<p>| 1. INTRODUCTION          | 12   |
| 1.1 Background and Aims | 12   |
| 1.2 Innovative aspects of the Toolkit | 18   |
| 2. WHY MAINSTREAM GENDER IN WASH IN PALESTINE? | 23   |
| 2.1 Gender mainstreaming and definitions | 25   |
| 2.2 Palestinian context specificities | 28   |
| 2.3 Gender issues in WASH in Palestine | 30   |
| 3. HOW TO MAINSTREAM GENDER IN WASH IN PALESTINE? | 38   |
| 3.1 Gender in WASH - Needs assessment and project design | 39   |
| 3.2 Gender in WASH - Project Implementation | 50   |
| 3.3 Gender in WASH - Project Monitoring &amp; Evaluation | 60   |
| 4. TOOLS FOR MAINSTREAMING GENDER IN WASH IN PALESTINE? | 68   |
| 4.1 Setting the right indicators: reading the context | 68   |
| BEST PRACTICES | 76   |
| 5. RESOURCES ON GENDER AND WASH | 80   |
| 6. ANNEXES | 86   |
| A.1 ToR for a WASH Gender Focal Point | 86   |
| A.2 Brief definitions of: Gender Responsive Budget, Risks and Resources Maps, Daily and Seasonal Calendars | 89   |
| A.3 Gender Roles in WASH: Area C and the Gaza Strip | 94   |
| REFERENCES | 108  |</p>
<table>
<thead>
<tr>
<th>Abbreviations and acronyms</th>
<th>المختصرات</th>
</tr>
</thead>
<tbody>
<tr>
<td>AECID</td>
<td>الوكالة الإسبانية للتعاون الإنمائي الدولي</td>
</tr>
<tr>
<td>AICS</td>
<td>الوكالة الإيطالية للتعاون الإنمائي</td>
</tr>
<tr>
<td>BTC</td>
<td>وكالة التنمية البلجيكية</td>
</tr>
<tr>
<td>ECHO</td>
<td>مكتب المفوضية الأوروبية للحماية المدنية وعمليات المساعدات الإنسانية</td>
</tr>
<tr>
<td>EU</td>
<td>الاتحاد الأوروبي</td>
</tr>
<tr>
<td>FGD</td>
<td>منشآت المجموعات التدريبي</td>
</tr>
<tr>
<td>GIZ</td>
<td>التعاون الدولي الألماني</td>
</tr>
<tr>
<td>GRB</td>
<td>ميزانية الاستجابة للعنف الاجتماعي</td>
</tr>
<tr>
<td>GVC</td>
<td>المجموعة التطوعية المدنية</td>
</tr>
<tr>
<td>HH</td>
<td>الأسرة</td>
</tr>
<tr>
<td>INGO</td>
<td>منظمة دولية غير حكومية</td>
</tr>
<tr>
<td>IHL</td>
<td>القانون الإنساني الدولي</td>
</tr>
<tr>
<td>IHRL</td>
<td>القانون الدولي لحقوق الإنسان</td>
</tr>
<tr>
<td>LRRD</td>
<td>ربط الإغاثة وإعادة التأهيل والتنمية</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>مراقبة وتقييم</td>
</tr>
<tr>
<td>NGO</td>
<td>منظمة غير حكومية</td>
</tr>
<tr>
<td>PM&amp;E</td>
<td>عملية المراقبة والتقييم القائمة على مبدأ المشاركة</td>
</tr>
<tr>
<td>SADD</td>
<td>البيانات المصنفة حسب الجنس والعمر</td>
</tr>
<tr>
<td>SO</td>
<td>نشاط الاستراتيجي</td>
</tr>
<tr>
<td>SSI</td>
<td>مقابلية شبه منظمة</td>
</tr>
<tr>
<td>UN Women</td>
<td>هيئة الأمم المتحدة للمساواة بين الجنسين وتمكين المرأة</td>
</tr>
<tr>
<td>UNESCO</td>
<td>منظمة الأمم المتحدة للتربية والعلم والثقافة</td>
</tr>
<tr>
<td>UNICEF</td>
<td>منظمة الأمم المتحدة للاطفة (اليونيسف)</td>
</tr>
<tr>
<td>WASH</td>
<td>قطاعات المياه والصرف الصحي والنظافة</td>
</tr>
</tbody>
</table>
Forewords

Women are central in utilizing and conserving water on a daily basis and everywhere in the world. Ensuring that women have equal access to water resources and are participating in the formulation of water policies and strategies is particularly important in this region, where water is scarce and contended between communities. This Gender & Wash Toolkit is an important step towards making sure that the right knowledge on essential gender mainstreaming processes is available to all local and international actors working in water related programming. We are proud, as EU Lead donor on gender, to have contributed to this tool and we hope it will encourage many to work all together towards a more equitable, gender sensitive and sustainable water management.

AICS Jerusalem

Women and men of all ages, with and without disabilities, have different needs, priorities and expectations when it comes to proper access to water, sanitation and hygiene (WASH). The unique context in Palestine and the protracted crisis affect all aspects of life for Palestinian people, including their roles, traditions and practices related to WASH. GVC takes this into account and the present toolkit is a concrete instrument to put into practice the general worldwide guidelines for mainstreaming gender in WASH. GVC strongly believes that promoting gender equality in WASH interventions are fundamental means to achieve greater impact in terms of human rights, protection and sustainability. This Toolkit has been specifically designed and adapted to the context in Palestine and responds to tangible needs of supporting both developmental and humanitarian WASH actors in properly mainstreaming gender in their interventions, a crucial yet not always easy task.

GVC Occupied Palestinian Territory

مقدمة الوكالة الإيطالية للتعاون الدولي - القدس

تعتبر المرأة عنصرا أساسيا في استخدام المياه وحفظها في كل أنحاء العالم. إن ضمان مساحات المرأة على مدى الحياة والمشاركة في عملية سياسات واستراتيجيات المياه أمر ضروري في هذا السياق، حيث تلتزم الدولة الموردة وجميعها بالخطوة نحو التأكد من أن المعرفة الصحيحة بشأن تأثيرات التوزيع الاجتماعي والموارد المائية والطاقات المائية والمادية العامة في محاولة توجيه نطاق التدخلات، من أجل ضمان الرقم الاجتماعي للمياه، من خلال النهج الذي يفضله الاجتماعية في قضاء النظافة المائية، للمشاركة في هذا النهج المثير على طول كافة الجوانب من أجل تحقيق.

إدارة مياه أكثر إنصافا وإستدامة ومراعاة للنوع الاجتماعي.
Forewords

Sustainable management of water resources is vital to the Palestinians’ long-term prosperity. Water is essential for human and other life, and crucial for the development of agriculture and industry, as every sector depends on secure and sustainable access to water. As exemplified in the 2013 National Water and Wastewater Policy and Strategy for Palestine, the Palestinian Water Authority believes that each citizen has the right to sufficient and affordable water of the required quality for the purpose of use, and Palestinians will pursue their interests in connection with obtaining Palestinian water rights, including the fair right-of-access, right-of-control and right-of-use to water resources shared with other countries, in line with international law. Each citizen has the right to sufficient and affordable water of the required quality for the purpose of use, including the right to hygienic sanitation services. This includes the needs and interests of all gender groups.

UN Women Palestine Country Office

This is a compilation of extracts from the PWA National Water and Wastewater Policy and Strategy for Palestine, 2013.
Preface

Gender equality in respect of the human rights to water and sanitation will not only empower women individually but will also help women overcome poverty and empower their children, families and communities.

Special Rapporteur on the Human Right to safe drinking water and sanitation (July 2016)

تمهيد

المساواة المبنية على النوع الاجتماعي فيما يتعلق بحقوق الإنسان في قطاعات المياه والصرف الصحي لا تتعلق بالنساء بشكل فردي وحده، بل ستفيد النساء أيضًا على البلم على الفقر وتمكين أبنائهن وأسرهن ومجتمعهن.

المقرر الخاص بشأن حق الإنسان في الحصول على مياه الشرب المأمونة وخدمات الصرف الصحي (تموز 2016)

Reference to Jerusalem in the text is without prejudice to the position of the Italian Government on the principle of the Corpus Separatum. Accordingly, the final status of the city will be defined as part of a negotiated agreement between the Israelis and the Palestinians that should enable Jerusalem to be the capital of the two States, Israel and the future State of Palestine.

الإشارة الى القدس في النص، فإن موقف الحكومة الإيطالية صادق " Corpus Separatum "، ووفقًا لذلك، وضع النهائي للمدينة سوف يتكون من اتفاقية التفاوض بين الإسرائيليين والفلسطينيين. ذلك سيدعم القدس العاصمة للأردن، إسرائيل، ودولة فلسطين المستقبلية.

المقدمة

INTRODUCTION
1.1 Background and Aims

The relationships between women and men and girls and boys have traditionally been unequal and characterized by a differentiation of roles, affecting and influencing all areas and spheres of life.

Gender relations are often dictated by unequal power dynamics that assign particular roles, determine access to decision making and access to/control over resources.

Water is the essence of life. Safe drinking water and sanitation are indispensable to sustain life and health and fundamental to the dignity of all. Access to water, sanitation and hygiene (WASH) knowledge and practices is directly influenced by gender relations and roles. As is the case in most societies in the world, WASH facilities and access to water is associated with responsibilities undertaken by women in Palestine, since they are the ones responsible inside the household of meeting the basic needs of its members.

In addition, availability of WASH facilities in education and health facilities has significant gender differentiated impact. Access to water for agricultural use also has significant implications for women working in agriculture. Gender considerations in securing WASH needs during humanitarian emergencies and in long term interventions ensure protection of women and girls from Gender Based Violence (GBV).

To improve the conditions of women in different societies, several guidelines have been developed worldwide aiming to provide direction and recommendations for gender mainstreaming in water, sanitation and hygiene (WASH) projects. Societal and political constraints in the Palestinian context make gender mainstreaming in WASH projects a challenging task.

The present toolkit provides technical instruments to tackle some of the most significant issues affecting women in the WASH sector in Palestine.

The activities of women are also a basis of gender equality. Gender natured issues are from a fundamental aspect of socializing and interaction. The impact of WASH facilities and access to water is associated with responsibilities undertaken by women in Palestine, since they are the ones responsible inside the household of meets the basic needs of its members. In addition, availability of WASH facilities in education and health facilities has significant gender differentiated impact. Access to water for agricultural use also has significant implications for women working in agriculture. Gender considerations in securing WASH needs during humanitarian emergencies and in long term interventions ensure protection of women and girls from Gender Based Violence (GBV).
According to the Humanitarian Needs Overview (HNO) 2017:

"High unemployment, low household incomes, the high cost of living (particularly for food) and the erosion of livelihoods have resulted in continued high levels of food insecurity in Palestine. Access to essential services including WASH, healthcare, education, energy and housing is severely restricted for Palestinians in the West Bank and Gaza Strip."

In early 2015, UN Women organized a series of workshops in Ramallah and in Gaza City to unpack cluster-specific issues related to priority gender needs and responses and identify ways to address challenges for gender sensitive humanitarian responses. The WASH cluster participants identified a number of priorities and action points. The majority highlighted the need for capacity building and the development of an instrument for WASH partners to enable them to better identify and address gender specific needs.

In light of these recommendations, GVC, with its expertise in Gender and WASH, and the Italian Agency for Development Cooperation (AICS) - Jerusalem Office - as Lead EU Donor on Gender, have come together in order to create this Toolkit. The Toolkit has also been developed in coordination and with the support of UN Women and the Palestinian Water Authority (PWA). Within the PWA Gender Strategy in the Environment (focusing on Water and Solid Waste Management) 2013-2017, three main axes were defined and nine Strategic Objectives (SO) were set:

- The Ministry of Local Government in association with the Palestinian Water Authority in early 2011, had foreseen the importance of developing a strategy for integrating gender in the environmental sector (focusing on solid waste and water). This strategy was developed during May 2011 and July 2012 and its period of validity covers 2013 to 2017.

In Ethiopia, 2015, UN Women organized a series of workshops in Addis Ababa to unpack cluster-specific issues related to priority gender needs and responses and identify ways to address challenges for gender sensitive humanitarian responses. The WASH cluster participants identified a number of priorities and action points. The majority highlighted the need for capacity building and the development of an instrument for WASH partners to enable them to better identify and address gender specific needs.

In light of these recommendations, GVC, with its expertise in Gender and WASH, and the Italian Agency for Development Cooperation (AICS) - Jerusalem Office - as Lead EU Donor on Gender, have come together in order to create this Toolkit. The Toolkit has also been developed in coordination and with the support of UN Women and the Palestinian Water Authority (PWA). Within the PWA Gender Strategy in the Environment (focusing on Water and Solid Waste Management) 2013-2017, three main axes were defined and nine Strategic Objectives (SO) were set:

- The Ministry of Local Government in association with the Palestinian Water Authority in early 2011, had foreseen the importance of developing a strategy for integrating gender in the environmental sector (focusing on solid waste and water). This strategy was developed during May 2011 and July 2012 and its period of validity covers 2013 to 2017.

In Ethiopia, 2015, UN Women organized a series of workshops in Addis Ababa to unpack cluster-specific issues related to priority gender needs and responses and identify ways to address challenges for gender sensitive humanitarian responses. The WASH cluster participants identified a number of priorities and action points. The majority highlighted the need for capacity building and the development of an instrument for WASH partners to enable them to better identify and address gender specific needs.

In light of these recommendations, GVC, with its expertise in Gender and WASH, and the Italian Agency for Development Cooperation (AICS) - Jerusalem Office - as Lead EU Donor on Gender, have come together in order to create this Toolkit. The Toolkit has also been developed in coordination and with the support of UN Women and the Palestinian Water Authority (PWA). Within the PWA Gender Strategy in the Environment (focusing on Water and Solid Waste Management) 2013-2017, three main axes were defined and nine Strategic Objectives (SO) were set:
1. Policies

SO1: Tools and mechanisms to guarantee the integration of gender mainstreaming in the sector are in place.

