac{1.96^2 \times .5 \times (1 - 0.5) = 784}{(0.035)^2}$$

Correction for finite population

$$SS\ new = \frac{SS}{1 + \frac{SS - 1}{pop}}$$

When population is 23569, then:

$$SS\ new = \frac{784}{1 + \frac{784 - 1}{23569}} = 759$$

3.6 The Questionnaire Design

The questionnaire was designed in the Arabic language to make it more understandable. An English version was attached in (Annex 2). Unnecessary personal data, complex and duplicated questions were avoided. The questionnaire was provided with a covering letter which explained the purpose of the study, the way of responding, the aim of the research and the security of the information in order to encourage high response.
A structured questionnaire was specially designed for the study and it consisted of two main sections:

- The first section was general information about the respondent.
- The second section was the main body of the questionnaire and it was divided into 3 sub-sections related to the components of community management.

The process adopted by the researcher was as follows:

- Establish relationship with the respondents and hold informal discussion to introduce the study and data collection approach to attract their interest.
- The researcher has acted as a facilitator to the questionnaire parts.

3.7 Pilot Study

A pilot study for the questionnaire was conducted before collecting the results of the sample. It provides a trial run for the questionnaire, which involves testing the wordings of question, identifying ambiguous questions, testing the techniques that used to collect data, and measuring the effectiveness of standard invitation to respondents, a group of 40 person from the public people of old city resident were used in pilot study.

3.8 Data Measurement

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

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

3.9 Validity of Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity.

Statistical Validity of the Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring (Pilot and Hungler, 1985). Validity has a number of different aspects and assessment approaches.

To insure the validity of the questionnaire, two statistical tests should be applied. The first test is Criterion-related validity test (Pearson test) which measures the correlation coefficient between each paragraph in one field and the whole field. The second test is structure validity test (Pearson test) that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of similar scale.

Criterion Related Validity

Internal consistency of the questionnaire is measured by a scouting sample, which consisted of 40 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole field.

3.9.1 Internal Validity

Internal validity of the questionnaire is the first statistical test that used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 40 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole field.

Table 3.1 clarifies the correlation coefficient for each paragraph of the «Level of current knowledge» and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table: 3.1 Correlation coefficient of each paragraph of "Level of current knowledge" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Know that I'm residence in heritage area	.790	0.000*
2.	Know the heritage buildings are exist in the neighborhood	.823	0.000*
3.	Have information about the heritage buildings are exist in the neighborhood	.625	0.000*
4.	Have knowledge of the renovation processes of heritage buildings	.549	0.000*
5.	I consider the historical building as any other building	.719	0.000*
6.	I consider the historical building as a part of identify	.532	0.000*
7.	I know there is a museum at a historical building nearby the neighborhood I residence	.494	0.001*
8.	I know that there is a historical building nearby the neighborhood I residence, because there are signs to indicate these places	.537	0.000*

* Correlation is significant at the 0.05 level

Table 3.2 clarifies the correlation coefficient for each paragraph of the "Level of Awareness and Interest" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table: 3.2 Correlation coefficient of each paragraph of "Level of Awareness and Interest" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	When you visit a historical building in general, Al-Omari mosque, Katib AL welaia, EL Saied. Hashim, I'm interested in the components of these buildings and history	.748	0.000*
2.	I perceive the importance of preserving historic buildings	.779	0.000*
3.	I believe that the renovation processes of heritage building are very important	.578	0.000*
4.	I believe that the renovation processes of heritage building were in isolation from the surrounding community, and the population	.384	0.007*
5.	I believe that the renovation processes of heritage building should not continue	.710	0.000*

* Correlation is significant at the 0.05 level

Table 3.3 clarifies the correlation coefficient for each paragraph of the «Level of Participation and Influence» and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table: 3.3 Correlation coefficient of each paragraph of " Level of Participation and Influence " and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I visit the historic buildings and I'm interested in knowing about the renovation processes of heritage buildings	.717	0.000*
2.	I speak to others about historic buildings, and the renovation processes of heritage buildings	.668	0.000*
3.	Encourage participation in the awareness about the importance of preserving historic buildings	.626	0.000*
4.	Speak with children about the heritage building are exist around them	.599	0.000*
5.	Ready to participate in renovation procedure if it needed	.446	0.002*
6.	I participate in the preservation of historic buildings as part of the national identity and heritage	.762	0.000*
7.	I do care in case I saw wrong behavior, which may lead to distortion and destruction of historic buildings	.750	0.000*
8.	While I'm in a historical building, I do not do wrong actions, which may affect the renovation processes that are carried out in this building	.412	0.004*

* Correlation is significant at the 0.05 level

3.9.2 Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole

questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table: 3.4 Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Level of current knowledge	.890	0.000
2.	Level of Awareness and Interest	.785	0.000
3.	Level of Participation and Influence	.863	0.000

* Correlation is significant at the 0.05 level

Table 3.4 clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at $\alpha = 0.05$, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

3.9.3 Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient. To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

3.9.4 Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table 3.5 shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.586 and 0.720. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.785 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Table: 3.5 Cronbach's Alpha for each field of the questionnaire

No.	Field	Cronbach's Alpha
1.	Level of current knowledge	0.665
2.	Level of Awareness and Interest	0.720
3.	Level of Participation and Influence	0.586
	All paragraphs of the questionnaire	0.785

The Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

3.10 Test of Normality

The One-Sample Kolmogorov-Smirnov Test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, which may be normal, uniform, Poisson, or exponential. The Kolmogorov-Smirnov Z is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test tests whether the observations could reasonably have come from the specified distribution. Many parametric tests require normally distributed variables. The one-sample Kolmogorov-Smirnov test can be used to test that a variable of interest is normally distributed, (Henry, C. and Thode, Jr., 2002). Table 3.6 shows the results for Kolmogorov-Smirnov test of normality. From Table 6, the p-value for each variable is greater than 0.05 level of significance and the distributions for these variables are normally distributed. Consequently, parametric tests will be used to perform the statistical data analysis.

Table: 3.6 Kolmogorov-Smirnov test

Field	**Kolmogorov-Smirnov**	
	Statistic	**P-value**
Level of current knowledge	0.532	0.940
Level of Awareness and Interest	0.954	0.323
Level of Participation and Influence	0.734	0.654
All paragraphs of the questionnaire	0.714	0.689

3.11 Statistical analysis Tools

The researcher would use data analysis both qualitative and quantitative data analysis methods. The Data analysis will be made utilizing (SPSS 22). The researcher would utilize the following statistical tools:

1) Kolmogorov-Smirnov test of normality.
2) Pearson correlation coefficient for Validity.
3) Cronbach's Alpha for Reliability Statistics.
4) Frequency and Descriptive analysis.
5) Parametric Tests (One-sample T test, Independent Samples T-test, Analysis of Variance).

- *T-test* is used to determine if the mean of a paragraph is significantly different from a hypothesized value 3 (Middle value of Likert scale). If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$ then the mean of a paragraph is significantly different from a hypothesized value 3. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 3. On the other hand, if the P-value (Sig.) is greater than the level of significance $\alpha = 0.05$, then the mean a paragraph is insignificantly different from a hypothesized value 3.

- The *Independent Samples T-test* is used to examine if there is a statistical significant difference between two means among the respondents toward the impact of Community Knowledge on the Management of Renovation of Historical Buildings in Gaza Strip due to (gender, work status, purpose of residency and the statues of residency place).
- The *One- Way Analysis of Variance (ANOVA)* is used to examine if there is a statistical significant difference between several means among the respondents toward the impact of Community Knowledge on the Management of Renovation of Historical Buildings in Gaza Strip due to (age, educational level, and residency place and residency period).

Chapter 4: Data Analysis and Discussion

This chapter presents and discusses the results of the research, it was divided into two sections, the first section presented the demographic information related to respondents, while the second section covered the discussion and interpretation of the research hypothesis, and hypothesis testing. Further, interviews results presented under the second section.

4.1 Demographic information

Table: 4.1 Respondents Demographic information

General Information	Categories	Frequency	Percent
Respondents Age	Less than 15	172	23.3
	From 15 to less than 35	469	63.6
	35 and older	96	13.0
	Total	**737**	**100.00**
Respondents educational level	High school or less	296	40.2
	Diploma	121	16.4
	Bachelor	293	39.8
	Post graduate	27	3.7
	Total	**737**	**100.00**
Respondents Gender	Male	589	79.9
	Female	148	20.1
	Total	**737**	**100.00**
Respondents work status	Yes	355	48.2
	No	382	51.8
	Total	**737**	**100.00**
Respondents residency place	Near to HB	220	29.9
	Next to HB	205	27.8
	At the same square	312	42.3
	Total	**737**	**100.00**
Respondents purpose of the residency	House	537	72.9
	Store	200	27.1
	Total	**737**	**100.00**
The status of respondents residency place	Owner	464	63.0
	Rental	273	37.0
	Total	**737**	**100.00**
Respondents residency period	Less 5 years	117	15.9
	5- Less 10 years	202	27.4
	10 years and above	418	56.7
	Total	**737**	**100.00**

4.1.1 Respondents Age

Table No.4.1 shows that 23.3% of the sample are" Less than 15" , 63.6% of the sample are of " From 15 to less than 35" and 13.0% of the sample are " 35 and older ". This indicates that majority (76.6%) of the respondent's age 15 or more. This properly shows that youth was the dominant in Palestinian community population structure.

4.1.2 Respondents Educational level

Table No.4.1 shows that 40.2% of the sample are " High school or less " holders and 16.4% of the sample are " Diploma " holders and 39.8% of the sample are " Bachelor " holders and 3.7% of the sample are " Post graduate " holders . This indicates that majority (59.8%) of the respondents are Diploma degree holders or more high degrees. This reflects the high level of education that the respondents have which reflects on their skills in dealing with questionnaire sections.

4.1.3 Respondents Gender

Table No.4.1 shows that 79.9% of the sample is Males and 20.1% are Females. This is expected and was probably due to the Palestinian work culture, as the Palestinian central bureau of statistic showed that work force structure distributed as follows : 75% male , and 25% female (BCBS,2011)

4.1.4 Respondents work status

Table No.4.1 shows that 48.2% of the sample is working and 51.8% are not working. This is expected and was probably due to the fact that the unemployment rate exceeded 50%.

4.1.5 Respondents residency place

Table No.4.1 shows that 29.9% of the sample is resident «Near to HB», 27.8% of the sample is resident «Next to HB» and 42.3% of the sample is resident «At the same square". This indicates that majority (57.7%) of the respondents are resident near a historical buildings or next to historical buildings. This meets with the research sample selection criteria identified before, that the respondents should live or work in the old city area.

4.1.6 Respondents purpose of the residency

Table No.4.1 shows that 72.9% of the sample has «House «in the old city area, while 27.1% of the sample has "Store". This indicates that all the respondents (100.0%) are live or work in the old city area. This meets with the research sample selection criteria identified before, that the respondents should live or work in the old city area.

4.1.7 The status of respondents residency place

Table No.4.1 shows that 63.0% of the sample is «owner «in the old city area, while 37.0% of the sample is «Rental ". This indicates that all the respondents (100.0%) are live or work in the old city area. This meets with the research sample selection criteria identified before, that the respondents should live or work in the old city area.

4.1.8 Respondents residency period

Table No.4.1 shows that 15.9% of the sample resident for Less 5 years «, 27.4% of the sample resident for «5- Less 10 years» and 56.7% of the sample resident for « 10 years and above ". This indicates that majority (84.1%) of the respondent’s resident from 5

year or more. This meets with the research sample selection criteria identified before, that the respondents should live or work in the old city area.

4.2 Discussion and Interpretation of the Research Hypothesis, and Hypothesis Testing

In the following tables the research uses a one sample t test to test if the opinion of the respondents in the content of the sentences are positive (weight mean greater than "60%" and the p-value less than 0.05) or the opinion of the respondent in the content of the sentences are neutral (p- value is greater than 0.05) or the opinion of the respondent in the content of the sentences are negative (weight mean less than "60%" and the p-value less than 0.05).

4.2.1 Research hypotheses:

4.2.1.1 First hypothesis:

There is significant impact at significant level α = 0.05 of respondents Community Knowledge on the Management of Renovation of Historical Buildings in Gaza Strip.

Table 15 shows the mean of all paragraphs equals 3.35 (67.06%), Test-value =20.22, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of all paragraphs is significantly greater than the hypothesized value 3. **This means that the respondents agreed to all paragraphs of Community Knowledge on the Management of Renovation of Historical Buildings.**

Table 0.2 Means and Test values for all paragraphs

Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)
All paragraphs	3.35	67.06	20.22	0.000*

*The mean is significantly different from 3

In general the results for all statements of the field show that the majority of the respondents indicated that community knowledge have an impact over the Management of Renovation of Historical Buildings.

According to the interview with some experts and professional in the field of renovation of historical buildings, held in the period from 01/02/2015 to 28/02/2015, a list of their name, and their jobs was attached in (Annex 4).

All interviewed experts agreed that that community knowledge have an impact over the management of renovation of historical buildings projects, and agreed that to high extent that the level of impact was accepted and justified because the community knowledge about the value of the historical buildings was required not only for the

success of renovation of historical buildings projects, but also for it is sustainability after the commencement of these projects. Further, the level of knowledge of the community leads to heritage conservation.

4.2.1.2 Sub Hypothesis:

1. **There is significant impact at significant level α = 0.05 of respondents level of current knowledge on the management of renovation of historical buildings in Gaza Strip.**

Table 4.3 shows the following results:

- The mean of paragraph #6 "I consider the historical building as a part of identify" equals 4.64 (92.70%), Test-value = 50.94, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. This means that the respondents agreed to this paragraph which has the highest mean.
- The mean of paragraph #5 "I consider the historical building as any other building" equals 1.43 (28.60%), Test-value = -41.49, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 3. This means that the respondents disagreed to this paragraph which has the lowest mean. Despite this paragraph have the lowest mean, it have a positive impact, since not considering the historical building as any other building, was something very important for Renovation of Historical Buildings.
- The mean of the field "Level of current knowledge" equals 3.34 (66.81%), Test-value = 18.82, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$.

In general the results for all statements of the field show that the majority of the Respondents indicated that their "Level of current knowledge "have an impact on the Management of Renovation of Historical Buildings in Gaza Strip.

This means that the respondents know that they are residence in heritage area, the heritage buildings are exist in the neighborhood, have information about the heritage buildings are exist in the neighborhood, Have knowledge of the renovation processes of heritage buildings, they are not consider the historical building as any other building, they consider the historical building as a part of identify, they know there is a museum at a historical building nearby the neighborhood they residence and they do not know that there is a historical building nearby the neighborhood I residence, because there are no signs to indicate these places.

Renovation experts being interviewed by the researcher agreed that the level of current community knowledge reflects an accurate indicator of the current situation of the community, which should be somewhere between 65 to 70%, and this was not bad at all.

According to Al Kahlout and Al Balawi, community knowledge has raised after years of direct intervention though culture programs, trainings, and awareness raising campaign conducted through renovation projects especially by IWAN centre.

Al Ramlawi noted that the urban Fabric is highly interacted; the impact of the renovation projects affects people quickly.

On the other hand, Al Moghani disagreed with the level of current community knowledge. He further explained that people current knowledge should be higher, and the 66% level that concluded by this study could be attributed to the respondent who might don't have a strong background about the renovation project.

Both Dawoud and Al Balawi also noted that people usually knew that the heritage buildings are existed in their neighborhood, as well as they have information about the heritage buildings. The result is reasonable for both Dawoud and Al Balawi for two reasons: the public buildings have been renovated for that it became known; and renovation projects helps in promoting it. Further, Al Moghani added this place where they work or live, so they know every building in their neighborhood.

With regard peoples' knowledge of the renovation processes of heritage buildings, both Al Moghani and Al Kahlout noted that generally public people haven't the knowledge of renovation processes, they may know the terminology only otherwise their knowledge of renovation processes is so weak.

All of the experts have disagreed with research results regard the availability of signs and guides for the historical buildings. They further explained that signs and guides are not existed. Al Balawi attributed the research result to the fact that the research respondents may consider the question refers to public buildings which are limited compared to the historical building.

According to both Dawoud and Muhaisen people knowledge about the history and uses of historical building, a high percentage of people could know the current use of buildings but a few could know the original use of it. Further, Al Balawi explained the public buildings, people may have the knowledge, but for the other buildings they haven't. Furthermore, according to Al Qeeq the external shape of the building reflects its internal components and uses.

All expert except Al Moghani have agreed with the research results that people consider the historical building as a part of identity, which differ from any other building, this could be clear through people perception, attitudes and practices regard historical building which proved that they believe in the importance and the value of these buildings as a part of the national identity.