SO2: Effective follow up and monitoring system to guarantee the implementation of gender responsive policies.

SO3: Increased awareness on gender responsive policies among decision makers and employees in the sector.

2. Professional women empowerment

SO4: Effective gender responsive policies in the environmental institutions, especially policies linked to female employees’ recruitment, capacity development and promotion.

SO5: More qualified women are in decision making positions.

SO6: Effective coalitions are created to help in promoting women to decision making positions.

3. Women’s community participation

SO7: Effective participation of women in the environment sector (focusing on water and solid waste management) at the community level.

SO8: More awareness among local communities about women’s role and their participation in the environmental sector (focusing on water and solid waste management).


The present Toolkit aims on the one hand to contribute to a certain extent to the achievement of SO1 of the Gender Strategy. On the other hand, it aims at supporting WASH actors in their daily work by offering practical guidance on how to mainstream gender in WASH programming in order to ensure effective WASH interventions that respond to the needs of the population and safeguard its protection. The Toolkit contains tips, recommendations and good practices to conduct an adequate and fair gender-mainstreamed programming in the WASH sector in Palestine.
1.2 Innovative aspects of the Toolkit

The elaboration of this Toolkit was based on a participatory research process involving Palestinian civil society, Government and international actors, such as women CBOs, national and international WASH NGOs, the PWA and several UN agencies and EU donor countries. This process has resulted in a Toolkit characterized by the following elements:

- It is designed for the existing Palestinian context.
- It is structured along the main phases of the Project Management Cycle.
- It aims at overcoming the development vs. humanitarian duality, considering that all WASH projects in the peculiar Palestinian context should be LRRD (Linking Relief, Rehabilitation and Development) oriented.
- It provides concrete examples based on WASH actors’ experiences on the ground.
- PWA’s Gender Focal Point was involved since the start of the Toolkit’s elaboration.
- It is aligned with the Palestinian Gender Strategy in the Environment Sector focusing on Water and Solid Waste Management (2013-2017), contributing to the achievement of its SO1.
- It was conducted in a participatory way, including a series of tools (questionnaires, FGD, SSI) and consultations with both gender/non-gender and WASH/non-WASH experts, beneficiaries and women CBOs not working in WASH.

• PWA’s Gender Focal Point was involved since the start of the Toolkit’s elaboration.
• It is aligned with the Palestinian Gender Strategy in the Environment Sector focusing on Water and Solid Waste Management (2013-2017), contributing to the achievement of its SO1.
• It was conducted in a participatory way, including a series of tools (questionnaires, FGD, SSI) and consultations with both gender/non-gender and WASH/non-WASH experts, beneficiaries and women CBOs not working in WASH.
لماذا يجب تعميم مبادئ النوع الاجتماعي في قطاعات المياه و الصرف الصحي والنظافة في فلسطين؟

WHY MAINSTREAM GENDER IN WASH IN PALESTINE?
WHY MAINSTREAM GENDER IN WASH IN PALESTINE?

"Gender equality is not a woman's issue, it is a human issue. It affects us all!"

Mainstreaming gender in WASH projects in Palestine implies that protection, human rights and resilience of Palestinian society matters to you and your organization. Besides, since all humanitarian and development actors are accountable towards Palestinian women and men of all ages, robust programming is a must in our work and not only a matter of box ticking.

A gender approach to water and sanitation services aims to ensure that all people benefit from and are empowered by improved water and sanitation services and hygiene practices that take into consideration different needs, gender roles and safety, as well as differentiated barriers to access and conditions for meaningful participation.

Although this should not be a difficult task, ensuring women participation is quite challenging in the specific context of Palestine. Often gender blindness and/or the lack of capacity of WASH actors to ensure women participation is wrongly attributed to “cultural restrictions and norms” and results in a lack of gender equality application in WASH services delivery.

"Why mainstream gender in WASH in Palestine?"

Mainstreaming gender in WASH projects in Palestine implies that protection, human rights and resilience of Palestinian society matters to you and your organization. Besides, since all humanitarian and development actors are accountable towards Palestinian women and men of all ages, robust programming is a must in our work and not only a matter of box ticking.

A gender approach to water and sanitation services aims to ensure that all people benefit from and are empowered by improved water and sanitation services and hygiene practices that take into consideration different needs, gender roles and safety, as well as differentiated barriers to access and conditions for meaningful participation.

Although this should not be a difficult task, ensuring women participation is quite challenging in the specific context of Palestine. Often gender blindness and/or the lack of capacity of WASH actors to ensure women participation is wrongly attributed to “cultural restrictions and norms” and results in a lack of gender equality application in WASH services delivery.
Several focus group discussions conducted during field research, both in Gaza and the West Bank, showed that there has been a lack of practical tools that can be easily used by technical staff (predominantly men and engineers focusing on the technical aspects of project implementation) to effectively and systematically support gender mainstreaming throughout the project lifecycle.

Introducing gender concepts among project actors and communities alike is a sensitive task and can present a number of social and cultural challenges which limit organizations' ability to apply gender mainstreaming across all project phases.

Gender is a concept that is often not clearly understood and agreed upon by all actors. It should be the responsibility of the senior and executive management of all WASH NGO to promote and ensure gender mainstreaming in all actions and programmes.

2.1 Gender mainstreaming and definitions

As a first and mandatory step, let us briefly define some basic key concepts:

Sex refers to the biological, physiological and anatomical characteristics that define men and women.

Gender refers to the socially constructed roles, behaviors, activities and characteristics that a given society considers suitable for women and men of different ages. Gender is a series of constructed categories and therefore can change and evolve over time and space.

Gender equality or equality between women and men refers to the equal en
joyment by females and males of all ages, regardless of sexual orientation, of rights, socially valued goods, opportunities, resources and rewards. Equality does not mean that women and men are the same, but that their enjoyment of rights, opportunities and chances in life are not governed or limited by whether they were born women or men.

Gender equity: Equity means justice. Equity considers both diversity and inequality across social, economic, political and cultural dimensions. It is based on the principle that both women and men of all ages and abilities have the right to "access opportunities" that enable them to achieve greater equality and improve their quality of life - individually and collectively. Equity, then, as a principle, is an indispensable and necessary condition for achieving gender equality.

Gender mainstreaming 7:

In 1997, the UN system adopted the strategy of gender mainstreaming as a means of attaining gender equality. It is a shorthand for saying that the impact of all policies and programmes on women and men should be considered at every stage of the programme cycle — from planning to implementation and evaluation. In crisis situations, mainstreaming the gender from the outset:

• allows for a more accurate and nuanced understanding of the situation;
• enables us to meet the needs and priorities of the population in a more targeted manner, based on how women, girls, boys and men have been affected by the crisis;
• ensures that all people affected by a crisis are acknowledged and that all their needs and vulnerabilities are taken into account; and
• facilitates the design of more appropriate and effective responses.

Gender mainstreaming in WASH:

To apply the gender mainstreaming in WASH projects, we should consider the following:

1. Base needs assessment on an understanding of gender roles, needs and different uses of WASH, as well as gender-based vulnerabilities related to discrimination, risks of GBV, etc.
2. Identify gender-differentiated restrictions to access water resources, sanitation and hygiene services.
Access to water and sanitation are basic human rights. Palestinian women and men of all ages, and especially persons with disabilities, cannot always fully fulfill.

Currently the situation is alarming, as the following data shows:

- 40% of Gaza’s 1.9 million population receive just 5 to 8 hours of water supply every 3 days.
- An estimated 85% of Gaza population source their drinking water from 154 public or private producers, whose production, supply chain, and household storage results in potential contamination, exposing around 60% of the population to public health risks.
- In the West Bank, in Area A and B, an estimated 445,000 people are either disconnected or receive water once a week or less, with a further 150,000 suffering from similar conditions in Area C communities.

On average, Palestinians use 8% of their monthly expenditure on purchasing water, compared to the world average of 3.5%.

In the Palestinian communities that are forced to buy water from tankers, the average monthly outlay on water consumption per family in summertime is NIS 1,250 to 2,000 — as much as half of all monthly expenses.

Water consumption can be as low as 20 liters per person per day in some communities of Area C without water infrastructure, much less than the 50-100 liters recommended daily minimum quantity by WHO.

According to OCHA data, only 1.5% of the Palestinian applications for building permits in Area C, including for WASH infrastructure, submitted between 2010 and 2014, were approved. In the Gaza Strip, armed conflict causes the destruction of water and sanitation infrastructure. Furthermore, there is an over-extraction and pollution of the coastal aquifer that implies a progressive deterioration of the water quality in the Gaza Strip: more than 96% of water is considered unsuitable for human consumption.

On average, Palestinians use 8% of their monthly expenditure on purchasing water, compared to the world average of 3.5%.

In the Palestinian communities that are forced to buy water from tankers, the average monthly outlay on water consumption per family in summertime is NIS 1,250 to 2,000 — as much as half of all monthly expenses.

Water consumption can be as low as 20 liters per person per day in some communities of Area C without water infrastructure, much less than the 50-100 liters recommended daily minimum quantity by WHO.

According to OCHA data, only 1.5% of the Palestinian applications for building permits in Area C, including for WASH infrastructure, submitted between 2010 and 2014, were approved. In the Gaza Strip, armed conflict causes the destruction of water and sanitation infrastructure. Furthermore, there is an over-extraction and pollution of the coastal aquifer that implies a progressive deterioration of the water quality in the Gaza Strip: more than 96% of water is considered unsuitable for human consumption.
2.3 Gender issues in WASH in Palestine

The great majority of documents and publications related to gender analysis in Palestine make few reflections in terms of WASH in comparison with other sectors such as Health or Economic sector.

Following field research carried out together with revision of secondary data, below are presented some of the key gender issues in WASH in Palestine.

In the Gaza Strip:

• More than 93% of households are connected to the domestic water network. (Water is referred to as ‘domestic’ when it is not suitable for drinking and cooking purposes).

• 96.4% of water resources in Gaza are contaminated.

• Only 3.6% (9 of 249 wells) of the supplied domestic groundwater in 2015 complied with WHO drinking limits in terms of Chloride (Cl\(^-\)) and Nitrate (NO\(_3\)\(^-\)).

• Drinking water is mainly obtained from private vendors who normally deliver it directly to homes; except in some areas located close to ARA (Access Restricted Area) which they cannot access. In these areas, boys and girls are often in charge of fetching water from the closest desalination plant or public (and free) filling points (Sabeel points).

• Only in some Bedouin communities women do fetch water using a small donkey-driven cart.

• Less than 80% of households are connected to the wastewater network: Khan Younis is the governorate with the least coverage by wastewater networks, whereby 53.5% of the (interviewed) HHs are connected to conventional cesspits. The best situation is in the North governorate where 87.4% of the (interviewed) HHs are connected to wastewater networks\(^*\).

In Area C of the West Bank:

• Women do fetch water from cisterns. While most are close to their houses, some can be up to 3km far, in these cases, they usually go by donkey and return walking.

 contextual (Access Restricted Area) which they cannot access. In these areas, boys and girls are often in charge of fetching water from the closest desalination plant or public (and free) filling points (Sabeel points).

• Only in some Bedouin communities women do fetch water using a small donkey-driven cart.

• Less than 80% of households are connected to the wastewater network: Khan Younis is the governorate with the least coverage by wastewater networks, whereby 53.5% of the (interviewed) HHs are connected to conventional cesspits. The best situation is in the North governorate where 87.4% of the (interviewed) HHs are connected to wastewater networks\(^*\).

In Area C of the West Bank:

• Women do fetch water from cisterns. While most are close to their houses, some can be up to 3km far, in these cases, they usually go by donkey and return walking.

 contextual (Access Restricted Area) which they cannot access. In these areas, boys and girls are often in charge of fetching water from the closest desalination plant or public (and free) filling points (Sabeel points).

• Only in some Bedouin communities women do fetch water using a small donkey-driven cart.

• Less than 80% of households are connected to the wastewater network: Khan Younis is the governorate with the least coverage by wastewater networks, whereby 53.5% of the (interviewed) HHs are connected to conventional cesspits. The best situation is in the North governorate where 87.4% of the (interviewed) HHs are connected to wastewater networks\(^*\).
The water stored in the cisterns is harvested from rain in winter. During summer or once it is depleted, it is sourced from filling points.

Women reuse the grey water by watering the plants, cleaning the latrines or cleaning the household surroundings.

Men have very few responsibilities related to sanitation; almost all relate to the construction of new latrines or in its absence, digging a hole in the ground.

In the communities where there is a lack of latrines, women use a place close to the house but not so visible during the daylight and only when men are not in the surroundings.

In the rest of the West Bank -including in Refugee Camps- and in East Jerusalem*:

In East Jerusalem, households are connected to the water network and in general households are not cut off. However, water is very price (average of 300 to 400 NIS per month for a household of 6 members). If a household is unable to pay the bill, its costs will accumulate until a certain amount is reached and this triggers the dispatch of bailiffs that may seize property from the household.

Palestinian neighborhoods close to settlements, that use the same water pipeline, do not usually have problems with water quality.

In refugee camps, all services including water and sanitation (wastewater, drainages and solid waste management) have been managed by UNRWA since 1948. However, some services have been gradually taken over by the local municipality where the camp is located.

* Reference to Jerusalem in the text is without prejudice to the position of the Italian Government on the principle of the Corpus Separatum.
Some of the Women’s Programme Centers of the refugee camps play a role in awareness activities for water handling and advocacy for demanding infrastructure needed (e.g. in Aqbat Jaber Camp, they participated in the advocacy for demanding installation of pipes in the camp).

In some refugee camps, Women’s Programme Centers participate in collecting the garbage if there is any problem with the service.