Table 4.3 Means and Test values for "Level of current knowledge"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Know that I'm residence in heritage area	3.91	78.15	25.31	0.000*	2
2.	Know the heritage buildings are exist in the neighborhood	3.73	74.55	21.30	0.000*	3
3.	Have information about the heritage buildings are exist in the neighborhood	3.49	69.85	13.46	0.000*	5
4.	Have knowledge of the renovation processes of heritage buildings	2.92	58.40	-1.93	0.027*	7
5.	I consider the historical building as any other building	1.43	28.60	41.49	0.000*	8
6.	I consider the historical building as a part of identify	4.64	92.70	50.94	0.000*	1
7.	I know there is a museum at a historical building nearby the neighborhood I residence	3.54	70.75	14.16	0.000*	4
8.	I know that there is a historical building nearby the neighborhood I residence, because there are signs to indicate these places	3.07	61.49	1.79	0.037*	6
	All paragraphs of the field	3.34	66.81	18.82	0.000*	

* The mean is significantly different from 3

2. There is significant impact at significant level α = 0.05 of respondents level of awareness and interest on the management of renovation of historical buildings in Gaza Strip.

Table 4.4 shows the following results:

- The mean of paragraph #2 "I perceive the importance of preserving historic buildings" equals 4.22 (84.40%), Test-value = 43.41, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. This means that the respondents agreed to this paragraph which has the highest mean.

- The mean of paragraph #5 "I believe that the renovation processes of heritage building should not continue" equals 1.92 (38.37%), Test-value = -22.75, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 3. This means that the respondents disagreed to this paragraph which has the lowest mean. Despite this paragraph have the lowest mean, it has a positive impact, since the respondents believe that the renovation processes of heritage building should continue was something very important for Renovation of Historical Buildings.

- The mean of the field "Level of Awareness and Interest" equals 3.41 (68.20%), Test-value = 19.31, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$.

In general the results for all statements of the field show that the majority of the respondents indicated that their "Level of Awareness and Interest "have an impact on the Management of Renovation of Historical Buildings in Gaza Strip.

This means that the respondents when they visit a historical building in general, they are interested in the components of these buildings and history, they perceived the importance of preserving historic buildings, they believed that the renovation processes of heritage building are very important, they believed that the renovation processes of heritage building were not in isolation from the surrounding community, and the population and they believed that the renovation processes of heritage building should continue.

Renovation experts being interviewed by the researcher agreed that level of Awareness and Interest of the community reflects the real situation in the community.

All experts being interviewed by the researcher except Al Moghani and Al Qeeq have agreed to the research result, that people when visited a historical building in general, they are interested in the components of these buildings and their history. On the other hand both Al Moghani and Al Qeeq believed that the real percentage is lower than the research result percentage regard people interest in the components of the historical buildings.

With regard people perception of the importance of preserving historical buildings, experts have agreed to the results, which is good but need to be further enhanced through more awareness raising programs. However, Al Moghani have disagreed with the results, as a number of historical building have been destroyed for many reasons, which not reflected people positive perception about the value and the importance of preserving the historical building.

According to Dawoud, Al Balawi, Al Ramlawi and Muhaisen points of view, they noted that people believed that the renovation processes of heritage building are very important, which agreed with the research results. However, Al Moghani said that people don't really aware of the importance of renovation processes of the historical building as they in fact either rebuild some historical building to be new modern one or sold it to other.

All experts except Muhaisen have agreed with the research result regard the fact that the renovation processes of heritage building were in isolation from the community, except for the owners of the historical buildings, which was not good to ensure the sustainability of the renovation work; people should be consulted and involved. They further explained that there are very limited involvement and participation form the local community member or public people in the renovation processes. Besides, Al Ramlawi noted that the renovation process is an integrated process; which should be completed with community participation. On the other hand, according to Muhaisen renovation is a technical process, as usually only specialists could be involved.

With regard people believes that the renovation processes of heritage building should continue, experts have agreed with the results, as no one could disagreed to the importance of the renovation of the historical building.

Table 4.4 Means and Test values for "Level of Awareness and Interest"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	When you visit a historical building in general, Al-Omari mosque, Katib AL welaia, EL Saied. Hashim, I'm interested in the components of these buildings and history	3.50	70.01	12.09	0.000*	3
2.	I perceive the importance of preserving historic buildings	4.22	84.40	43.41	0.000*	1
3.	I believe that the renovation processes of heritage building are very important	4.07	81.33	29.00	0.000*	2
4.	I believe that the renovation processes of heritage building were in isolation from the surrounding community, and the population	3.34	66.87	8.83	0.000*	4
5.	I believe that the renovation processes of heritage building should not continue	1.92	38.37	22.75	0.000*	5
	All paragraphs of the field	3.41	68.20	19.31	0.000*	

* The mean is significantly different from 3

3. There is significant impact at significant level α = 0.05 of respondents level of level of participation and influence on the management of renovation of historical buildings in Gaza Strip.

Table 4.5 shows the following results:

- The mean of paragraph #8 "While I'm in a historical building, I do not do wrong actions, which may affect the renovation processes that are carried out in this building" equals 4.70 (94.00%), Test-value = 60.05, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. This means that the respondents agreed to this paragraph which has the highest mean.
- The mean of paragraph #7 "I don't care in case I saw wrong behavior, which may lead to distortion and destruction of historic buildings" equals 1.38 (27.63%), Test-value = -51.50, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 3. This means that the respondents disagreed to this paragraph which has the lowest mean. Despite this paragraph have the lowest mean, it have a positive impact, since the respondents believe that the renovation processes of heritage building should continue was something very important for Renovation of Historical Buildings.
- The mean of the field "**Level of Participation and Influence**" equals 3.33 (66.59%), Test-value = 14.50, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3.

In general the results for all statements of the field show that the majority of the respondents indicated that their "Level of Awareness and Interest "have an impact on the Management of Renovation of Historical Buildings in Gaza Strip.

This means that the respondents visited the historic buildings and they interested in knowing about the renovation processes of heritage buildings, they speak to others about historic buildings, and the renovation processes of heritage buildings, they encourage participation in the awareness about the importance of preserving historic buildings, they speak with children about the heritage building are exist around them, they ready to participate in renovation procedure if it needed I participate in the preservation of historic buildings as part of the national identity and heritage, they care in case I saw wrong behavior, which may lead to distortion and destruction of historic buildings While they are in a historical building and they do not do wrong actions, which may affect the renovation processes that are carried out in this building.

In general renovation experts being interviewed by the researcher agreed that level of level of Participation and Influence of the community was acceptable.

All experts being interviewed by the researcher except Dawoud, have disagreed to the research result that people visited the historic buildings and they are interested in knowing about the renovation processes of historic buildings. According to the experts this could be attributed to different reasons, for instance people interest and motivation to visited historical building are limited, historical buildings should be visited because of known reasons.

Experts have disagreed to the research result regard that the people speak to others about historic buildings, and the renovation processes of these buildings. Expert also noted that rarely do people speak about historical building.

According to all experts being interviewed, they don't think that people encourage participation in the awareness about the importance of preserving historical buildings, which does not matched with the research results.

Form some expert's point of views there are no real evidence that people speak with children about the historic building, which was existed around them. Besides, other experts noted that either it could be a family practice or the respondents felt a kind of sham while they answering this question.

All experts have agreed with the research result regard the fact that people was ready to participate in renovation process if it was needed, and they actually participated to some extent. Experts further explained, the Palestinian community is an initiative community, as well as people readiness to participate and to provide support is high. According to Al Balawi there are real examples for people participation in the renovation process to some good extent, for instance some people provided contributions either financial or physical to support renovation projects, while some other donate their own inherited heritage tools and materials to be kept at the historical buildings.

Most of interviewed experts disagreed with research results that people do care in case the saw wrong behavior, which may lead to distortion and destruction of historical buildings. Experts noted that this not the reality because people throwing rubbish near historical buildings and writing on the walls of these buildings, which not at all reflected

that people do care. According to Al Balawi, over the last three years, there is no reporting or communication with authorities on the cases of historical buildings demolishing.

Al Kahlout believed the Culture exists in general regard the importance of not having wrong behaviour, which may lead to distortion and destruction of historical buildings.

Some experts believed that people while they were in a historical building, they do not do wrong actions, which may affected the renovation processes that are carried out in this building. While other have disagreed with the research results in this regard, as some people as a results of lack of awareness they do actions that affected the buildings such as throwing rubbish. However all experts have agreed to the fact that all these actions are individual actions and does not reflected the general community actions.

Table 4.5 Means and Test values for "Level of Participation and Influence"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I visit the historic buildings and I'm interested in knowing about the renovation processes of heritage buildings	3.15	63.01	3.61	0.000*	5
2.	I speak to others about historic buildings, and the renovation processes of heritage buildings	3.06	61.25	1.41	0.080	6
3.	Encourage participation in the awareness about the importance of preserving historic buildings	3.80	76.04	23.08	0.000*	3
4.	Speak with children about the heritage building are exist around them	2.83	56.58	-3.42	0.000*	7
5.	Ready to participate in renovation procedure if it needed	3.72	74.38	17.32	0.000*	4
6.	I participate in the preservation of historic buildings as part of the national identity and heritage	3.99	79.86	26.35	0.000*	2
7.	I do care in case I saw wrong behavior, which may lead to distortion and destruction of historic buildings	1.38	27.63	51.50	0.000*	8
8.	While I'm in a historical building, I do not do wrong actions, which may affect the renovation processes that are carried out in this building	4.70	94.00	60.05	0.000*	1
	All paragraphs of the field	3.33	66.59	14.50	0.000*	

* The mean is significantly different from 3

4.2.1.3 Second hypothesis:

There are no significant differences among respondents at level α = 0.05 towards the impact of community knowledge on the management of renovation of historical buildings in Gaza Strip, due to personal traits.

This hypothesis can be divided into the following sub-hypotheses:

1) There are no significant differences among respondents at level $\alpha = 0.05$ towards the impact of community knowledge on the management of renovation of historical buildings in Gaza Strip, due to respondents age.

Table 19 shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the field "Level of current knowledge", then there is insignificant difference among the respondents toward these field due to respondents age. This means that the respondents age have no effect on this field, which is not logical since the level of current knowledge linked closely with respondent's age, as knowledge increase by age.

For the other fields, the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference among the respondents toward these fields due to Age. This means that the respondents Age have an effect on the other fields. This result is logical since the level of awareness and interest and the level of participation and influence linked closely with respondents age, as it will increased by age.

Table 0.6 ANOVA test of the fields and their p-values for respondents age

No.	Field	Means			Test Value	Sig.
		Less than 15	From 15 to less than 35	35 and older		
1.	Level of current knowledge	3.32	3.33	3.44	2.333	0.098
2.	Level of Awareness and Interest	3.28	3.42	3.56	7.793	0.000*
3.	Level of Participation and Influence	3.16	3.37	3.43	8.672	0.000*
	All fields together	3.25	3.37	3.47	6.831	0.001*

* The mean difference is significant a 0.05 level

2) There are no significant differences among respondents at level $\alpha = 0.05$ towards the impact of community knowledge on the management of renovation of historical buildings in Gaza Strip, due to respondents educational level.

Table 20 shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the field "Level of current knowledge", then there is insignificant difference among the respondents toward these field due to their educational level. This means that the respondent's educational level has no effect on this field, which is not logical since the level of current knowledge increased when the respondents have higher educational qualifications.

For the other fields, the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference among the respondents toward these fields due to respondents educational level. This means that the respondents educational level have an effect on the other fields. This result is logical since the level of awareness and interest and the level of participation and influence linked closely to respondent's educational qualifications.

Table 4.7 ANOVA test of the fields and their p-values for respondents educational level.

No.	Field	Means				Test Value	Sig.
		High school or less	Diploma	Bachelor degree	Post graduate		
1.	Level of current knowledge	3.36	3.38	3.29	3.50	2.309	0.075
2.	Level of Awareness and Interest	3.34	3.58	3.40	3.55	5.708	0.001*
3.	Level of Participation and Influence	3.28	3.39	3.32	3.70	4.457	0.004*
	All fields together	3.32	3.43	3.33	3.59	4.105	0.007*

* The mean difference is significant a 0.05 level

3) There are no significant differences among respondents at level $\alpha = 0.05$ towards the impact of community knowledge on the management of renovation of historical buildings in Gaza Strip, due to respondents gender.

Table 21 shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to respondent's gender. This means that the respondents gender have no effect on each field. These results were expected since both type of sex (male and female) should have knowledge about the renovation of historical buildings in the near area where they live or work.

Table 4.8 Independent Samples T-test test of the fields and their p-values for respondents gender

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	Level of current knowledge	3.34	3.34	-0.111	0.911
2.	Level of Awareness and Interest	3.40	3.44	-0.727	0.468
3.	Level of Participation and Influence	3.33	3.32	0.323	0.746
	All fields together	3.35	3.36	-0.094	0.925

4) There are no significant differences among respondents at level $\alpha = 0.05$ towards the impact of community knowledge on the management of renovation of historical buildings in Gaza Strip, due to respondents work status.

Table 22 shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for each field, then there is significant difference among the respondents toward each field due to respondents work status. This means that the respondents work have an effect on each field. These results were expected since respondents who work in the old city area are much aware about any renovation of historical buildings.

Table 4.9 Independent Samples T-test test of the fields and their p-values for respondents work status

No.	Field	Means		Test Value	Sig.
		Yes	No		
1.	Level of current knowledge	3.44	3.25	5.186	0.000*
2.	Level of Awareness and Interest	3.50	3.33	3.920	0.000*
3.	Level of Participation and Influence	3.46	3.21	5.807	0.000*
	All fields together	3.46	3.25	6.102	0.000*

* The mean difference is significant a 0.05 level

5) There are no significant differences among respondents at level $\alpha = 0.05$ towards the impact of community knowledge on the management of renovation of historical buildings in Gaza Strip, due to respondents residency place.

Table 23 shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for each field, then there is significant difference among the respondents toward each field due to respondent's residency place. This means that the respondents residency place have an effect on each field. This logical since respondents who only live or work in the old city area are much aware about renovation projects of historical buildings.

Table 4.10 ANOVA test of the fields and their p-values for respondents residency place

No.	Field	Means			Test Value	Sig.
		Near to HB	Next to HB	At the same square		
1.	Level of current knowledge	3.38	3.47	3.23	17.054	0.000*
2.	Level of Awareness and Interest	3.53	3.51	3.26	19.061	0.000*
3.	Level of Participation and Influence	3.33	3.44	3.26	5.409	0.005*
	All fields together	3.40	3.47	3.25	15.427	0.000*

* The mean difference is significant a 0.05 level

6) There are no significant differences among respondents at level $\alpha = 0.05$ towards the impact of community knowledge on the management of renovation of historical buildings in Gaza Strip, due to respondents purpose of the residency.

Table 24 shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference among the respondents toward each field due to respondent's purpose of the residency. This means that the respondents purpose of the residency have no effect on each field. These results were expected since respondents who have house or store in the old city is considered resident despite this criteria.

Table 4.11 Independent Samples T-test test of the fields and their p-values for to respondents purpose of the residency

No.	Field	Means		Test Value	Sig.
		House	Store		
1.	Level of current knowledge	3.38	3.47	-1.865	0.063
2.	Level of Awareness and Interest	3.53	3.51	0.422	0.673
3.	Level of Participation and Influence	3.33	3.44	-1.653	0.099
	All fields together	3.40	3.47	-1.441	0.150

7) There are no significant differences among respondents at level $\alpha = 0.05$ towards the impact of community knowledge on the management of renovation of historical buildings in Gaza Strip, due to the status of respondents residency place.

Table 25 shows that the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$ for each field, then there is significant difference among the respondents toward each field due to the status of respondent's residency place. This means that the respondent's status of residency place have an effect on each field, which is not logical since respondents who have house or store in the old city is considered resident despite this criteria.

Table 4.12 Independent Samples T-test test of the fields and their p-values for the status of respondent's residency place.

No.	Field	Means		Test Value	Sig.
		owner	Rental		
1.	Level of current knowledge	3.28	3.51	-5.660	0.000*
2.	Level of Awareness and Interest	3.37	3.50	-2.722	0.007*
3.	Level of Participation and Influence	3.21	3.65	-9.096	0.000*
	All fields together	3.28	3.56	-7.527	0.000*

* The mean difference is significant a 0.05 level

8) There are no significant differences among respondents at level $\alpha = 0.05$ towards the impact of community knowledge on the management of renovation of historical buildings in Gaza Strip, due to respondents residency period.

Table 26 shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the field "level of awareness and interest", then there is insignificant difference among the respondents toward these field due to respondents residency period. This means that the respondent's residency period have no effect on this field, which is not logical since respondents residency period reflects the level of knowledge about the renovation of historical buildings.

For the other fields, the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference among the respondents toward these fields due to Residency since. This means that the respondent's residency period have an effect on

the other fields. These results were expected since the residency period reflects the level of knowledge about the renovation of historical buildings.

Table 4.13 ANOVA test of the fields and their p-values for respondents residency period.

No.	Field	Means			Test Value	Sig.
		Less 5 years	5- Less 10 years	10 years and above		
1.	Level of current knowledge	3.38	3.43	3.29	6.310	0.002*
2.	Level of Awareness and Interest	3.41	3.46	3.39	1.059	0.347
3.	Level of Participation and Influence	3.41	3.54	3.21	22.495	0.000*
	All fields together	3.40	3.48	3.28	13.099	0.000*

* The mean difference is significant a 0.05 level

Chapter 5: Conclusions and Recommendations

This chapter provides the main conclusions related to the field work and the appropriate recommendations to address the weaknesses if any related to the impact of Community Knowledge on the Management of Renovation of Historical Buildings in Gaza Strip.