An estimated 36% of the East Jerusalem population have vulnerable illegal connections and up to a third lack sewage connections. Furthermore, some locations have been severed from the municipal center by the wall and face particular difficulties in accessing WASH services.

In East Jerusalem, usually women are the ones in charge of following up any water and sanitation related issue (e.g. going to pay the bills, since men are working outside the household in the working hours of the Municipality).

Some of the Women’s Programme Centers of the refugee camps play a role in awareness activities for water handling and advocacy for demanding infrastructure needed (e.g. in Aqbat Jaber Camp, they participated in the advocacy for demanding installation of pipes in the camp).

In some refugee camps, Women’s Programme Centers participate in collecting the garbage if there is any problem with the service.

An estimated 36% of the East Jerusalem population have vulnerable illegal connections and up to a third lack sewage connections. Furthermore, some locations have been severed from the municipal center by the wall and face particular difficulties in accessing WASH services.

In East Jerusalem, usually women are the ones in charge of following up any water and sanitation related issue (e.g. going to pay the bills, since men are working outside the household in the working hours of the Municipality).
HOW TO MAINSTREAM GENDER IN WASH IN PALESTINE?

كيفية تعميم مراعاة المنظور النوع الاجتماعي في المياه والصرف الصحي والنظافة في فلسطين؟
In order to mainstream gender in WASH projects in Palestine, you should consider the following:

• Conducting a gender analysis and collect sex and age disaggregated data (SADD) in order to form an accurate and nuanced picture of the situation of target communities and personal/social relations within them;

• Ensuring that the design of interventions addresses gender needs and integrates gender considerations and include meaningful participation in the formulation of the intervention of different groups of the population (e.g. widows, persons with disabilities, adolescent girls, farmers, etc.);

• Designing a Monitoring and Evaluation (M&E) plan at the very beginning of the project (and not at its conclusion) with appropriate indicators that will measure the gendered impact of activities and the achievement (or lack) of expected results and objectives. To link the actions of the implementation with the gender needs and interests identified.

• Ensuring that sector, multi sector or regional needs assessments are gender sensitive.

3.1 Gender in WASH – Needs assessment and project design

To date there has been a number of assessments carried out in Palestine by various actors in terms of WASH-related issues that you can consider as a good background knowledge. You should introduce a gender perspective into them, by carrying out a gendered analysis of the data already collected and analysed in these documents. Some of these are listed below (please note that this list is not exhaustive):

• WASH Assessment at Household level in the Gaza Strip (UNICEF, GVC and PHG, 2016).
• MIRA (Multi-Cluster/Sector Initial Rapid Assessment).
• WASH Cluster Needs Assessments.
• WASH Sector Cluster Contingency Plan 2016.
• Water Supply Master Plan (PWA, GVC and ACF, 2017).
• WASH Assessment at Household level in the Gaza Strip (UNICEF, GVC and PHG, 2016).
• MIRA (Multi-Cluster/Sector Initial Rapid Assessment).
• WASH Cluster Needs Assessments.
• WASH Sector Cluster Contingency Plan 2016.
• Water Supply Master Plan (PWA, GVC and ACF, 2017).

The KEY: PARTICIPATION of women and men of ALL ages and persons with disabilities throughout the Project Management Cycle

The KEY: PARTICIPATION of women and men of ALL ages and persons with disabilities throughout the Project Management Cycle

• Conducting a gender analysis and collect sex and age disaggregated data (SADD) in order to form an accurate and nuanced picture of the situation of target communities and personal/social relations within them;

• Ensuring that the design of interventions addresses gender needs and integrates gender considerations and include meaningful participation in the formulation of the intervention of different groups of the population (e.g. widows, persons with disabilities, adolescent girls, farmers, etc.);

• Designing a Monitoring and Evaluation (M&E) plan at the very beginning of the project (and not at its conclusion) with appropriate indicators that will measure the gendered impact of activities and the achievement (or lack) of expected results and objectives. To link the actions of the implementation with the gender needs and interests identified.

• Ensuring that sector, multi sector or regional needs assessments are gender sensitive.

3.1 Gender in WASH – Needs assessment and project design

To date there has been a number of assessments carried out in Palestine by various actors in terms of WASH-related issues that you can consider as a good background knowledge. You should introduce a gender perspective into them, by carrying out a gendered analysis of the data already collected and analysed in these documents. Some of these are listed below (please note that this list is not exhaustive):

• WASH Assessment at Household level in the Gaza Strip (UNICEF, GVC and PHG, 2016).
• MIRA (Multi-Cluster/Sector Initial Rapid Assessment).
• WASH Cluster Needs Assessments.
• WASH Sector Cluster Contingency Plan 2016.
• Water Supply Master Plan (PWA, GVC and ACF, 2017).

The KEY: PARTICIPATION of women and men of ALL ages and persons with disabilities throughout the Project Management Cycle

• Conducting a gender analysis and collect sex and age disaggregated data (SADD) in order to form an accurate and nuanced picture of the situation of target communities and personal/social relations within them;

• Ensuring that the design of interventions addresses gender needs and integrates gender considerations and include meaningful participation in the formulation of the intervention of different groups of the population (e.g. widows, persons with disabilities, adolescent girls, farmers, etc.);

• Designing a Monitoring and Evaluation (M&E) plan at the very beginning of the project (and not at its conclusion) with appropriate indicators that will measure the gendered impact of activities and the achievement (or lack) of expected results and objectives. To link the actions of the implementation with the gender needs and interests identified.

• Ensuring that sector, multi sector or regional needs assessments are gender sensitive.

3.1 Gender in WASH – Needs assessment and project design

To date there has been a number of assessments carried out in Palestine by various actors in terms of WASH-related issues that you can consider as a good background knowledge. You should introduce a gender perspective into them, by carrying out a gendered analysis of the data already collected and analysed in these documents. Some of these are listed below (please note that this list is not exhaustive):

• WASH Assessment at Household level in the Gaza Strip (UNICEF, GVC and PHG, 2016).
• MIRA (Multi-Cluster/Sector Initial Rapid Assessment).
• WASH Cluster Needs Assessments.
• WASH Sector Cluster Contingency Plan 2016.
• Water Supply Master Plan (PWA, GVC and ACF, 2017).

The KEY: PARTICIPATION of women and men of ALL ages and persons with disabilities throughout the Project Management Cycle

• Conducting a gender analysis and collect sex and age disaggregated data (SADD) in order to form an accurate and nuanced picture of the situation of target communities and personal/social relations within them;

• Ensuring that the design of interventions addresses gender needs and integrates gender considerations and include meaningful participation in the formulation of the intervention of different groups of the population (e.g. widows, persons with disabilities, adolescent girls, farmers, etc.);

• Designing a Monitoring and Evaluation (M&E) plan at the very beginning of the project (and not at its conclusion) with appropriate indicators that will measure the gendered impact of activities and the achievement (or lack) of expected results and objectives. To link the actions of the implementation with the gender needs and interests identified.

• Ensuring that sector, multi sector or regional needs assessments are gender sensitive.

3.1 Gender in WASH – Needs assessment and project design

To date there has been a number of assessments carried out in Palestine by various actors in terms of WASH-related issues that you can consider as a good background knowledge. You should introduce a gender perspective into them, by carrying out a gendered analysis of the data already collected and analysed in these documents. Some of these are listed below (please note that this list is not exhaustive):

• WASH Assessment at Household level in the Gaza Strip (UNICEF, GVC and PHG, 2016).
• MIRA (Multi-Cluster/Sector Initial Rapid Assessment).
• WASH Cluster Needs Assessments.
• WASH Sector Cluster Contingency Plan 2016.
• Water Supply Master Plan (PWA, GVC and ACF, 2017).

The KEY: PARTICIPATION of women and men of ALL ages and persons with disabilities throughout the Project Management Cycle

• Conducting a gender analysis and collect sex and age disaggregated data (SADD) in order to form an accurate and nuanced picture of the situation of target communities and personal/social relations within them;

• Ensuring that the design of interventions addresses gender needs and integrates gender considerations and include meaningful participation in the formulation of the intervention of different groups of the population (e.g. widows, persons with disabilities, adolescent girls, farmers, etc.);

• Designing a Monitoring and Evaluation (M&E) plan at the very beginning of the project (and not at its conclusion) with appropriate indicators that will measure the gendered impact of activities and the achievement (or lack) of expected results and objectives. To link the actions of the implementation with the gender needs and interests identified.

• Ensuring that sector, multi sector or regional needs assessments are gender sensitive.
What is a gender analysis?

It is an analysis of the affected population (the people of the community that the project aims to target) in terms of social roles, needs, uses and access to WASH services, priorities/expectations, participation in decision making, power dynamics - both within the community and at household level - and impact of the current problem/situation on women and men of all ages and persons with disabilities. (Please refer also to Section 4.2).

It is crucial to obtain disaggregated data by sex and age, as well as other relevant information (such as disabilities, family status, etc.) to be able to identify gender gaps and to tailor actions to the needs of different groups.

How to conduct a gender analysis?

Consider the next steps as basic, but feel free to use all participatory techniques you know:

1. Hire both women and men staff to carry out the assessment and implement the project: women will have more access to women and men to men. In particular, they will be able to obtain gender differentiated data related to: ROLES, NEEDS, USES and ACCESS to WASH.
services, PRIORITIES/EXPECTATIONS, PARTICIPATION IN DECISION MAKING, POWER DYNAMICS - within the community and at household level - and different IMPACT of the current problem/situation.

2. Additionally, data collection should be disaggregated by sex and age (i.e. separate sessions for women and men for each type of research tool used: focus group discussions; semi-structured interviews; daily and seasonal calendars; etc.).

3. Identify, contact and involve women CBOs in target areas in all stages of the project, in order to better understand roles, cultural norms, power dynamics, etc. It is very important to work with women CBOs, where a variety of women are represented and their commitment is recognised by other stakeholders.

4. Contact gender actors (UN Women, WASH Cluster Gender Focal Point, etc.) to obtain their advice and suggestions and to start coordination.

5. Conduct a stakeholder analysis (Please, see Section 6 for some interesting resources).

6. Include gender experts in the analysis of the data collected.

Do not forget that depending on where you are working, access to different social groups should be obtained in different ways: for example, in a Bedouin community in Area C, you will have to pass through the Community Representative (mainly men) and you can ask the help of community members to conduct your evaluation. Women personnel should request the names of at least three women from community who can support the general analysis process and in parallel men personnel should obtain the names of three men. Findings of the research sessions should then be compiled and analyzed to include vulnerabilities and rights' violations.

REMEMBER: do not assume predefined stereotypes!

When consulting guides and thinking of ‘women and water’, what might spring to mind is the idea of women fetching water very far away from their houses and walking long distances to bring it home. This is not exactly the case in Palestine, as outlined in Section 2.3.

Do not forget that depending on where you are working, access to different social groups should be obtained in different ways: for example, in a Bedouin community in Area C, you will have to pass through the Community Representative (mainly men) and you can ask the help of community members to conduct your evaluation. Women personnel should request the names of at least three women from community who can support the general analysis process and in parallel men personnel should obtain the names of three men. Findings of the research sessions should then be compiled and analyzed to include vulnerabilities and rights' violations.

REMEMBER: do not assume predefined stereotypes!

When consulting guides and thinking of ‘women and water’, what might spring to mind is the idea of women fetching water very far away from their houses and walking long distances to bring it home. This is not exactly the case in Palestine, as outlined in Section 2.3.
وطلب المساعدة من أفراد التجمع المختلفة لإجراي التقييم، وينبغي أن يكون ذلك بناءً على احتياج الأفراد، ويشمل ذلك التعامل على أسماء العامة. ويشمل ذلك التجمع على أسماء ثلاثة جزئي، وينبغي على كل فرد تجميع نتائج البحوث وتلقيها، نشرها، وتقييمها، وتكرار ذلك مرتين.

**تذكير:** لا يجب الاعتماد على الصور النمطية القائمة، أو المعده مسبقاً.

عن الاستدلال على الأدلة تحليل "الأمر والطيع"، ما قد يشير إلى أنه هو أمام الأفراد، وهو على مدى دقة التخلص المجهود على مدى العملية المطلوبة، معالمProvost المطلوب. لا ينبغي لا يكون هذا على جميع الحالات الموجهة، بما في ذلك، كما تم ذكره سابقاً في الفقرة 2.3.

---

**TIPS & EXAMPLES for integrating Gender in Needs Assessments**

- **Consider the appropriate amount of time needed for each group to participate adequately in research sessions:** this will depend on the area, the season and the nature of people’s livelihoods.

  E.g. if you are working in an urban area within Gaza Governorate, most men will be working until 5pm. Also some women, while girls and boys might be in school in the morning.

- **Allocate budget for a gender consultant and/or gender training, including for the purpose of women CBOs capacity building, since the real meaning of gender mainstreaming and its goals are not always well understood by women organizations.**

- **Involve the gender focal point of your organization and/or your partner organization.**

- **Contact the WASH Cluster Coordinator to link you with the Gender Focal Point of the WASH Cluster.**
TIPS & EXAMPLES for integrating Gender in Needs Assessments

• Remember that WASH roles are gendered and vary significantly across diverse places.
  E.g. In areas where a sewage system does not exist - mainly in Gaza’s Khan Yunis and Rafah - all households use cesspits to discharge wastewater, which mainly involves men. Men dig cesspits and discharge sewage or pay for a vacuum truck to dispose of the wastewater. However, in specific areas such as in Al Shoka and the Swedish village in the west of Rafah governorate, women take on the role of emptying cesspits and discharging sewage outside their homes which constitute an extra burden.