5.1Conclusions

Community Knowledge affects the Management of Renovation of Historical Buildings in Gaza Strip, by nearly 67.06%.This conclusion is somehow expected since the study measures the impact of community knowledge on the management of renovation of historical building, as residents of Gaza old city are not much aware about the renovation work done in their area of residency.

The following is a summary of the conclusions that can be drawn from this study based on the research field:

5.1.1 Level of current knowledge

Level of current knowledge affects the Management of Renovation of Historical Buildings in Gaza Strip, by nearly 66.81% which mean that the respondents Know that they are residence in heritage area, the heritage buildings are exist in the neighborhood, have information about the heritage buildings are exist in the neighborhood, Have knowledge of the renovation processes of heritage buildings, they are not consider the historical building as any other building, they consider the historical building as a part of identify, they know there is a museum at a historical building nearby the neighborhood they residence and they do not know that there is a historical building nearby the neighborhood I residence, because there are no signs to indicate these places.

5.1.2 Level of Awareness and Interest

Level of Awareness and Interest affects the Management of Renovation of Historical Buildings in Gaza Strip, by nearly 68.20% which mean that the respondents when they visit a historical building in general, they are interested in the components of these buildings and history, they perceived the importance of preserving historic buildings, they believed that the renovation processes of heritage building are very important, they believed that the renovation processes of heritage building were not in isolation from the surrounding community, and the population and they believed that the renovation processes of heritage building should continue.

5.1.3 Level of Participation and Influence

Level of Participation and Influence affects the Management of Renovation of Historical Buildings in Gaza Strip, by nearly 66.59% which mean that the respondents visited the historic buildings and they interested in knowing about the renovation processes of heritage buildings, they speak to others about historic buildings, and the renovation processes of heritage buildings, they encourage participation in the

awareness about the importance of preserving historic buildings, they speak with children about the heritage building are exist around them, they ready to participate in renovation procedure if needed, they care in case they saw wrong behavior, which may lead to distortion and destruction of historic buildings, and while they are in a historical building and they do not do wrong actions, which may affect the renovation processes that are carried out in this building.

5.2 Other important research conclusions :

- The study concluded that there are no differences in the response of the study sample, due to the respondents personal traits (gender, purpose of the residency).
- The study concluded that there are differences in the response of the study sample, due to the respondent's personal traits (Age, educational level, work status, residency place, status of residency place, residency period).

a) The study concluded that there are differences in the response of the study sample, due to the respondents age attributed to respondents with 35 years and older.
b) The study concluded that there are differences in the response of the study sample, due to the respondents educational level attributed to respondents with post graduate degree.
c) The study concluded that there are differences in the response of the study sample, due to the respondents work status attributed to respondents who work.
d) The study concluded that there are differences in the response of the study sample, due to the respondents residency place attributed to respondents who resident next to historical building.
e) The study concluded that there are differences in the response of the study sample, due to the respondents status of residency place attributed to respondents who resident on a rental basis.
f) The study concluded that there are differences in the response of the study sample, due to the respondents residency period attributed to respondents who resident from 5 to less than 10 years.

5.3 Recommendations

In order to improve the impact of Community Knowledge on the Management of Renovation of Historical Buildings in Gaza Strip, through the following:

- Initiating of local campaign, this will be set up to promote the value of historical buildings, with a focus on the promotion of successful renovation projects to attract people's attention.
- Further awareness rising programs using media and on site workshop and curriculum for the public people, community members, youth and children to ensure favorable practices, instead of negative behaviors which could lead to either distortion or destruction of historic buildings.

- Providing incentives for the owners of historical buildings, to make them agree on the renovation of their historical building, for instance providing them with taxes exemption, such as property tax exemption.
- Capacity building programs for workers in the renovation of historical buildings, and facilitate their access to the associated raw materials, modern tools, equipment's and techniques in the field of renovation.
- More attention should be paid to community involvement in the renovation process of historical buildings, in order to ensure the continuity of the impact of these projects after its completion, and to draw the attention of the society towards the value and importance of the buildings. This could be through formation of local committees within the renovation project management.
- Activating the role of government bodies in monitoring the historic buildings, to reduce the encroachment on historic buildings or any irregularities. Further, Activating preservation of historical buildings laws and legislation.
- Special projects should be implemented to install signs, instructions and guidelines in the areas around the historical buildings, as well as publishing maps, brochures about the historical buildings.
- Improving the infrastructure and public services in areas where the historical buildings are located to control people negative behaviors that could be a result of poor public services in these areas.
- Developing a national plan for the renovation of historical buildings in the Gaza Strip, as this plan should be a priority for the government. Besides, the plan should take advantage of the international experiences and success that have been achieved, especially to overcome the high cost for such projects, through community involvement in the renovation process, which ensure the community level of awareness and commitment to the success of these projects.

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Appendix 1: Research Questionnaire

The Islamic University of Gaza

College of Engineering, Post graduate Studies

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Questionnaire

This Questionnaire is a tool to identify the reality of Community Knowledge and its impact on the Management of Renovation of Historical Buildings in Gaza Strip

هذه الاستبانة أداة لتحديد واقع المعرفة المجتمعية وتأثيرها علي إدارة مشاريع ترميم المباني الأثرية في قطاع غزة.

Please read the statements carefully and answer it.

الرجاء القراءة بعناية والإجابة.

Part 1: To identify the reality of Gaza's community knowledge on Management of Renovation of Historical Buildings in Gaza Strip as well as heritage-related activities

الجزء الأول : لتحديد واقع المعرفة المجتمعية في غزة حول إدارة مشاريع ترميم المباني الأثرية، والأنشطة الخاصة بعملية الترميم.

Part 2: To understand people behavior associated with their knowledge on Management of Renovation of Historical Buildings in Gaza Strip.

الجزء الثاني : لفهم السلوك المرتبط بالمعرفة حول عمليات ترميم المباني الأثرية في قطاع غزة.

Demographic information: المعلومات الشخصية

Age – العمر

Less than 15- 15 أقل من		From 15 to less than 35 15-أقل من 35		35 and older - 35 فما فوق	

Education level – المستوى التعليمي

High school or less ثانوي فما دون		Diploma دبلوم		B.A بكالوريوس		Post graduate دراسات عليا	

Gender- الجنس

Male - ذكر		Female- أنثى	

Work Status - حالة العمل

Yes - نعم		No - لا	

Residency place – مكان الإقامة

near to HB قريب من مبنى أثري		Next to HB مجاور لمبنى أثري		At the same square في نفس المربع	

Purpose of residency - الغرض من الاقامة

House - سكن		Store- محل	

The statues of residency place - حالة مكان الاقامة

Owner - ملك		Rental - ايجار	

Residency period - فترة الاقامة

Less 5 years أقل من 5 سنوات		5- Less 10 years 5- أقل من 10 سنوات		At the same square في نفس المربع	

The scale of mark

بدرجة قليلة جدا	بدرجة قليلة	بدرجة متوسطة	بدرجة كبيرة	بدرجة كبيرة جدا
1	2	3	4	5

1	Level of current knowledge	1	2	3	4	5
1	Know that I'm residence in heritage area. أعلم بأنني أسكن في منطقة أثرية					
2	Know the heritage buildings are exist in the neighborhood أعرف المباني الأثرية الموجودة في الحي					
3	Have information about the heritage buildings are exist in the neighborhood لدي معلومات عن المباني الأثرية الموجودة في الحي					
4	Have knowledge of the renovation processes of heritage buildings, لدي معرفة بعمليات الترميم التي تقام للمباني الأُثرية في الحي					
5	I consider the historical building as any other building. أعتبر المبنى الأثري مثله كأي مبنى آخر					
6	I consider the historical building as a part of identify. أعتبر المبنى الأثري جزء من الهوية					
7	I know there is a museum at a historical building nearby the neighborhood I residence. أعلم بوجود متحف ، مقام في مبنى أثري بالقرب من الحي الذي أقطنه.					
8	I do not know that there is a historical building nearby the neighborhood I residence, because there are no signs to indicate these places لا أعلم بوجود مبني أثري بالقرب من الحي الذي أقطنه ، بسبب عدم وجود					