• When collecting information from women and girls about personal hygiene practices, do not forget those related to menstruation and beliefs associated with it.
  E.g. Sanitary pads: not all women, especially in Bedouin communities, use disposable ones. This is due to certain traditional and religious beliefs. In some Bedouin communities when a teenage girl menstruates for the first time, her inner cycle of virginity is considered to be broken. To address this perceived impurity, the cloths used must be washed 7 times and if the blood stains cannot be removed, the cloth is burnt. In later stages of menstruation, girls are able to use disposable sanitary pads.

\[\text{نصائـح وأمثـلة لدمـج النوع الاجتماعي في تقييـم الاحتياجات}\\

من أهم المهمات الأكثـر أهمية أن أوروك الماء والصرف الصحي والنظافة تشاوـت بين الجنسين. وتختلف بشكل كبير بين الجماعات المختلفة.

على سبيل المثال، في المناطق التي يوجد فيها نظام للصرف الصحي - في كل من خان يونس ورفح في غزة - يستخدم معظم السكان الخصوصاً الرجال، استخدام الصرف الصحي، وتغـير الأدوار الجنسية في مسؤولياته. ومع ذلك، في بعض المناطق مثل الشوكة والقرية السويدية في غرب رفح، تتولى النساء مهمة فارغة المخازن المعتمدة، ويفحص الفوط الصحية وتصريف مياه الصرف الصحي في النزل، وتعتبر هذه المهمة إضافية على عاتق النساء.

عند جمع المعلومات عن النساء والفتيات عن ممارسات النظافة الشخصية، يجب النظر إلى القضايا المتعلقة بالحيض والمبادئ المتعلقة بالجنس والتغذية والصحة.

على سبيل المثال، الفوط الصحية لا تستخدم جميع النساء، خاصة في المجتمعات البدوية، في بعض المجتمعات النائية في بعض المناطق، يتم قطع الفوط الصحية من الفوط الصحية، ووضعها إلى الشام، والغسل 7 مرات، وإذا لم تتمكن من التخلص منها، يتم حرقها. في بعض المجتمعات النائية، يتم التخلص منها.

في بعض المجتمعات النائية يتم تشويه تقاليد المرأة العربية، والتي تتعلق ببعض الممارسات الدينية واللغوية، وتشوه تقاليد المرأة العربية، وتشوه تقاليد المرأة العربية.
Once all gender aspects are properly addressed at the assessment stage, gender considerations should be mainstreamed across the entire Logical Framework (Logframe). This should be fairly straightforward, since the results derived from the gender analysis (stakeholder analysis, problem(s), objectives, etc.) are used as the basis for the preparation of the Logframe matrix.

The project design also involves identification of project performance indicators, beneficiary selection criteria and a monitoring and evaluation plan, all of which should reflect the gender aspects of the project.

Once we have built the Logical Framework from a gender perspective, this means that the project has been designed following a gender sensitive needs assessment; its objectives have been formulated with a gender approach; its expected results are measurable and based on SADD; its actions are responsive to the needs identified; and its resource allocations are sustained by a GRB.

Gender in the Project Design

Once all gender aspects are properly addressed at the assessment stage, gender considerations should be mainstreamed across the entire Logical Framework (Logframe). This should be fairly straightforward, since the results derived from the gender analysis (stakeholder analysis, problem(s), objectives, etc.) are used as the basis for the preparation of the Logframe matrix.

The project design also involves identification of project performance indicators, beneficiary selection criteria and a monitoring and evaluation plan, all of which should reflect the gender aspects of the project.

Once we have built the Logical Framework from a gender perspective, this means that the project has been designed following a gender sensitive needs assessment; its objectives have been formulated with a gender approach; its expected results are measurable and based on SADD; its actions are responsive to the needs identified; and its resource allocations are sustained by a GRB.
1. Project implementation

During the implementation phase the real challenge is to not overlook the project framework and design and to take continuous measures to enhance the gender mainstreaming process during the whole implementation through:

1. Hiring both women and men staff to implement the project. Ideally people who took part in project identification should participate in its implementation

2. Involving the identified women CBOs in implementation of target areas of intervention from the onset.

3. Creating professional relationships and maintain coordination with organizations and other stakeholders which promote gender equity and women’s rights. They can give practical guidance regarding concrete topic that may arise during implementation.

4. Building capacity on WASH gender related aspects for you, your staff and your partner staff. Of course, their level of knowledge should be assessed before selecting the topic that may arise during implementation.

and take part/benefit from activities. Try not to reinforce stereotypes; e.g. appoint women engineers to implement infrastructural activities and men social workers and hygiene promoters BUT do not forget about the context’s peculiarities. If possible, try to hire both women and men in all positions.

5. Building capacity on gender related aspects for you, your staff and your partner staff. Of course, their level of knowledge should be assessed before selecting the topic that may arise during implementation.

Make sure training programmes are carried out by organizations with proven experience could be in charge of capacity building. Of course, their level of knowledge should be assessed before selecting the topic that may arise during implementation.

6. Involving the identified women CBOs in implementation of target areas of intervention from the onset.

3.2 Gender in WASH - Project implementation

During the implementation phase the real challenge is to not overlook the project framework and design and to take continuous measures to enhance the gender mainstreaming process during the whole implementation through:

1. Hiring both women and men staff to implement the project. Ideally people who took part in project identification should participate in its implementation

2. Involving the identified women CBOs in implementation of target areas of intervention from the onset.

3. Creating professional relationships and maintain coordination with organizations and other stakeholders which promote gender equity and women’s rights. They can give practical guidance regarding concrete topic that may arise during implementation.

and take part/benefit from activities. Try not to reinforce stereotypes; e.g. appoint women engineers to implement infrastructural activities and men social workers and hygiene promoters BUT do not forget about the context’s peculiarities. If possible, try to hire both women and men in all positions.

Emphasis on methodologies and the translation of this process into practice.

3. Geographical separation of Gaza and the West Bank.There are some INGOs have a Gender Expert/ Research highlighted that while

4. Professional relationships and maintain coordination with organizations and other stakeholders which promote gender equity and women’s rights. They can give practical guidance regarding concrete topic that may arise during implementation.

5. Building capacity on gender related aspects for you, your staff and your partner staff. Of course, their level of knowledge should be assessed before selecting the topic that may arise during implementation.

6. Involving the identified women CBOs in implementation of target areas of intervention from the onset.

and take part/benefit from activities. Try not to reinforce stereotypes; e.g. appoint women engineers to implement infrastructural activities and men social workers and hygiene promoters BUT do not forget about the context’s peculiarities. If possible, try to hire both women and men in all positions.

Emphasis on methodologies and the translation of this process into practice.

3. Geographical separation of Gaza and the West Bank.There are some INGOs have a Gender Expert/ Research highlighted that while

4. Professional relationships and maintain coordination with organizations and other stakeholders which promote gender equity and women’s rights. They can give practical guidance regarding concrete topic that may arise during implementation.

5. Building capacity on gender related aspects for you, your staff and your partner staff. Of course, their level of knowledge should be assessed before selecting the topic that may arise during implementation.

6. Involving the identified women CBOs in implementation of target areas of intervention from the onset.

and take part/benefit from activities. Try not to reinforce stereotypes; e.g. appoint women engineers to implement infrastructural activities and men social workers and hygiene promoters BUT do not forget about the context’s peculiarities. If possible, try to hire both women and men in all positions.

Emphasis on methodologies and the translation of this process into practice.

3. Geographical separation of Gaza and the West Bank. There are some INGOs have a Gender Expert/ Research highlighted that while

4. Professional relationships and maintain coordination with organizations and other stakeholders which promote gender equity and women’s rights. They can give practical guidance regarding concrete topic that may arise during implementation.

5. Building capacity on gender related aspects for you, your staff and your partner staff. Of course, their level of knowledge should be assessed before selecting the topic that may arise during implementation.

6. Involving the identified women CBOs in implementation of target areas of intervention from the onset.
Implementing a Monitoring and Evaluation (M&E) plan that considers all the gender aspects that had been identified during its elaboration at project inception, including regular collection of SADD (e.g. sex and age disaggregated data on who is benefiting from which activity, in which way, to what extent, etc. depending on the M&E plan’s pre-defined indicators and expected results).

It is crucial to use gender sensitive indicators that facilitate the collection of SADD. Please, refer to section 4.1 for some examples you can use.

Ensuring that women are represented in the highest decision making level of the project. It will depend on the context and type of project, so establishing percentages might not be completely appropriate, but consider a minimum of 35% of women. Women’s participation in decision making is not only a women’s right, but a mean to increase the effectiveness of WASH interventions and to support women’s empowerment.

Putting in place an accountability mechanism in order to ensure that the WASH project services/activities reach all genders equitably and eliminate any gender bias.

When carrying out all activities, consider the differentiated impact these might have on women, men, girls, boys and persons with disabilities: this may require making adjustments to refrain from perpetuating gender stereotypes and inequalities.

Ensuring consultation with community members: active and real participation of all men, women, girls, boys and persons with disabilities, mobilizing suggestions from all community and household members on how to address issues (e.g. on the composition of hygiene kits, protection strategy for different groups, etc.).

Providing public information about the details of project implementation, through the radio, public meetings, leaflets, etc.

Including a GRB analysis of the project in the progress reports, and analyze how the budgets related to the different sectors of the population are managed.
Do not assume anything!

As an example of a well-known protection issue related to WASH: the importance of the placement of emergency external or communal latrines with locks and lighting.

In a West Bank (Area C) community, once the latrines were switched on, men started to play cards at night in front of the latrines, preventing women from using them and forcing them to use dark bushes for open defecation.

Lesson learnt: to light the latrines, sure, but also an area far from them where men could go and play cards.

TIPS & EXAMPLES for integrating gender during project implementation

• Be aware of the exact needs when designing the activities: the solutions are not always the same.
   E.g. In the section of the Old City of Hebron that is reachable, most of the houses are too old and cannot withstand water tanks on the roof.
   • Do not focus only on women since in some cases they might not be the most vulnerable group.
   E.g. Men living in Area C specifically in areas surrounded by Israeli settlements, who have to go to fetch water by small water trucks or with donkey carts, are more exposed to violence than women who collect water from cisterns.
   • To promote women’s rights it is crucial to raise men’s awareness of the importance of gender equality.
   E.g. The following was emphasized in several women FGDs: “Women organizations continue focusing on women while we know our rights and they should target men who do not know”.
   • Tailor hygiene promotion activities in a way that allows to actually engage men in hygiene awareness programs.
   Do not focus only on men!
   E.g. A man from a FGD said: “I have never had any hygiene session in my life and most of us are very interested to participate in sessions regarding topics such as drinking water, cleaning of tanks and associated diseases”.

نصحح واتحاث التدوين: إذا تقسم
• كـي صرخًا بالاقتدامات، الذين تتضمن
   وسائل الابتسامة، في بعض المناطق في المدينة.
   • Do not focus only on women since in some cases they might not be the most vulnerable group.
   • To promote women’s rights it is crucial to raise men’s awareness of the importance of gender equality.

نصائح وأمثلة لدمج النوع الاجتماعي أثناء تنفيذ المشروع

كـي صرخًا بالاقتدامات، الذين تتضمن
• كـي صرخًا بالاقتدامات، الذين تتضمن
   ووسائل الابتسامة، في بعض المناطق في المدينة.
   • Do not focus only on women since in some cases they might not be the most vulnerable group.
   • To promote women’s rights it is crucial to raise men’s awareness of the importance of gender equality.

نصائح وأمثلة لدمج النوع الاجتماعي أثناء تنفيذ المشروع

كـي صرخًا بالاقتدامات، الذين تتضمن
• كـي صرخًا بالاقتدامات، الذين تتضمن
   ووسائل الابتسامة، في بعض المناطق في المدينة.
   • Do not focus only on women since in some cases they might not be the most vulnerable group.
   • To promote women’s rights it is crucial to raise men’s awareness of the importance of gender equality.

نصائح وأمثلة لدمج النوع الاجتماعي أثناء تنفيذ المشروع
TIPS & EXAMPLES for integrating gender during project implementation

- If health and hygiene are not considered only as a “women issue” and men and boys are actually engaged in their promotion, they can contribute considerably to the improvement of health and hygiene in their households and communities.

- Generally men are the decision makers in the household, so they are the one that can allocate more resources and make decisions in favor of health and hygiene.

- Even during the implementation of an apparently ‘pure’ infrastructural WASH project, a gender approach should be followed:

  E.g. When constructing a main pipe line of 4km in the south east of the Middle Area Governorate in the Gaza Strip, during the preparation of procurement requirements the following should be carefully considered:

  - It would be important to include quotas for women contractors in bidding documents. And/or
  - To include in all contracts/agreements with contractors and implementers a signed commitment to comply with basic humanitarian principles (e.g. Protection from Exploitation, Sexual Abuse and Harassment), or understand the nature of their human resources structure and if they respect gender sensitive procedures.

If health and hygiene are not considered only as a “women issue” and men and boys are actually engaged in their promotion, they can contribute considerably to the improvement of health and hygiene in their households and communities.

- Generally men are the decision makers in the household, so they are the one that can allocate more resources and make decisions in favor of health and hygiene.
TIPS & EXAMPLES for integrating gender during project implementation

• All women, girls, boys, men including persons with disabilities should be informed about the construction that is going to take place in their community. As suggested by a young woman who is a university student in Gaza, “Agencies implementing WASH activities and interventions should inform the public about the project through public radio stations and community workshop as well as through making project signs more visible”.

• Regular consultations should be ensured with women, girls, boys, men including persons with disabilities, taking into account their different concerns, needs and rights. This will contribute to an equitable access to water and sanitation services since the service will be more appropriate, and therefore more usable, ensuring that their rights are effectively met.

• Promote WASH facilities where safety, integrity, dignity and privacy are ensured. This will contribute to meet human rights and especially, women and girls’ rights, preventing possible GBV.

نصائح وأمثلة لدعم النوع الاجتماعي أثناء تنفيذ المشروع

• ينبغي إجراء مشاورات متغيرة مع النساء والشبان والفتاتين والرجال بمن فيهم الأشخاص ذوي الإعاقة، مع مراعاة شؤونهم واحتياجاتهم وحقوقهم المختلفة. ومن شأن ذلك أن يساهم في الحصول على خدمات المياه والصرف الصحي التي تعد صفحًة المرأة والصبية، والذين يتألفون من النوع الاجتماعي، بالقبول الكامل، وتحقيقها على نحو متساوي.

• تعزيز مرافق المياه والصرف الصحي والنظافة بحيث يتم تشجيع النساء المسالمة والشابة، والذكاء الشمسي. ويساهم ذلك في تلبية حقوق الإنسان، وخاصة حقوق النساء والأطفال، ومنع العنف القائم على النوع الاجتماعي.
3.3 Gender in WASH - Project Monitoring & Evaluation

Monitoring is the continuous collection and analysis of information to track progress against set plans and check compliance to established standards. It helps to identify tendencies and patterns, to adapt strategies and to inform decisions for project/programme management. Some crucial steps should be considered in order to ensure a gender mainstreamed Monitoring and Evaluation (M&E) process that follows the same principles as the WASH project identification, design and implementation:

1. The M&E mechanism, plan and tools should be defined and put in place from the inception of the project and not during its implementation or in its later stages.

2. The M&E tools designed must follow up and evaluate predefined indicators and expected results.

3. The M&E plan should clearly identify for each intervention/activity: the quality of the outputs; the means of verification and persons in charge of each activity, both in terms of the timeframe of the project and the associated budget.

4. SADD should be collected for all WASH activities and their results and should be included in the reporting system.

5. Gender sensitive indicators should be defined at the beginning of the project and whenever possible in a participatory way. Gender-sensitive indicators should measure to which extent and how the WASH interventions have achieved the objectives and results oriented towards achieving gender equity.

6. Gender sensitive indicators both quantitative and qualitative should assess changes pertaining to gender. Refer to gender indicators examples in section 4.1.

7. Assign adequate resources in terms of budget, time and staffing (both men and women) to conduct adequate data collection.

Gender Sensitive Indicators are both quantitative and qualitative indicators that are able to measure gender-related changes in the target community over time.

4.4 Women and girls may face additional risks due to gender-specific circumstances and may require specific interventions.

5. Some crucial steps should be considered in order to ensure a gender mainstreamed Monitoring and Evaluation (M&E) process that follows the same principles as the WASH project identification, design and implementation:

4.4 الهدف من هذا النص هو توضيح أمثلة عن المؤشرات المراعية لنظرية النوع الاجتماعي، وهي مؤشرات عامة ودقيقة ثابتة على نقاط التغير الاجتماعي البالغة الاجتماعي في المجتمع المستهدف على مدى الأزمات.

7. يمكن أن تكون تغييرات النوع الاجتماعي عنصرًا مهماً من حيث التفاعل الاجتماعي في جميع النواحي، ويفضل تعريف المؤشرات المراعية "نوعية" بطرق متعددة والاعتماد على الرؤية النمطية في مجالات عدة، بما في ذلك الاتجاهات المتنوعة ووسائل التواصل، حيث يتم تعريف هذه النواحي بشكل مفصل في مقالنا السابق.
Different methods for data collection should be designed and put in place in order to facilitate the participation of women, men, girls, boys and persons with disabilities; considering the diverse contexts. For instance, in a Bedouin community it is not acceptable that an outsider man can talk alone to any woman in the community. Therefore, a woman who knows the traditions - and of course speaks Arabic - should be in charge of collecting the data/information from women, preferably through SSI or verbal questionnaires.

Enumerators or staff in charge of collecting the data should also be trained on gender mainstreaming in WASH programming. At the same time, all informants and especially women should be informed about the use of the data and why it has been collected.

The M&E plan should be able to identify challenges and feasible solutions in order to readjust any action that might reinforce discriminatory social norms or expose beneficiaries to violence, in respect of the do no harm principle.

Accountability towards involved stakeholders should be ensured through the establishment of a complaint mechanism which should enhance on one hand direct communication flow among women, men, girls, boys including persons with disabilities and on the other hand, provide and safeguard the privacy and anonymity needed to be able to share their concerns/feedback.

At the EVALUATION STAGE, the following should be considered:

- The evaluation team should have an adequate level of gender expertise and should be briefed on relevant gender aspects of WASH projects and provided with relevant documentation.
- Evaluation reports should be based on qualitative and quantitative SADD.
- Gender should be mainstreamed throughout all sections of evaluation reports; not in one separate section.
- To measure the impact of WASH interventions, the variety of perspectives expressed by girls, boys, women and men, including persons with disabilities, should be reflected and collected in a culturally respectful and appropriate manner.

In a Bedouin community, it is not acceptable for an outsider man to talk alone to any woman. Therefore, a woman who is knowledgeable about the traditions and speaks Arabic should be in charge of collecting data from women, preferably through SSI or verbal questionnaires.

Enumerators or staff responsible for collecting data should also be trained on gender mainstreaming in WASH programming. All informants, especially women, should be informed about the use of the data and why it has been collected.

The M&E plan should identify challenges and feasible solutions to adjust any action that might reinforce discriminatory social norms or expose beneficiaries to violence, in line with the do no harm principle.

Accountability towards involved stakeholders should be ensured through the establishment of a complaint mechanism which enhances direct communication flow among women, men, girls, boys, including persons with disabilities and, on the other hand, provides and safeguards privacy and anonymity needed to share their concerns/feedback.

In the evaluation stage, the following should be considered:

- The evaluation team should have an adequate level of gender expertise and be briefed on relevant gender aspects of WASH projects and provided with relevant documentation.
- Evaluation reports should be based on qualitative and quantitative SADD.
- Gender should be mainstreamed throughout all sections of evaluation reports; not in one separate section.
- To measure the impact of WASH interventions, the variety of perspectives expressed by girls, boys, women, and men, including persons with disabilities, should be reflected and collected in a culturally respectful and appropriate manner.

In a Bedouin community, it is not acceptable for an outsider man to talk alone to any woman. Therefore, a woman who is knowledgeable about the traditions and speaks Arabic should be in charge of collecting data from women, preferably through SSI or verbal questionnaires.

Enumerators or staff responsible for collecting data should also be trained on gender mainstreaming in WASH programming. All informants, especially women, should be informed about the use of the data and why it has been collected.

The M&E plan should identify challenges and feasible solutions to adjust any action that might reinforce discriminatory social norms or expose beneficiaries to violence, in line with the do no harm principle.

Accountability towards involved stakeholders should be ensured through the establishment of a complaint mechanism which enhances direct communication flow among women, men, girls, boys, including persons with disabilities and, on the other hand, provides and safeguards privacy and anonymity needed to share their concerns/feedback.
TIPS & EXAMPLES for ensuring and tracking gender sensitive indicators in Monitoring and Evaluation processes

• Special attention should be put in identifying and incorporating data on groups facing multiple vulnerabilities, such as an IDP widow woman in the Gaza Strip or an elderly single woman in Area C, or women heads of households, as they might face more rights’ violations.

• It is very important to enhance ownership through internal Participatory Monitoring and Evaluation (PM&E) processes, especially processes that promote gender equality.

• The Participatory Monitoring and Evaluation (PM&E) process is a very important tool but it should be well explained/taught. You can find some useful resources in Section 6.

• The concept of “gender-sensitive indicators” is not well known/understood by WASH teams in all organizations. Capacity building may be required in order to select the correct gender responsive indicators; specific resources in the budget should be allocated for this purpose.

• The monitoring of the implementation through consultations with the community should be carried out through both separate sessions with women, men, girls, boys and persons with disabilities, as well as in mixed group sessions. Remember that most people, including young men “cannot express themselves freely in front of their father who is the highest authority in the family”, as clearly put by a male participant from Jericho.
TIPS & EXAMPLES for ensuring and tracking gender-sensitive indicators in Monitoring and Evaluation processes

- **WASH affects us ALL:** remember to collect data from girls, boys, elderly and persons with disabilities, even if it is sometimes a challenge to “find” them.

- **It is crucial to prepare the monitoring tools very carefully to ensure all gender aspects are captured:** sometimes general questionnaires are not appropriate and home visits are ineffective since most women may not be comfortable speaking in front of the husband, father, elder brother and mother-in-law.

- **One solution for this might be to request from the Community Representative or the Popular Committee to select three women and three men to walk around the community “to check how the project is perceived” and then they can be consulted separately.**

- **In the evaluations, all questions specific to gender should be developed at the onset of the project, not at its completion.**

- **Ensure that the gender perspective is appropriately addressed already at the stage of drafting TORs for progress reviews, monitoring and mid-term evaluations.**

**TIPS & EXAMPLES**

- **WASH affects us ALL; remember to collect data from girls, boys, elderly and persons with disabilities, even if it is sometimes a challenge to “find” them.**

- **It is crucial to prepare the monitoring tools very carefully to ensure all gender aspects are captured:** sometimes general questionnaires are not appropriate and home visits are ineffective since most women may not be comfortable speaking in front of the husband, father, elder brother and mother-in-law.

- **One solution for this might be to request from the Community Representative or the Popular Committee to select three women and three men to walk around the community “to check how the project is perceived” and then they can be consulted separately.**

- **In the evaluations, all questions specific to gender should be developed at the onset of the project, not at its completion.**

- **Ensure that the gender perspective is appropriately addressed already at the stage of drafting TORs for progress reviews, monitoring and mid-term evaluations.**
4.1 Setting the right indicators: reading the context

All indicators should be disaggregated by sex and age. There should be a combination of quantitative and qualitative indicators that are easy to use and to understand by the staff managing the project as well as by the targeted population. In addition, indicators should measure trends over time. A set of examples is provided below:

**GENERAL**

- Number of women, girls, men and boys and persons with disabilities who benefited from the WASH services/interventions.
- Number of women, girls, men and boys in reproductive age in each targeted household that benefited from the WASH interventions.
- Number of persons with disabilities with improved WASH facilities.
- Percentage of project meetings attended by the PWA Gender Focal Point in the action.
- Number of women reporting improvement in their quality of life due to the ease of access to WASH facilities.
- Number of women, men, girls, boys and persons with disabilities feeling more protected.
- Percentage of women members in any WASH related committee.
- Number of women CBOs engaged in WASH activities.

**WATER**

- Percentage of men and women who adopt safe water handling practices by the end of the project.
- Time spent by women, girls, boys, men and people with disabilities in fetching water.

**# of households headed by women that benefited from the WASH intervention.**

**# of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**# of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**# of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**# of women CBOs engaged in WASH activities.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**

**Number of households headed by women that benefited from the WASH intervention.**

**Number of women and men in reproductive age in each targeted household that benefited from the WASH interventions.**

**Number of persons with disabilities with improved WASH facilities.**

**% of project meetings attended by the PWA Gender Focal Point in the action.**

**# of women reporting improvement in their quality of life due to the ease of access to WASH facilities.**

**Number of women, men, girls, boys and persons with disabilities feeling more protected.**

**% of women members in any WASH related committee.**

**Number of women CBOs engaged in WASH activities.**

**Number of women, girls, boys, men and people with disabilities in fetching water.**
Time saved by women, girls, boys, men and people with disabilities using improved water services.

- Number of women who have reported a decrease in their workload and stress due to improved access to drinking and/or domestic water.
- Percentage of households in which donkey carts is continued to be used by women and/or men to collect water from the cistern/filling point.
- Number of women, men, boys, girls and persons with disabilities who have reported a decrease in diarrhea episodes after improving access to quality water.

SANITATION

Time saved by women, girls, boys, men and/or people with disabilities using improved sanitation services.

- Number of separate focus groups carried out (separated by FG with women/girls and FG with men/boys), validating the hygiene needs assessment.
- Number of women involved in the WASH intervention and their feedback included for actions related to drainage systems' improvement work.
- Number of persons with mobility disabilities that are no longer prevented from leaving the house during the storm. Remember that the target for this indicator should always be 100%.
- Number of toilets constructed that have bigger door dimensions and flat platforms to allow for ease of access, especially for those with mobility challenges including space for their caregivers.
- Percentage of schools built/rehabilitated with separate toilets for girls and boys. Remember that the target for this indicator should always be 100%.
- Percentage of women, girls, boys and men who feel they are comfortable with their household latrine.

The list above does not mention any observations or feedback regarding the sanitation services provided. The focus is on the time saved and the decrease in water-related health issues. The sanitation section also mentions the improvement of toilets and the provision of separate toilets for girls and boys, ensuring accessibility for people with disabilities.

The document emphasizes the benefits of improved water and sanitation services, particularly for women, girls, boys, men, and people with disabilities, highlighting the reduction in workload and stress, as well as the decrease in diarrhea episodes.

The data collected through separate focus groups and involvement of women/girls and men/boys for actions related to drainage systems' improvement work shows the commitment to validating hygiene needs assessments.

The provision of bigger door dimensions and flat platforms in new toilets is aimed at ensuring ease of access, especially for people with mobility challenges, including space for caregivers. The target for this indicator is set at 100% to ensure inclusivity.

Separate toilets for girls and boys in schools are essential to ensure accessibility and comfort for everyone. The target for this indicator is also set at 100% to ensure that all schools meet this requirement.

Overall, the document highlights the significant impact of improved water and sanitation services on the well-being of people with disabilities, including women, girls, boys, men, and those with mobility challenges, ensuring their inclusion and independence in daily activities.
• نسبة الرجال والفتيان الذين زادوا من مشاركتهم في أنشطة الصرف الصحي على مستوى الأسر في الفصول الأخيرة على مستوى الأسر.
• نسبة النساء والفتيات والرجال الذين تم استشارةهم بشأن تصميم المرحاض.
• النظافة
  • نسبة النساء المنخفضة للنساء اللواتي يعبرن عن انخفاض عبء الفصل النظافة نتيجة زيادة المشاركة الرجال في نهاية المشروع.
  • % نسبي نسبة النساء والفتيات والمصابين الذين يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
  • عدد النساء والفتيات والرجال الذين تم الوصول إليهم.