	لافتات تشير إلي هذه الأماكن .					
2	**Level of Awareness and Interest**	**1**	**2**	**3**	**4**	**5**
1	When you visit a historical building in general, Al-Omari mosque, Katib AL welaia, EL Saied. Hashim, I'm interested in the components of these buildings and history عند زيارة مبنى أثري عام، كالمسجد العمري، كاتب الولاية، السيد هاشم، أهتم بمعرفة مكونات هذه المباني وتاريخها.					
2	I perceive the importance of preserving historic buildings أدرك أهمية الحفاظ على المباني الأثرية في المنطقة المحيطة					
3	I believe that the renovation processes of heritage building are very important أعتقد أن عمليات الترميم التي تمت للمباني الأثرية مهمة					
4	I believe that the renovation processes of heritage building were in isolation from the surrounding community, and the population. أعتقد أن عمليات ترميم المباني الأثرية تمت بمعزل عن المجتمع المحيط ، والسكان					
5	I believe that the renovation processes of heritage building should continue أعتقد أنه يجب الاستمرار في عمليات ترميم المباني الأثرية					
3	**Level of Participation and Influence**	**1**	**2**	**3**	**4**	**5**
1	I visit the historic buildings and I'm interested in knowing about the renovation processes of heritage buildings أقوم بزيارة المباني الأثرية، و أهتم بالتعرف على عمليات الترميم التي تقام هناك.					
2	I speak to others about historic buildings, and the renovation processes of heritage buildings أتحدث للآخرين عن المباني الأثرية ، وعمليات الترميم التي تقام للمباني الأُثرية					
3	Encourage participation in the awareness about the importance of preserving historic buildings أشجع المشاركة في التوعية عن أهمية المحافظة على المباني الأثرية					
4	Speak with children about the heritage building are exist around them. أتكلم مع الأطفال عن المباني الأثرية					
5	Ready to participate in renovation procedure if it needed على استعداد للمشاركة في عملية الترميم إن استلزم الأمر					
6	I participate in the preservation of historic buildings as part of the national identity and heritage. أشارك في الحفاظ على المباني الأثرية باعتبارها جزء من الهوية الوطنية والتراث					

7	I do care in case I saw wrong behavior, which may lead to distortion and destruction of historic buildings اهتم في حال شاهدت سلوك خاطئ يؤدي لتشويه أو تخريب المباني الأثرية					
8	While I'm in a historical building, I do not do wrong actions, which may affect the renovation processes that are carried out in this building. أثناء تواجدي في مبني أثري ، لا أقوم بتصرفات خاطئة قد تؤثر علي عمليات الترميم التي تتم في هذا المبنى					

Appendix 2: List of interviews questions

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Part One: Personal information	**المعلومات الشخصية**
Name	**الاسم**
Occupation:	**المنظمة**
Qualification:	**المؤهل العلمي**
Years of Experience:	**سنوات الخبرة**
Work place:	**مكان العمل**
Part Two: Main question	**الجزء الثاني: السؤال الرئيسي**

"To what extent do you think that Community Knowledge influence the Management of Renovation of Historical Buildings projects in Gaza Strip"? Is there a room to give an estimated rate and why?

إلى أي مدى تعتقد أن المعرفة المجتمعية تؤثر علي إدارة مشاريع ترميم المباني الأثرية في قطاع غزة؟ وهل هناك إمكانية لإعطاء نسبة عن معدل هذا التأثير؟ ولماذا؟

Sub questions on: Level of current knowledge

الاسئلة الفرعية الخاصة بمستوي المعرفة المجتمعية الحالية

1. Research results showed that there is a good knowledge among community about renovation of historical buildings projects, do you agree, and why?

أظهر نتائج البحث أن هناك معرفة جيدة بين المجتمع حول مشاريع ترميم المباني الأثرية ، هل توافق على ذلك، ولماذا؟

2. Population in El Darj Neighborhood knows the area, as well as the Historical Buildings existing there. Do you agree, and why?

السكان في حي الدرج يعرفون المنطقة، فضلا عن المباني الأثرية الموجودة هناك ، هل توافق على ذلك، ولماذا؟

3. The community has knowledge about the heritage buildings, which exists in the neighborhood, as well as knowledge of about renovation of historical buildings projects implemented there. Do you agree, and why?

المجتمع لديه المعرفةحول المباني الأثرية التي توجد في الحي، وكذلك لديهم معرفة حول مشاريع ترميم المباني الأثرية التى يتم تنفيذها هناك . هل توافق على ذلك، ولماذا؟

4. There are signs and banners shows where the historical buildings exist in the neighborhood and Community members agree on this thing. Do you agree, and why?

هناك علامات وإشارات تظهر أين توجد المباني الأثرية في الحي، ويوافق السكان على ذلك. هل توافق على ذلك، ولماذا؟

5. The community has knowledge about the uses of the historical buildings exist in the neighborhood. Do you agree, and why?

المجتمع لديه معرفة حول استخدامات المباني الأثرية في الحي. هل توافق على ذلك، ولماذا؟

6. Do you think that the community recognizes that historical buildings are part of the identity, and historical buildings are different from any other building? Do you agree, and why?

هل تعتقد أن المجتمع يدرك بأن المباني الأثرية هي جزء من الهوية، وأن المباني التاريخية تختلف عن أي مبنى آخر؟ هل توافق على ذلك، ولماذا؟

Sub questions on: **Level of Awareness and Interest**

الاسئلة الفرعية الخاصة بمستوي الوعي والاهتما لدى المجتمع

1. People are interested in the components of the historical buildings and its history. Do you agree, and why?

يهتم الأشخاص بمكونات المباني الأثرية ، وتاريخها. هل توافق على ذلك، ولماذا؟

2. People are well perceived the importance of preserving historic buildings in their neighborhood. Do you agree, and why?

يدرك المجتمع أهمية ترميم المباني الأثرية في الحي الذي يسكنون فيه. هل توافق على ذلك، ولماذا؟

3. People believed that the renovation processes of heritage building are very important. Do you agree, and why?

يؤمن المجتمع بأن عملية ترميم المباني الأثرية عملية مهمة. هل توافق على ذلك، ولماذا؟

4. People believed that the renovation processes of heritage building were in isolation from the surrounding community, and the population. Do you agree, and why?

يشعر المجتمع أن عملية ترميم المباني التراثية تم بمعزل عن المجتمع، والناس هل توافق على ذلك ، ولماذا؟.

5. People believed that the renovation processes of heritage building should continue. Do you agree, and why?

يؤمن الناس بأن عملية ترميم المباني التراثية يجب أن تستمر. هل توافق على ذلك، ولماذا؟

Sub questions on: **Level of Participation and Influence**

الاسئلة الفرعية الخاصة بمستوي المشاركة والتأثير من قبل المجتمع

1. People visited the historic buildings and they interested in knowing about the renovation processes of heritage buildings. Do you agree, and why?

يقوم الناس بزيارة المباني الأثرية ، ويهتموا بالتعرف على عمليات ترميم المباني الأثرية التي تجري هناك هل توافق على ذلك، ولماذا؟

2. People spoke to others about historic buildings, and the renovation processes of heritage buildings. Do you agree, and why?

يتحدث الناس للآخرين حول المباني الأثرية ، و عمليات ترميم المباني الأثرية. هل توافق على ذلك، ولماذا؟

3. People participated in the awareness about the importance of preserving historic buildings. Do you agree, and why?
تشارك الناس في التوعية حول أهمية ترميم المباني الأثرية. هل توافق على ذلك، ولماذا؟
4. People spoke to their children about the heritage building are exist around them. Do you agree, and why?
يتحدث الناس لأطفالهم حول المباني الأثرية الموجودة حولهم . هل توافق على ذلك، ولماذا؟

5. People are ready to participate in renovation procedure if it needed. Do you agree, and why?
يبدي المجتمع استعداده للمشاركة في عمليات ترميم المباني الأثرية إدا تطلب الأمر دلك.
هل توافق على ذلك، ولماذا؟
6. People are participating in the preservation of historic buildings as its part of the national identity and heritage. Do you agree, and why?
يشارك الناس في عمليات ترميم المباني الأثرية، لأنهم يعتبرونها جزء من الهوية الوطنية والتراث. هل توافق على ذلك، ولماذا؟

7. People do care in case I saw wrong behavior, which may lead to distortion and destruction of historic buildings. Do you agree, and why?
يهتم الناس في حال شاهدوا سلوك خاطيء ، قد يضر أو يشوه المباني الأثرية. هل توافق على ذلك، ولماذا؟
8. While people are in a historical building, they do not do wrong actions, which may affect the renovation processes that are carried out in this building. Do you agree, and why?
أثناء تواجد الناس في مبنى أثري، لا يقوموا بأي تصرفات خاطئة قد تؤثر سلبا على عملية الترميم التي تتم هناك. هل توافق على ذلك، ولماذا؟

- What are your recommendations as an expert in Renovation of Historical Buildings?