HYGIENE

• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفراد).
• % نسبي نسبة النساء المنخفضة للنساء اللواتي يشاركون بشكل فعال في تنظيف الأسرة، وبناءً على تعزيز رعاية الأطفال، وتوزيع المواد الصحية اختصاصية مصممة لهم (حد الأقصى من الأفرادر).
REMEMBER TO

• Involve women, girls, men, boys and persons with disabilities in the project from the very beginning - not only the community leader, the sheikh or the mukhtar; inform them about your intentions and include them in the WASH needs assessment.

• Afterwards, do not forget to include and consider their point of view in the analysis.

• Put in place mechanisms to make sure all will be able to participate: women including widows and single women, men, boys, girls and persons with disabilities (e.g. separated FGDs by sex, SSI, etc.).

• Use gender sensitive tools (e.g. daily calendar, seasonal calendar, resources map, risk map, etc.). Please, refer to Annex A.2 for more info.

• Properly address the gender social norms that might influence WASH results, in order to promote equal rights and participation in WASH. E.g. Gender social norms shape gender roles, women and girls freedom of movement, women and girls’ participation, boundaries of privacy, etc.

• Continuously monitor if there are any unexpected community behaviors by men/boys or women/girls in reaction to the project activities and to put in place measures to address them and to promote equal gender and WASH rights. E.g. Monitor GBV cases in the community which may be related to the level of acceptance of your separate FGD and with men being distressed by the time spent of women from the households with eternal actors without access to it.

• Propriétemment adresser les normes sociales du genre qui pourraient influencer les résultats dans le domaine de la WASH, afin de promouvoir des droits égaux et une participation égale dans le domaine de la WASH. Par exemple, les normes sociales du genre façonnent les rôles du genre, la liberté de mouvement des femmes et des filles, leur participation, les limites de la vie privée, etc.

• Continuellement surveiller si il y a des comportements inattendus de la part de garçons et d’enfants ou de filles et femmes en réaction aux activités du projet et mettre en place des mesures pour y remédier et promouvoir des droits égaux du genre et de la WASH. Par exemple, surveiller les cas de violence contre les femmes qui pourraient être liés au niveau d’acceptation de votre séance de groupes de réflexion séparés et quand les garçons sont déprimés par le temps passé de femmes et des douches de leurs cuisines des maisons éternelles sans accès.

• The practice is one of the major constructive activities undertaken to address the gender social norms that might influence WASH results, in order to promote equal rights and participation in WASH. On the one hand, gender social norms shape gender roles, women and girls freedom of movement, women and girls’ participation, boundaries of privacy, etc.

• Continuously monitor if there are any unexpected community behaviors by men/boys or women/girls in reaction to the project activities and to put in place measures to address them and to promote equal gender and WASH rights. E.g. Monitor GBV cases in the community which may be related to the level of acceptance of your separate FGD and with men being distressed by the time spent of women from the households with eternal actors without access to it.
Best practice example 1:
UNICEF and the World Food Programme continued to jointly implement the e-voucher programme in Gaza. This programme provides vulnerable families with a remote rechargeable credit card to purchase WASH items among others. It implies that each household can purchase what they actually need, in accordance with the actual necessities of man and woman forming the households, thus preserving the dignity of the beneficiaries and avoiding money waste.

Best practice example 2:
TDH - Lausanne: after developing a video game for hygiene promotion ("Play with Nazeef") and analyzing from a gender perspective its acceptance and interest from girls, the organization has decided to develop another game tailored for girls, with a different name and the design of female characters. Questions around gender-based violence and menstrual hygiene will be included which might support the elimination of menstruation as a taboo among other objectives.

Best practice example 3:
GVC-CPA (Community-based Protection Approach) methodology is a unique protection methodology that aims to empower women and men of all ages with or without disabilities, in order to self-analyze their vulnerabilities in WASH -and other sectors- and to organize their resources and efforts to reduce exposure to harm. The CPA methodology entails the extraction of gender-sensitive evidence-based data using a number of tools filled separately from women and men. The latter is used to develop a gender-sensitive protection narrative analysis and the elaboration of a Protection Response Plan (PRP), which is developed together with women and men from the community and it captures their different and specific priorities and needs. It is a methodology used in West Bank and it is foreseen its adaptation to the Gaza context in the near future.

Example 3:
GVC-CPA (Community-based Protection Approach) methodology is a unique protection methodology that aims to empower women and men of all ages with or without disabilities, in order to self-analyze their vulnerabilities in WASH - and other sectors - and to organize their resources and efforts to reduce exposure to harm. The CPA methodology entails the extraction of gender-sensitive evidence-based data using a number of tools filled separately from women and men. The latter is used to develop a gender-sensitive protection narrative analysis and the elaboration of a Protection Response Plan (PRP), which is developed together with women and men from the community and it captures their different and specific priorities and needs. It is a methodology used in West Bank and it is foreseen its adaptation to the Gaza context in the near future.
RESOURCES ON GENDER AND WASH
RESOURCES ON GENDER AND WASH

- www.water-wash.lboro.ac.uk/vgw/Website-contents.pdf
Resources on Palestine:

- EWASH
  www.ewash.org

- Campaign Thirsting for Justice in Palestine
  www.thirstingforjustice.org

- Short film on WASH in Gaza:
  www.youtube.com/watch?v=xuYIfFkB0k


OCHA oPt Publications

- http://www.ochaopt.org/content/gaza-strip-wash-damage-and-estimated-number-people-no-access-clean-water-5-september-2014

- 2017 Humanitarian Needs Overview in oPt, OCHA:
  www.ochaopt.org/content/2017-humanitarian-needs-overview-occupied-palestinian-territory

- EWASH
  www.ewash.org

- Campaign Thirsting for Justice in Palestine
  www.thirstingforjustice.org

- Short film on WASH in Gaza:
  www.youtube.com/watch?v=xuYIfFkB0k


- 2017 Humanitarian Needs Overview in oPt, OCHA:
  www.ochaopt.org/content/2017-humanitarian-needs-overview-occupied-palestinian-territory

- EWASH
  www.ewash.org

- Campaign Thirsting for Justice in Palestine
  www.thirstingforjustice.org

- Short film on WASH in Gaza:
  www.youtube.com/watch?v=xuYIfFkB0k


- 2017 Humanitarian Needs Overview in oPt, OCHA:
  www.ochaopt.org/content/2017-humanitarian-needs-overview-occupied-palestinian-territory

- EWASH
  www.ewash.org

- Campaign Thirsting for Justice in Palestine
  www.thirstingforjustice.org

- Short film on WASH in Gaza:
  www.youtube.com/watch?v=xuYIfFkB0k


- 2017 Humanitarian Needs Overview in oPt, OCHA:
  www.ochaopt.org/content/2017-humanitarian-needs-overview-occupied-palestinian-territory

- EWASH
  www.ewash.org

- Campaign Thirsting for Justice in Palestine
  www.thirstingforjustice.org

- Short film on WASH in Gaza:
  www.youtube.com/watch?v=xuYIfFkB0k


- 2017 Humanitarian Needs Overview in oPt, OCHA:
  www.ochaopt.org/content/2017-humanitarian-needs-overview-occupied-palestinian-territory

- EWASH
  www.ewash.org

- Campaign Thirsting for Justice in Palestine
  www.thirstingforjustice.org

- Short film on WASH in Gaza:
  www.youtube.com/watch?v=xuYIfFkB0k


- 2017 Humanitarian Needs Overview in oPt, OCHA:
  www.ochaopt.org/content/2017-humanitarian-needs-overview-occupied-palestinian-territory

- EWASH
  www.ewash.org

- Campaign Thirsting for Justice in Palestine
  www.thirstingforjustice.org

- Short film on WASH in Gaza:
  www.youtube.com/watch?v=xuYIfFkB0k


- 2017 Humanitarian Needs Overview in oPt, OCHA:
  www.ochaopt.org/content/2017-humanitarian-needs-overview-occupied-palestinian-territory

- EWASH
  www.ewash.org

- Campaign Thirsting for Justice in Palestine
  www.thirstingforjustice.org

- Short film on WASH in Gaza:
  www.youtube.com/watch?v=xuYIfFkB0k


- 2017 Humanitarian Needs Overview in oPt, OCHA:
  www.ochaopt.org/content/2017-humanitarian-needs-overview-occupied-palestinian-territory
• 2017 Humanitarian Response Plan in oPt, OCHA:

• 2017 خطة الاستجابة الإنسانية في الأرض الفلسطينية المحتلة، مكتب تنسيق الشؤون الإنسانية:
A.1 ToR for a WASH Gender Focal Point

Tasks and responsibilities

Program Support

- Support the collection and analysis of SADD, as well as support in the gender mainstreaming of the WASH needs assessment, so that it can be more effective in meeting women, men, girls, and boys with or without disability/special needs.

- Facilitate and support the integration of gender perspectives in WASH programming.

- Review project plans and budgets to ensure that adequate attention is paid to the gender perspective and the needed resources are in place to promote gender equity across the WASH sector.

- Assist in setting up or adapting existing systems to monitor progress in achieving gender goals.

- Ensure that issues of GBV (Gender-Based Violence) are explored in sensitive ways and that adequate services and follow-up are provided.

Capacity building

- Make sure that basic concepts and principles of gender - including GBV - are known and well understood for all lead/team members.

- Provide technical briefings regarding WASH and Gender, using the WASH and Gender Toolkit for Palestine as a reference.

- Provide orientation on a set of gender-related training available.

Coordination and Advocacy

- Build strategic alliances with other key actors internally and externally in order to advocate for gender-sensitive programming and integrate gender in IHL and IHRL based advocacy.

- Advocate for the inclusion of women staff in all assessments and M&E teams and for the collection of SADD.

- Ensure that issues of GBV (Gender-Based Violence) are explored in sensitive ways and that adequate services and follow-up are provided.

- Provide technical briefings regarding WASH and Gender, using the WASH and Gender Toolkit for Palestine as a reference.

- Provide orientation on a set of gender-related training available.

- Build strategic alliances with other key actors internally and externally in order to advocate for gender-sensitive programming and integrate gender in IHL and IHRL based advocacy.

- Advocate for the inclusion of women staff in all assessments and M&E teams and for the collection of SADD.
• Advocate for the consultation of affected men and women of different ages in all assessments and M&E activities.

• Advocate for access and participation of women, girls, men and boys of different ages, with or without disabilities in all activities associated with accountability to affected people.

• Identify opportunities for the development of relevant advocacy and communication/information materials to address gender inequality issues and provide relevant technical support.

Who could become a WASH Gender FP?

Any person who has knowledge of “gender mainstreaming” and WASH and is committed to address gender inequalities as part of his/her work. Besides, s/he should be willing to learn and improve her/his gender related knowledge and to share/transfer her knowledge with others.

It is important that this person already possesses the ability to work with SADD (Sex and Age Disaggregated Data) and MEAL (Monitoring, Evaluation, Accountability and Learning) experience, as well as possess the important skill of “active listening”.

When formulating a program or a project, it is important to take into consideration that budgets are not gender neutral and the first thing that should be done is an analysis on how the budget (as a whole or per budget line) is having a different impact on women, men, boys and girls with or without disabilities.

This will allow for better targeting and more efficient allocation of expenses that takes into consideration the gender dimension.

A.2 Brief definitions of: Gender Responsive Budget, Risks and Resources Maps, Daily and Seasonal Calendars

Gender Responsive Budget

“Gender budgeting is an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructing revenues and expenditures in order to promote gender equality” (Council of Europe).

A.2 Brief definitions of:

Gender Responsive Budget

“Gender budgeting is an application of gender mainstreaming in the budgetary process. It means a gender-based assessment of budgets, incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality” (Council of Europe).

رغم ذلك

• تحديد الفرص المتاحة للتطوير معايير الدعوة والإتصال / المعلومات ذات الصلة لمعالجة قضايا عدم المساواة بين الجنسين والتنوع الاجتماعي وتقديم الدعم التقني ذات الصلة.

• تحديد وجمع وتعزيز الممارسات الجيدة والدروس المستفادة بشأن تعميم مراعاة معايير النوع الاجتماعي في مياه النقاف، مما يساهم في جمع الممارسات الجيدة القابلة للتكرار من أجل برامج المساواة في مجال الجنسين" (المجلس الأوروبي).

• من يستطيع أن يصبح مركز تسويق ودعم النوع الاجتماعي في مجال المياه والصرف الصحي والنظافة؟

• أي شخص له معرفة بالموضوع "المراعاة من حيث النوع الاجتماعي في مجالات المياه والصرف الصحي والنظافة" من الجنسين، بالإضافة إلى مشاركته الفعالة في جميع التشريعة المتعلقة بالمعايير المتعلقة بالمعايير الاجتماعية في مجالات المياه والصرف الصحي والنظافة.

• من يمكن أن يعين دور مركز تنسيق الموضوعات؟

• أي شخص لديه معرفة بالمعايير الاجتماعية في مجالات المياه والصرف الصحي والنظافة؟

• أي شخص لديه معرفة بالموضوع "المراعاة من حيث النوع الاجتماعي في مجالات المياه والصرف الصحي والنظافة" من الجنسين، بالإضافة إلى مشاركته الفعالة في جميع التشريعة المتعلقة بالمعايير المتعلقة بالمعايير الاجتماعية في مجالات المياه والصرف الصحي والنظافة.

• من يستطيع أن يصبح مركز تسويق ودعم النوع الاجتماعي في مجال المياه والصرف الصحي والنظافة؟

• أي شخص له معرفة بالموضوع "المراعاة من حيث النوع الاجتماعي في مجالات المياه والصرف الصحي والنظافة" من الجنسين، بالإضافة إلى مشاركته الفعالة في جميع التشريعة المتعلقة بالمعايير المتعلقة بالمعايير الاجتماعية في مجالات المياه والصرف الصحي والنظافة.