ما هي توصياتك كخبير في مجال ترميم المباني الأثرية ؟

Appendix 3: List of Arbitrators

Name	Specialization	Place
Prof. Abd Al-Rahman Mohamed	Architecture Engineering –urban planning	University of Bahrain
Prof. Farid Sobeh Al Qeeq	Architecture –urban Planning Engineering	Islamic University of Gaza
Prof. Mohammed Al Kahlout	Civil Engineering	IWAN Center- Islamic University Gaza
Prof. Sameer Safi	Statistics	Islamic University of Gaza

Appendix 4: List of interviewees:

#	Name	Education	Specialization	Occupation	Place	Years of Experience in the field
1	**Mohammed AL Kahlout**	Professor	Civil Engineering	Manager of IWAN Center	IWAN Center-Islamic University Gaza	10 year, and 5 in Germany
2	**Farid Sobeh Al Qeeq**	Professor	Architecture – urban Planning Engineering	Assistant to the University President	Islamic University Gaza	15 year
3	**Ahmed Muhaisen**	Associate Professor	Architecture Engineering	Assistant Vice President for Information Technology / Office of External Relations	Islamic University – Gaza	7 years
4	**Nihad Al Moghani**	Associate Professor	Architecture Engineering	General Manager of Engineering and Planning,	Municipality of Gaza, - University of Palestine	15 year
5	**Mahmoud Al Balawi**	Master degree	Architecture Engineering	Projects coordinator of architecture preservation	IWAN center, Islamic University	10 years
6	**Nashwa Al Ramlawi**	Master degree	Architecture Engineering	Preservation projects supervisor	IWAN center, Islamic University	9 years
7	**Husameddin Mohammed F. Dawoud**	P.H.D	Architecture Engineering	Lecturer	University of Palestine	10 years

Appendix 5: List of Previous Studies

1- **Damtew, (2013).**

"**Harnessing community knowledge for health:-Case studies from community health service and information systems in Ethiopia."**

This study was aimed at developing an understanding of the role of community knowledge in the public health sector of a developing country. The particular focus is the health service provision and information systems at the community level, which was explored by analyzing the day-to-day practices of community health workers, known as health extension workers who serve the rural residents in Ethiopia. An interpretive approach using qualitative methods was adopted in the study and empirical data were collected through interviews, participant observation, as well as, detailed review of formal reports, documents and publications. The study was conducted in Ethiopia and took place between 2008 and 2012. Theoretically, this thesis drew on concepts from the knowledge domain, which includes the knowledge bases from the community and scientific sources, and knowledge boundary and communication. The study take practice based perspective that used to understand the day-to-day practices of community health workers, and the impact of community knowledge in the health sector.

The results of the study were as the following:

The findings show that health extension workers work in collaboration with other public health actors that include community volunteers, households, colleagues and their supervisors. They mostly knew their population and the context since they interact and observe the practices within their communities and build on the knowledge for that community. This context-specific knowledge is commonly informing their practices. This thesis showed the quandary arises from the mismatch between population data known by the community health workers and projected from census using scientific methods. However, rather than the conflict between the sources of knowledge, the overall findings suggest that relevant practices originated from the community knowledge need to be integrated with the scientific sources and it has presented how community knowledge compliments the knowledge sources from scientific bases. This research also showed the knowledge boundaries and communication patterns in the health extension workers training schools and public health sector of Ethiopia. Health extension workers and volunteers were taken as knowledge brokers who facilitate knowledge communication between the new health initiatives and rural households. It has also identified the potentialities that facilitate or inhibit knowledge communication among the public health actors. To enhance knowledge communication across boundaries, this thesis suggests the need to nurture the existing potentials and mitigate constraints.

The study recommended that: there is a real need for studying the current practice and propose strategies for effective knowledge sharing and multiplication of beneficial practices. Moreover there is a need for proposing mechanisms to deal with the practical challenges related to the health service planning in developing countries.

2- Ediau, Babirye, Tumwesigye1, Matovu, Machingaidze, Okui, Wanyenze and Waiswa (2013).

Community knowledge and perceptions about indoor residual spraying for malaria prevention in Soroti district, Uganda: a cross-sectional study

This study was aimed at assessing community knowledge and perceptions about IRS in Soroti district, eastern Uganda. The study was cross-sectional and it covered 770 randomly selected households in urban and rural settings in Soroti district, Eastern Uganda. The respondents were heads of household and or their proxies. The data were collected on the sociodemographic characteristics, knowledge of the insecticides that could be used for IRS, parts of the houses that would be sprayed, importance of IRS, role of household heads in IRS programme, frequency and the time of spraying. Responses to the questions on these areas were used to create a composite dependent variable categorized as knowledgeable if they had responded correctly to at least three questions or not knowledgeable about IRS if they responded correctly to less than three questions. In addition, respondents were asked if they thought the IRS programme would be beneficial or not. Bivariate and multivariate logistic regression analyses were carried out using SPSS version.

The results of the study were as the following:

Knowledge about IRS is inadequate and negative perceptions about its use are prominent especially among the rural and less educated individuals. To ensure householders' cooperation and participation in the IRS programme, adequate community mobilization and sensitization is needed prior to use of IRS for effective malaria control.

The study recommended that: To ensure householders' cooperation and participation in the IRS processes in order to achieve a successful IRS programme, adequate community mobilization and sensitization is needed, prior to introduction of IRS to address the identified knowledge gaps and poor perceptions about it.

3- Jose, Jimmy, Al-Ghailani and Al Majali, (2013).

"A cross sectional pilot study on assessing the knowledge, attitude and behavior of community pharmacists to adverse drug reaction related aspects in the Sultanate of Oman"

Adverse drug reaction (ADR) monitoring and reporting requires a multidisciplinary approach and pharmacists have a major role to play in it. The present pilot study was conducted to assess the knowledge, attitude and behavior of community pharmacists to ADR related aspects in the Sultanate of Oman. A self-administered questionnaire comprising of 21 questions were distributed to a random sample of pharmacists in two Governorates in the Sultanate of Oman. It assessed the knowledge of pharmacists on some of the selected basic aspects of drug safety. Further, the knowledge and attitude of community pharmacists toward ADR reporting and their behavior on ADR related aspects were assessed. A scoring scheme was used to estimate the median total score of participants for various parameters. Obtained scores were correlated with the demographics of the respondents.

The results of the study were as the following:

A total of 107 community pharmacists participated in the survey giving a response rate of 72.3%. The responses of the pharmacists to the questions on the drug safety of individual drugs were incorrect for some important and practical questions. Consequently, total median score corresponding to these questions was 5 (Inter Quartile Range, IQR 2) out of a possible maximum score of 9, which was below the acceptable score. Total median score based on knowledge, attitude and behavior was 38 (IQR 8) out of a possible maximum of 50 which shows a moderate score. Lack of awareness on how to report an ADR and concern that the report may be wrong were the most common factors discouraging pharmacists from reporting ADRs. Qualification as well as years of experience were the only demographic parameters which had an influence on the score obtained by the pharmacists.

The study recommended that: Even though the pharmacists had an acceptable knowledge, attitude and behavior on ADR reporting and related aspects, a good number of them had below than acceptable knowledge on drug safety related aspects of specific drugs. Educational programs have to be continued to generate awareness on how to report ADR and stimulate pharmacists' more active participation in the pharmacovigilance program. There is a genuine need to have training programs to improve the knowledge of pharmacists on ADR related aspects which are of benefit on a daily basis which could greatly have an impact on patient safety.

4- Debasis and Dr, (2013).

"A study of knowledge, attitude and practice among mothers towards Acute Respiratory Infection in urban and rural communities of Burdwan district, West Bengal, India."

This study was aimed at assessing the knowledge, attitude and practice regarding the ARI among mothers in both urban and rural communities of Burdwan district, West Bengal, India. A cross sectional study was covering 600 mothers living in urban and rural area of Burdwan district from October 2011 to February 2012.

The results of the study were as the following:

The study revealed that in rural area, mothers had poor information regarding mode of transmission, diagnosis, availability of treatment, utilization of treatment and complication of ARI, also there is low utilization of basic health services in government set up, lack of mothers education specially in prevention and control of ARI. Health education can change health care seeking behaviors and attitude of parents and other family members to take care during ARI.
Questionnaire regarding knowledge revealed that 40% of mothers preferred private set up as a place of choice for treatment (more in urban area 55%). 70% of mothers preferred allopathic medicine as a choice of type of treatment. 42.5% of mothers rated diseases as serious(more in urban area 55%). 50% mothers were illiterate (70% in rural area) and 66.7% mothers were housewives.

The study recommended that: There is need for strengthening of information education activity (IEC) in other programmes, raising female literacy level, to help in

prevention and control of ARI. Proper training of health workers regarding identification, management and timely referral cases of ARI are essential.

5- Boateng and Awunyo-Vitor (2012).

"Knowledge, Perceptions and Practices on Antiretroviral Therapy in Farming Communities in Ghana: A Study of HIV Positive Women."