• من يمكن أن يعين دور مركز تنسيق الموضوعات؟

• أي شخص لديه معرفة بالمعايير الاجتماعية في مجالات المياه والصرف الصحي والنظافة؟

• من يستطيع أن يصبح مركز تسويق ودعم النوع الاجتماعي في مجال المياه والصرف الصحي والنظافة؟

• أي شخص له معرفة بالموضوع "المراعاة من حيث النوع الاجتماعي في مجالات المياه والصرف الصحي والنظافة" من الجنسين، بالإضافة إلى مشاركته الفعالة في جميع التشريعة المتعلقة بالمعايير المتعلقة بالمعايير الاجتماعية في مجالات المياه والصرف الصحي والنظافة.

• من يمكن أن يعين دور مركز تنسيق الموضوعات؟

• أي شخص لديه معرفة بالمعايير الاجتماعية في مجالات المياه والصرف الصحي والنظافة؟
This does not mean that a separate budget for women is created; but rather, a budget more that takes into consideration the budget resources needed to achieve gender sensitive results.

Risks and Resources Maps

The Risk Map is a graphic, sketch or model, geographically representing the dangers and threats which the community (incl. different vulnerable groups within it) feels they are exposed to.

To produce the risk map community members/residents are asked to place on a handmade map all the threats that they perceive exist in their community and the infrastructure that could be damaged if something happens. The result is not a cartographic map, but a schematic drawing.

Similarly, in the Resources Map, community members/residents are asked to place all the resources that are available to them (e.g. solar panels, water tanks, cisterns, health clinics, schools, CBOs, etc.) in their community and the infrastructure which could be affected. Simultaneously, identified and prioritized (assets and resources and vulnerabilities, etc.), risks are one or more maps (of threats, infrastructure/society). Through the overlap of all this information in the community, to obtain perceptions and information as accurate as possible. It is elaborated in gender-differentiated focus groups open to all community residents and in which maximum participation should be encouraged.

It is very important that women and men of all ages including persons with disabilities perform this task in separate stances, because different groups (e.g. women vs. men / adults vs. children; persons with disabilities vs. persons without disabilities; etc.) may perceive threats differently to other groups. The same stands for resources, given different socially attributed roles, some groups will identify certain things as a resource, while for others these may go unnoticed.

The Daily Clock is a participatory tool that helps to identify the different activities carried out by women and men of all ages, including persons with disabilities. This exercise serves to reflect the different activities carried out by women and men of all ages, including persons with disabilities. It is very important that women and men of all ages, including persons with disabilities, perform this task in separate stances, because different groups (e.g. women vs. men / adults vs. children; persons with disabilities vs. persons without disabilities; etc.) may perceive threats differently to other groups. The same stands for resources, given different socially attributed roles, some groups will identify certain things as a resource, while for others these may go unnoticed.

The Risk Map is a graphic, sketch or model, geographically representing the dangers and threats which the community (incl. different vulnerable groups within it) feels they are exposed to.

To produce the risk map community members/residents are asked to place on a handmade map all the threats that they perceive exist in their community and the infrastructure that could be damaged if something happens. The result is not a cartographic map, but a schematic drawing.

Similarly, in the Resources Map, community members/residents are asked to place all the resources that are available to them (e.g. solar panels, water tanks, cisterns, health clinics, schools, CBOs, etc.) in their community and the infrastructure which could be affected. Simultaneously, identified and prioritized (assets and resources and vulnerabilities, etc.), risks are one or more maps (of threats, infrastructure/society). Through the overlap of all this information in the community, to obtain perceptions and information as accurate as possible. It is elaborated in gender-differentiated focus groups open to all community residents and in which maximum participation should be encouraged.

It is very important that women and men of all ages including persons with disabilities perform this task in separate stances, because different groups (e.g. women vs. men / adults vs. children; persons with disabilities vs. persons without disabilities; etc.) may perceive threats differently to other groups. The same stands for resources, given different socially attributed roles, some groups will identify certain things as a resource, while for others these may go unnoticed.

The Daily Clock is a participatory tool that helps to identify the different activities carried out by women and men of all ages, including persons with disabilities. This exercise serves to reflect the different activities carried out by women and men of all ages, including persons with disabilities. It is very important that women and men of all ages, including persons with disabilities, perform this task in separate stances, because different groups (e.g. women vs. men / adults vs. children; persons with disabilities vs. persons without disabilities; etc.) may perceive threats differently to other groups. The same stands for resources, given different socially attributed roles, some groups will identify certain things as a resource, while for others these may go unnoticed.
women and men’s daily workload in the realization of productive, reproductive and community activities, and how these are shared between them.

A list of timeslots is shown on the flipchart/board used for the exercise and participants - women and men in separate sessions - brainstorm about what activities they carry out each day and the corresponding timeslot for each; the facilitator compiles and notes all ideas.

This tool enables the observation of the differences and similarities in the daily routine of men and women of different socio-economic groups. Besides, it contributes to have a better understanding of the value of women’s domestic work in the household, in addition to their contribution to various other activities (farming, dairy production, etc.) which are not always obvious.

Similarly the Seasonal Calendar is a participatory tool that helps to explore in a seasonal perspective about the changes in livelihoods over the year for women and men of all ages, with or without disabilities. It shows the seasonality of agricultural and non-agricultural workload, food availability, human diseases, gender-specific income and expenditure, water, fodder, credit, holidays, etc.

The seasonal calendar also enables the identification of periods of greater activity, especially in relation to the performance of productive, community and reproductive activities. Calendars can be used to identify changes in the work patterns of the members of the family nucleus over a year and to show the seasonality of resources, such as water and food. These should help to identify initiatives that can promote a better division of labor among household members.

Also, in some periods in which there is relatively more intense community activity (e.g. end of Ramadan and Eid), it may be preferable to avoid implementing certain project activities or take advantage of the community mobilization to do particular interventions. These are crucial considerations to take into account when planning.

وبالمثل فإن التقويم الموسمي هو أداة تشغيلة للعمل الزراعي، وهو أداة تشغيلة للموارد الموسمية التي تؤثر في النشاط الاجتماعي والاقتصادي. يتم استخدام التقويم الموسمي لتحديد الفترة الزمنية التي يتعرض فيها أفراد النواة من الأسرة لنشاطات خاصة، سواء كانت تلك النشاطات متعلقة بالأعمال الزراعية أو غير الزراعية.

ويتم استخدام التقويم الموسمي لتحديد النشاطات التي تؤثر في نشاطات الأسرة، سواء كانت تلك النشاطات متعلقة بالأعمال الزراعية أو غير الزراعية.

ويتم استخدام التقويم الموسمي لتحديد النشاطات التي تؤثر في نشاطات الأسرة، سواء كانت تلك النشاطات متعلقة بالأعمال الزراعية أو غير الزراعية.

ويتم استخدام التقويم الموسمي لتحديد النشاطات التي تؤثر في نشاطات الأسرة، سواء كانت تلك النشاطات متعلقة بالأعمال الزراعية أو غير الزراعية.

ويتم استخدام التقويم الموسمي لتحديد النشاطات التي تؤثر في نشاطات الأسرة، سواء كانت تلك النشاطات متعلقة بالأعمال الزراعية أو غير الزراعية.

ويتم استخدام التقويم الموسمي لتحديد النشاطات التي تؤثر في نشاطات الأسرة، سواء كانت تلك النشاطات متعلقة بالأعمال الزراعية أو غير الزراعية.
A.3 Gender Roles in WASH: Area C and the Gaza Strip

Please note that all information shared in the following tables was collected from the field knowledge of different WASH actors. It is not exhaustive and might vary across different communities. Besides, they should NOT be considered to be normative guidelines on the division of roles and work, but a simple start to try to understand the diverse contexts and gender roles across Palestine. A needs assessment should be carried out in any case following the guidelines of Section 3.1 of this Toolkit.
<table>
<thead>
<tr>
<th>GENDER ROLES IN AREA C</th>
<th>WOMEN</th>
<th>MEN</th>
<th>BOYS*</th>
<th>GIRLS**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WATER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Fetch water from cisterns for washing, cooking, drinking.</td>
<td>• Fetch the water from filling points or other sources to fill the cisterns.</td>
<td>Support men and women in their tasks.</td>
<td>Support women in their tasks.</td>
<td></td>
</tr>
<tr>
<td>• In some Bedouins communities, women fetch water from nearby springs, walking or by donkey.</td>
<td>• Order water.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Decide the quantity of water dedicated for different uses.</td>
<td>• Pay for the water.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Monitor the level of water use in HHs - check when the water finishes.</td>
<td>• Bring chlorine from the Village Council (VC) or Ministry of Health (MoH) and carry out the chlorination process in the cisterns.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use, maintain and clean the water treatment systems (filters) at household level.</td>
<td>• Install and/or rehabilitate the networks.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Give water to the animals.</td>
<td>• Give water to the animals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SANITATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clean the latrines.</td>
<td>• Use the grey water for watering the plants.</td>
<td>Support men and women in their tasks.</td>
<td>Support women in their tasks.</td>
<td></td>
</tr>
<tr>
<td>• Use the grey water for watering the plants.</td>
<td>• Clean livestock shelters and surroundings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Collect solid waste.</td>
<td>• Collect solid waste.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HYGIENE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Teach hygiene practices to girls and boys.</td>
<td>• Construct holes to be used as latrines.</td>
<td>Support men and women in their tasks.</td>
<td>Support women in their tasks.</td>
<td></td>
</tr>
<tr>
<td>• Share and transfer Menstrual Hygiene Management (MHM) related practices.</td>
<td>• Vacuum cesspits/septic tanks (agricultural areas)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Shower/bathe the children.</td>
<td>• Install/support installation of mobile latrines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clean the drinking storage systems.</td>
<td>• Burn the solid waste.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clean inside the HH and HH surroundings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Check the water in the latrines and the availability of water for hand washing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Do the laundry and washing the dishes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Prepare the food.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Generally, they support men in all their tasks.  ** Generally, they support women in all their tasks.
الدورة المبنية على النوع الاجتماعي (ج)

الدورة المبنية على النوع الاجتماعي

الرجال

- جلب المياه من نقاط الجمع أو مصادر أخرى.
- طلب المياه / الماء المنقولة بالصهاريج المتنقلة.
- تنظيف الصهاريج.
- إعطاء الماء للحيوانات.
- تنظيف أنظمة تخزين مياه الشرب.
- تنظيف داخل المنزل والمناطق المحيطة به.
- التحقق من تواجد المياه في المراحيض وتوفر المياه لغسل اليدين.
- غسل الملابس والأطباق.
- تحضير الطعام.

البنات

- جلب المياه من الصهاريج للغسل والطبخ والشرب.
- في بعض المجتمعات الدومية، تطلب النساء المياه من البائع المجاور.
- تلبية حاجة النساء المتعفنة للخدمات المختلفة داخل المنطقة.
- تنظيف جوانب مشاركة الرياح والمناطق المحيطة.
- المراحيض.
- تدريس ممارسات النظافة الصحية للبنات والطفل.
- تدريس مشاركة المنزل وخلق البيئة نظيفة.
- مسؤولية حمام / غرفة النوم.
- تنظيف داخل المنزل والمناطق المحيطة.
- المشاركة في مراقبة حيازة الماء في المنزل.
- تدريس التدفق الماء في التفريغ من الحفر الامتصاصية / خزانات الصرف الصحي (المياه الصرف الصحي).
- تنظيف المراحيض المتنقلة.
- تنظيف مآوي الماشية والمناطق المحيطة بها.
- تدريس ممارسات النظافة الصحية.
- تدريس مشاركة المنزل وخلق البيئة نظيفة.
- مسؤولية حمام / غرفة النوم.
- تنظيف داخل المنزل والمناطق المحيطة.
- المشاركة في مراقبة حيازة الماء في المنزل.
- تدريس التدفق الماء في التفريغ من الحفر الامتصاصية / خزانات الصرف الصحي (المياه الصرف الصحي).
- تنظيف المراحيض المتنقلة.
- تنظيف مآوي الماشية والمناطق المحيطة بها.
- تدريس ممارسات النظافة الصحية.
- تدريس مشاركة المنزل وخلق البيئة نظيفة.
- مسؤولية حمام / غرفة النوم.
- تنظيف داخل المنزل والمناطق المحيطة.
- المشاركة في مراقبة حيازة الماء في المنزل.
- تدريس التدفق الماء في التفريغ من الحفر الامتصاصية / خزانات الصرف الصحي (المياه الصرف الصحي).
- تنظيف المراحيض المتنقلة.
- تنظيف مآوي الماشية والمناطق المحيطة بها.
- تدريس ممارسات النظافة الصحية.
- تدريس مشاركة المنزل وخلق البيئة نظيفة.
- مسؤولية حمام / غرفة النوم.
- تنظيف داخل المنزل والمناطق المحيطة.
- المشاركة في مراقبة حيازة الماء في المنزل.
- تدريس التدفق الماء في التفريغ من الحفر الامتصاصية / خزانات الصرف الصحي (المياه الصرف الصحي).
- تنظيف المراحيض المتنقلة.
- تنظيف مآوي الماشية والمناطق المحيطة بها.
- تدريس ممارسات النظافة الصحية.
- تدريس مشاركة المنزل وخلق البيئة نظيفة.
- مسؤولية حمام / غرفة النوم.
- تنظيف داخل المنزل والمناطق المحيطة.
- المشاركة في مراقبة حيازة الماء في المنزل.
- تدريس التدفق الماء في التفريغ من الحفر الامتصاصية / خزانات الصرف الصحي (المياه الصرف الصحي).
- تنظيف المراحيض المتنقلة.
- تنظيف مآوي الماشية والمناطق المحيطة بها.
- تدريس ممارسات النظافة الصحية.
- تدريس مشاركة المنزل وخلق البيئة نظيفة.
- مسؤولية حمام / غرفة النوم.
- تنظيف داخل المنزل والمناطق المحيطة.
- المشاركة في مراقبة حيازة الماء في المنزل.
- تدريس التدفق الماء في التفريغ من الحفر الامتصاصية / خزانات الصرف الصحي (المياه الصرف الصحي).
- تنظيف المراحيض المتنقلة.
- تنظيف مآوي الماشية والمناطق المحيطة بها.
- تدريس ممارسات النظافة الصحية.
- تدريس مشاركة المنزل وخلق البيئة نظيفة.
- مسؤولية حمام / غرفة النوم.
- تنظيف داخل المنزل والمناطق المحيط
## Gender Roles in the Gaza Strip

### Drinking water:
- In some Bedouin and semi-urban communities, women fetch water from desalination plants, walking or by donkey carts.
- Decide the quantity of water dedicated for different uses.
- Monitor the level of water use in HHs - check when the water finishes.
- Checking the water quality in the HH.
- Cool and/or heat the water for cooking, drinking, preparing powder milk.

### Domestic water:
- Decide the quantity of water dedicated for different uses.
- Decide if the quality of domestic water can be used for cooking and drinking.
- Heat water for showers and laundry.

### Women

<table>
<thead>
<tr>
<th>WATER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drinking water:</td>
</tr>
<tr>
<td>- In some Bedouins and semi-urban communities, women fetch water from desalination plants, walking or by donkey carts.</td>
</tr>
<tr>
<td>- Decide the quantity of water dedicated for different uses.</td>
</tr>
<tr>
<td>- Monitor the level of water use in HHs - check when the water finishes.</td>
</tr>
<tr>
<td>- Checking the water quality in the HH.</td>
</tr>
<tr>
<td>- Cool and/or heat the water for cooking, drinking, preparing powder milk.</td>
</tr>
<tr>
<td>Domestic water:</td>
</tr>
<tr>
<td>- Decide the quantity of water dedicated for different uses.</td>
</tr>
<tr>
<td>- Decide if the quality of domestic water can be used for cooking and drinking.</td>
</tr>
<tr>
<td>- Heat water for showers and laundry.</td>
</tr>
</tbody>
</table>

### Men

<table>
<thead>
<tr>
<th>ORDER WATER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order water.</td>
</tr>
<tr>
<td>- Pay for the water.</td>
</tr>
<tr>
<td>- Bring chlorine to the water.</td>
</tr>
<tr>
<td>- Order water from the provider.</td>
</tr>
<tr>
<td>- Wait for the provider in the HH to bring in the water.</td>
</tr>
<tr>
<td>- Buy water in the supermarket.</td>
</tr>
<tr>
<td>Domestic water:</td>
</tr>
<tr>
<td>- Monitor the level of water in the rooftop tanks - check when the water finishes in the tanks.</td>
</tr>
<tr>
<td>- Call the Municipality/Costal Municipalities Water Utility if there is any problem in the network.</td>
</tr>
<tr>
<td>- Wait in the HH for switching on the pump once the water comes into the network.</td>
</tr>
<tr>
<td>- Pay for the water bill.</td>
</tr>
<tr>
<td>- Repair the network and/or call for network repairs.</td>
</tr>
<tr>
<td>- Pay the network reparation/HH connections.</td>
</tr>
<tr>
<td>- rom the Village Council (VC) or Ministry of Health (MoH) and carry out the chlorination process in the cisterns.</td>
</tr>
<tr>
<td>- Install and/or rehabilitate the networks.</td>
</tr>
<tr>
<td>- Give water to the animals.</td>
</tr>
<tr>
<td>- Clean the catchment area for Rain Water Harvesting Cisterns (flushing away the 1st collection of rainwater).</td>
</tr>
</tbody>
</table>

### Boys*

| Domestic water: |
| - Monitor the level of water in the rooftop tanks - check when the water finishes in the tanks. |
| - Switch on/off the water pump once there is water available in the water network. |

### Girls**

| Domestic water: |
| - Monitor the level of water in the rooftop tanks - check when the water finishes in the tanks. |
| - Switch on/off the water pump once there is water available in the water network. |

* Generally, they support men in all their tasks.
** Generally, they support women in all their tasks.
<table>
<thead>
<tr>
<th>GENDER ROLES IN THE GAZA STRIP</th>
<th>WOMEN</th>
<th>MEN</th>
<th>BOYS*</th>
<th>GIRLS**</th>
</tr>
</thead>
</table>
| **SANITATION**                | • Clean the latrines.  
• Collect the solid waste.  
• Share environmental education knowledge.  
|                             | • Redig cesspits.  
• Order the vacuuming of cesspits.  
• Pay for vacuuming services.  
• Vacuum cesspits with buckets; but in some areas (e.g. Al Shoka, Swedish Camp) women do it.  
• Burn the solid waste.  
• Repair the WW HH connections.  
• Pay the bill for the WW system.  
|                             | • Clean the domestic water tanks on the rooftop.  
• Clean the drinking water tanks if they are on the rooftop.  
• Purchase hygiene material.  
• 1st receivers of hygiene kit.  
|                             | • Clean the domestic water tanks on the rooftop.  
• Clean the drinking water tanks if they are on the rooftop.  
• Share and transfer hygiene knowledge.  
• Purchase hygiene materials.  
• Clean inside the HH and HH surroundings.  
| • Dispose of the solid waste.  
| • Clean the latrines.  
| **HYGIENE**                  | • Teach hygiene practices to girls and boys.  
• Share and transfer Menstrual Hygiene Management (MHM) related practices.  
• Shower/bathe the children.  
• Clean drinking storage systems inside the HH.  
• Clean the HH surroundings.  
• Check the water in the latrines and the availability of hand washing water.  
• Identify water borne diseases.  
• Source of knowledge for health and hygiene issues.  
• Purchase hygiene material.  
• Manage hygiene kits at HH level.  
• Clean inside the HH and HH surroundings.  
• Do the laundry and washing the dishes.  
• Prepare the food.  
|                             | • Share and transfer hygiene knowledge.  
|                             | • Clean inside the HH and HH surroundings.  
|                             | • Generally, they support men in all their tasks.  
• Generally, they support women in all their tasks.  |
الرجال:  
- طلب المياه من موزع المياه/المزود.  
- انتظار المزود في البيت لجلب المياه.  
- دفع مبلغ المياه.  
- شراء المياه من المتاجر.  
- رصد مستوى المياه في الخزانات على السطح وتحقق عندما ينتهي الماء فيها.  
- استدعاء البلدية / دائرة المياه إذا كان هناك مشكلة في الشبكة.  
- تبريد و/أو تسخين الماء للأغراض الطهي والشرب وإعداد مشروبات.  

البنات:  
- طلب المياه من موزع المياه/المزود.  
- انتظار المزود في البيت لجلب المياه.  
- دفع مبلغ المياه.  
- شراء المياه من المتاجر.  
- رصد مستوى المياه في الخزانات على السطح وتحقق عندما ينتهي الماء فيها.  
- استدعاء البلدية / دائرة المياه إذا كان هناك مشكلة في الشبكة.  
- تبريد و/أو تسخين الماء للأغراض الطهي والشرب وإعداد مشروبات.  

الدواي المبنية على النوع الاجتماعي في القطاع غزة:  
- تجميع عادات الماء والتصرفات البدية، تعلم النساء الحوادث من ملاحظات تجربة الماء المشبعة أو بواسطة غريبات تم جزءا من قبل الجماعات/الهيئات.  
- تحديد كمية المياه المخصصة للمستخدمات المختلفة.  
- مراقبة كمية المياه المستوردة في المنزل = مراقبة انتهاء كمية المياه.  
- التحقق من جودة المياه في المنزل.  
- تجريبي و/أو تسوية الماء للغرض الطهي والشرب وإعداد مسحوق.  
- استدعاء البلدية / دائرة المياه إذا كان هناك مشكلة في الشبكة.  
- تبريد و/أو تسخين الماء للأغراض الطهي والشرب وإعداد مشروبات.  

تجميع العادات المبنية على النوع الاجتماعي في القطاع غزة:  
- تجميع عادات الماء والتصرفات البدية، تعلم النساء الحوادث من ملاحظات تجربة الماء المشبعة أو بواسطة غريبات تم جزءا من قبل الجماعات/الهيئات.  
- تحديد كمية المياه المخصصة للمستخدمات المختلفة.  
- مراقبة كمية المياه المستوردة في المنزل = مراقبة انتهاء كمية المياه.  
- التحقق من جودة المياه في المنزل.  
- تجريبي و/أو تسوية الماء للغرض الطهي والشرب وإعداد مسحوق.  
- استدعاء البلدية / دائرة المياه إذا كان هناك مشكلة في الشبكة.  
- تبريد و/أو تسخين الماء للأغراض الطهي والشرب وإعداد مشروبات.
<table>
<thead>
<tr>
<th>الرجل</th>
<th>النساء</th>
</tr>
</thead>
<tbody>
<tr>
<td>التنظيف المراضي</td>
<td>التنظيف المراضي</td>
</tr>
<tr>
<td>جمع و/or إعادة غمر الخمر المنسوب</td>
<td>جمع و/or إعادة غمر الخمر المنسوب</td>
</tr>
<tr>
<td>طبّل شالة شرائح الخمر المنسوب</td>
<td>طبّل شالة شرائح الخمر المنسوب</td>
</tr>
<tr>
<td>النفايات الصلبة</td>
<td>النفايات الصلبة</td>
</tr>
<tr>
<td>حفر/إعادة حفر الحفر الامتصاصية</td>
<td>حفر/إعادة حفر الحفر الامتصاصية</td>
</tr>
<tr>
<td>دفع مقابل خدمات عزل الخمر</td>
<td>دفع مقابل خدمات عزل الخمر</td>
</tr>
<tr>
<td>إصلاح مساحات الخمر</td>
<td>إصلاح مساحات الخمر</td>
</tr>
<tr>
<td>قطع نفايات الخمر الضيقة</td>
<td>قطع نفايات الخمر الضيقة</td>
</tr>
<tr>
<td>توصيل و/أو خدمات توصيل الخمر</td>
<td>تفعيل خدمات توصيل الخمر</td>
</tr>
<tr>
<td>تزييل النفايات الصلبة</td>
<td>تزييل النفايات الصلبة</td>
</tr>
<tr>
<td>حفر/إعادة حفر الحفر الامتصاصية</td>
<td>حفر/إعادة حفر الحفر الامتصاصية</td>
</tr>
<tr>
<td>طلب شاحنة تفريغ الحفر الامتصاصية</td>
<td>طلب شاحنة تفريغ الحفر الامتصاصية</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
<td>تدريس ممارسات النظافة الصحية للنساء والبنات</td>
</tr>
<tr>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
<td>تدريس ممارسات النظافة الصحية للسيدات والأطفال</td>
</tr>
</tbody>
</table>
REFERENCES

2. Italian Agency for Development Cooperation (AICS), Spanish Agency for International Development Cooperation (AECID), Belgian Development Agency (BTC), German International Cooperation (GIZ), European Civil Protection and Humanitarian Aid Operations (ECHO), European Union (EU).
3. From the Participatory Research, it has been identified that the great majority of WASH NGOs wrongly consider gender as a synonym of “women’s issues”.
5. Quoted from Nisreen Alami, UN Women/OCHA Humanitarian Gender Advisor.
8. Adapted from the speech of Fuad Bateh in the Seminar on the right to water in OPT (Madrid, November 2016); EWASH Factsheet Water and Sanitation in Opt (March 2016), 2017 HNO (Humanitarian Needs Overview), 2017 HRP (Humanitarian Response Plan); UNOCHA, Under threat: Demolition orders in Area C of the West Bank, In the spotlight, (September 2015). www.youtube.com/watch?v=7GCElLIco-c
9. www.btselem.org/water/restrictions_in_area_c
10. Adapted from Project/programme monitoring and evaluation (M&E) guide, International Federation of Red Cross and Red Crescent Societies, Geneva, 2011
This publication Gender & Wash Toolkit for Palestine has been funded by the Italian Agency for Development Cooperation within the Project "Iniziativa di Emergenza per il rafforzamento delle capacità di resilienza della popolazione palestinese nella Striscia di Gaza, nell’Area C della Cisgiordania ed a Gerusalemme Est" - AID 10487

The views expressed in this publication are those of the authors and do not necessarily reflect the views or policies of the Italian Agency for Development Cooperation, the Consulate General of Italy in Jerusalem and UN Women. The Italian Agency for Development Cooperation, the Consulate General of Italy in Jerusalem and UN Women are not responsible for any inaccurate or libelous information, or for the erroneous use of information.

"Iniziativa di Emergenza per il rafforzamento delle capacità di resilienza della popolazione palestinese nella Striscia di Gaza, nell’Area C della Cisgiordania ed a Gerusalemme Est" - AID 10487

ما يرد في هذا الإصدار من آراء، يعبّر عن وجهة نظر المؤلفين ولا يعكّس بالضرورة موقف أو سياسات الوكالة الإيطالية للتعاون الإنمائي، القضية الإيطالية في القدس هيئة الأمم المتحدة للمرأة.

إن الوكالة الإيطالية للتعاون الإنمائي، القضية الإيطالية في القدس، هيئة الأمم المتحدة للمرأة غير مسؤولة عن أي معلومات غير دقيقة أو تشريبية، أو عن أي استعمال المعلومات الواردة.

AICS- Agenzia Italiana per la Cooperazione allo Sviluppo
Sede di Gerusalemme
Mujeer Eddin Street, 2
Sheik Jarrah - Jerusalem
Tel: +972 (0) 2 532 74 47
Fax: +972 (0) 2 532 29 04
www.itcoop-jer.org
GENDER & WASH TOOLKIT
FOR PALESTINE

مجموعة أدوات النوع الاجتماعي والمياه والصرف الصحي والنظافة
لفلسطين