This study was aimed at assessing the level of knowledge, attitudes and perceptions of HIV positive women on antiretroviral therapy (ART) and Prevention of Mother-To-Child-Transmission (MTCT). The study surveyed 211 HIV positive women from ART centres in two districts in Ashanti region of Ghana. Data was collected through interviews using structured questionnaires and focus group discussion using interview guides. Qualitative and quantitative techniques were used to analyze the data.

The results of the study were as the following:

The study revealed that about 15% of the women exhibited no knowledge about the possibility of transmission of HIV from mother to child whilst 36% had no knowledge on the mode of MTCT of HIV. Those who had knowledge of MTCT indicated that this could be intrauterine (88%), delivery (69%) and through breastfeeding (82 %).Mothers with incomprehensive knowledge on ART were 2.5 times more likely to default ART (OR=2.5, p=0.002). Comprehensive knowledge was positively influenced by high education level (OR=1.9; p=0.003).

The study recommended that: Social marketing campaigns should be developed and targeted at improving women literacy on their health issues and getting more women to test for HIV in order to incorporate them into PMTCT programmes. Further research however needs to be conducted to ascertain the facility and community based factors that influence the women's knowledge on antiretroviral therapy (ART) and Prevention of Mother-To-Child-Transmission (MTCT).

6. Bang, (2010).

«Local Community Knowledge, Perceptions, and Experiences of Malaria Prevention in the Highlands of Papua New Guinea. » (Thesis Dissertation)

This study was aimed at identifying knowledge gaps and other possible environmental impediments that may influence effective participation of the local people. Interpretive description (a qualitative approach) was used for this study. Data was collected through focus groups (x4) and individual interviews (x4).

The results of the study were as the following:

This study identified Highlands's local's knowledge gaps answering the original focus of study. The knowledge gaps indicated essential components for primary health care functions as needing attention, PHC workers in rural areas increased, and health planners to implement suitable approaches with local involvement to build locals' knowledge capacity for malaria prevention and control. Main causes of the knowledge and misconception were identified as related to insufficient literacy, and ineffective

health promotion and community health education. This further indicated need for awareness as well as increasing health educators and health promotion workers. It was noted that malaria parasites and mosquitoes were not the only main factors for the malaria spread. But there were many factors associated with the host including immunity, and vulnerability with risky behaviors and attitudes of not using effective prevention measures.

The study recommended that: It stated that development of locals' knowledge of malaria and its prevention can be met by increasing health educators. The prevention focus can be improved by considering all factors causing malaria within planning and within work processes. It identified three possible models that health planners and health managers can use. Then it recommended that locals' low compliance to malaria prevention strategies can be improved by improving service delivery mechanism, and through the use of psychosocial skills for health promotion.

7- Bacay-Domingo and Ong-Lim, (2009).

"A descriptive study of the knowledge, attitudes and practices towards Tuberculosis among treatment partners of Pediatric patients in Tarlac city."

This study was aimed at describing the knowledge, attitudes and practices towards tuberculosis (TB) among treatment partners of the pediatric patients seen at the out-patient department (OPD) of the Tarlac Provincial Hospital from August to October 2005. A questionnaire-based survey was conducted to investigate the knowledge, attitudes and practices towards TB among treatment partners of pediatric patients (0 to18 years old) seen at the OPD of Tarlac Provincial Hospital from August to October 2005. A pre-validated questionnaire, which consisted of 12 questions, was distributed to treatment partners of these patients. The chi-square test was used to compare different proportions and to test the association between the variables.

The results of the study were as the following:

Out of the 62 respondents, 35 (57%) scored "good" in their overall knowledge on TB. Sixty-one percent of the respondents had acceptable attitudes and practices toward the disease. Ninety-six percent of the respondents knew that TBs was a highly-infectious disease, but was curable. The main source of information about tuberculosis was the mass media (newspapers, television and radio) in 41% of the respondents. As regards the consequences of interrupted treatment, 69% of the respondents believed that complications would ensue, while 13% believed that patients would die from non adherence to the TB medication. There was no significant difference in the proportion with good knowledge disease and its presenting symptoms (57%) and acceptable attitudes and practices towards it (61%).

The study recommended that: There is still a need to strengthen the educational activities on TB through mass media; they are excellent venues for information-dissemination, thus, leading to better case detection.

8- Gureje, Lasebikan, Oluwanuga, Olley and Lola Kola (2005)

"Community study of knowledge of and attitude to mental illness in Nigeria"

This study was aimed at determining the knowledge and attitudes of a representative community sample in Nigeria. A multistage, clustered sample of household respondents was studied in three states in the Yoruba-speaking parts of Nigeria (representing 22%ofthenational population).A total of 2040 individuals participated (response rate 74.2%).

The results of the study were as the following:

Poor knowledge of causation was common. Negative views of mental illness were widespread, with as many as 96.5% (s.d.¼0.5) believing that people with mental illness are dangerous because of their violent behaviour. Most would not tolerate even basic social contacts with a mentally ill person: 82.7% (s.e.¼1.3)would be afraid to have a conversation with a mentally ill person and only16.9% (s.e.¼0.9)would consider marrying one. Socio-demographic predictors of both poor knowledge and intolerant attitude were generally very few.

The study recommended that: To enhance the community knowledge and attitude to mental illness, especially on the causation of it, as negative attitudes maybe fuelled by notions of causation that suggest that affected people are in some way responsible for their illness, and by fear.

9- Mesfin, Tasew, Tareke, Mulugeta, and Richard, (2005).

"Community knowledge, attitudes and practices on pulmonary tuberculosis and their choice of treatment supervisor in Tigray, northern Ethiopia."

This study was aimed at assessing knowledge of pulmonary tuberculosis and to determine level of acceptance regarding village-based tuberculosis treatment using volunteers among the general public. A cross sectional survey was conducted among 838 adults (915 years) in 8 districts of Tigray region. Respondents selected from 70 villages using a multistage cluster sampling technique were interviewed using a pre-tested questionnaire in July 2002.

The results of the study were as the following:

The mean and median knowledge score of respondents about pulmonary tuberculosis (PTB) was 5.24 and 6.67 (maximum score of 10) respectively. Female respondents (Adjusted Odds Ratio (AOR)=1.86; 95% Confidence interval (CI)=1.39-2.47), illiterates (AOR=1.64; 95% CI=1.1-2.47) and rural residents (AOR=1.95; 95% CI=1.37- 2.76) were more likely to have a low level of knowledge score. Among respondents who had prior knowledge of PTB (n=717), 599 (83.5%) accepted the idea of tuberculosis (TB) treatment by volunteer community members. Illiterates, rural residents, married and respondents with large family size were more likely to support supervised TB-treatment using volunteers. Respondents' preferred treatment supervisors were: volunteer community health workers (60%), public health staff (16.5%) and

family members (12.7%). There is a wide knowledge gap among the public regarding PTB. The idea of organizing directly observed TB treatment using volunteers appears to be accepted.

The study recommended that: Concerted efforts should be made to raise community awareness of TB in order to reduce patient delays and prolonged infectivity. The study clearly recognized 4 possible treatment supervision modalities that are acceptable to communities in the study districts which could be tested in the field to evaluate their effectiveness in improving treatment outcome by reducing the burden on patients. Because of the cultural diversities, we recommend that community based TB-treatment supervision options should be selected in other parts of Ethiopia at least at a district level by getting the consent of the respective communities and patients. In our case, decentralizing DOT of TB using volunteer CHWs could be a feasible option to improve treatment compliance.

10- Subramaniam,(2003).

"A Study on Community knowledge, Beliefs and Attitudes on leprosy in Ang Mo Kio, Singapore."

This study was aimed at assessing the community knowledge, beliefs and attitudes towards leprosy in Singapore, where the prevalence of leprosy is 0.1 cases / 100,000 population. A cross sectional study was carried out on a sample of 400 adults, aged 18 years or older, among a multi-ethnic community in Ang Mo Kio constituency, Singapore. An interviewer-administered structured questionnaire was used as the data collection instrument.

The results of the study were as the following:

55.8 % of the respondents interviewed had moderate to high knowledge of leprosy. Although 65 % of the respondents attributed the cause of leprosy to germs, many of these respondents also held other multiple beliefs regarding the causation of the disease. A significant number of the respondents believed that leprosy spread easily (41.3 %), leprosy-related deformities were inevitable (48.5 %) and it was incurable (32.3 %). With increasing age of the respondents, the knowledge that leprosy was caused by germs also increased significantly ($p < 0.05$).

The study recommended that: To facilitate the re-integration of persons cured of leprosy into the society, there is a need to educate the community in order to alleviate the stigma and misconceptions regarding leprosy and promote a positive change in attitude.