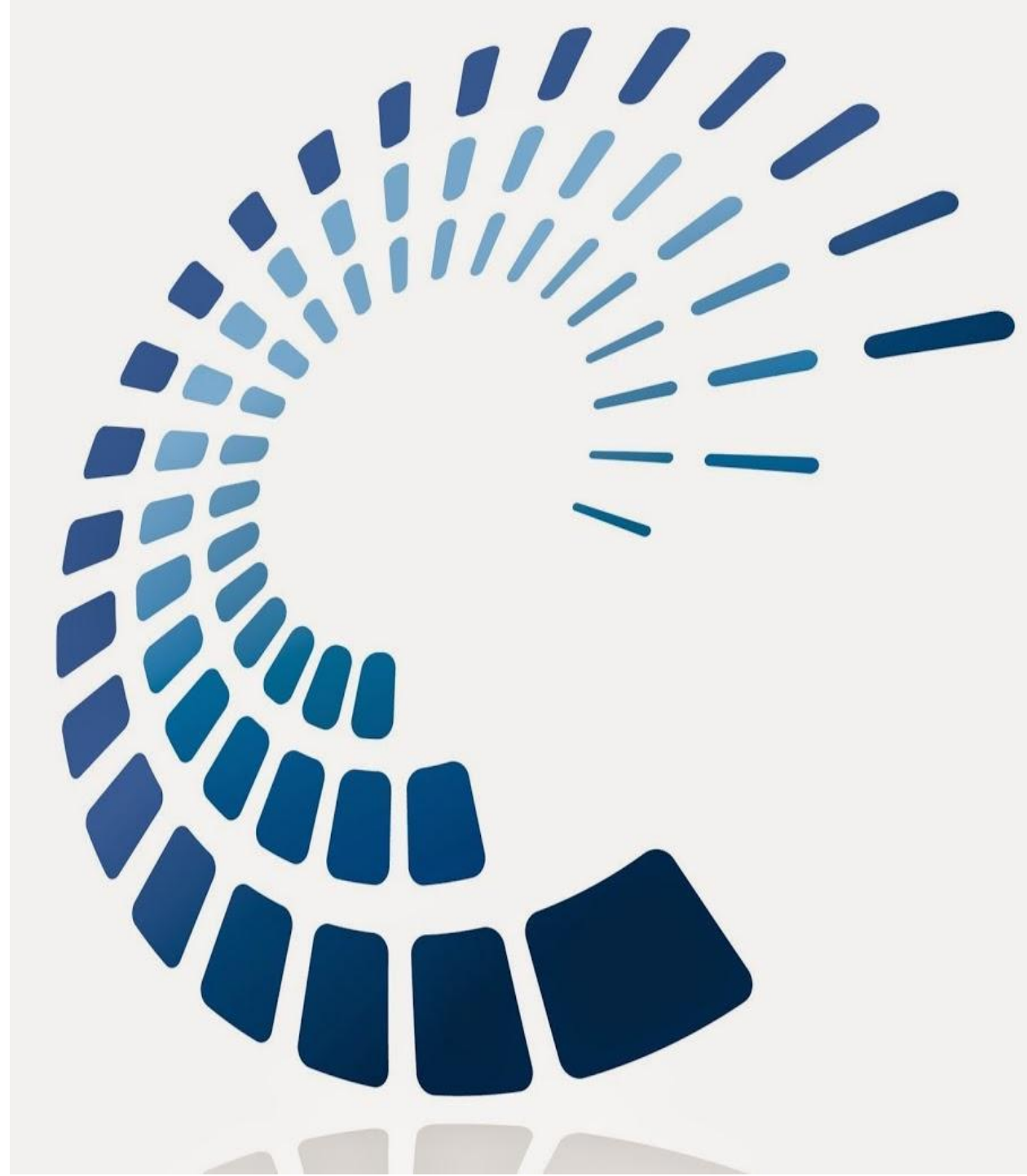


Situational Analysis of Women and Girls in MENA and Arab States Region

Pillar 1: Health and Well-being

Virtual Workshop
8 April 2020



Welcome!



- **Brief round of introductions of all attendees**
 - Name
 - Affiliation
 - Research background and work related to women/girls

Agenda



Activity/Task	Time (EDT) A.M.	Time (EEST) P.M.	Duration
Introductions	8:00 – 8:15	3:00 – 3:15	15 minutes
Brief overview of methodology and walkthrough of chapter	8:15 – 8:30	3:15 – 3:30	15 minutes
General Health	8:30 – 8:55	3:30 – 3:55	25 minutes
Mental Health and Psychosocial Support	8:55 – 9:20	3:55 – 4:20	25 minutes
Sexual and Reproductive Health and Rights	9:20 – 9:45	4:20 – 4:45	25 minutes
Nutrition	9:45 – 10:10	4:45 – 5:10	25 minutes
Food Security	10:10 – 10:35	5:10 – 5:35	25 minutes
Water, Sanitation, and Hygiene	10:35 – 11:00	5:35 – 6:00	25 minutes
Final remarks/next steps	11:00 - 11:15	6:00 - 6:15	15 minutes



Brief Overview of Scope and Methodology

Countries of Investigation:

Algeria, Djibouti, Egypt, Gulf Area Office or GAO (Bahrain, Kuwait, Qatar, Saudi Arabia, and United Arab Emirates), Iraq, Iran, Jordan, Lebanon, Libya, Morocco, Oman, Palestine, Somalia, Sudan, Syria, Tunisia, and Yemen.

Timeframe: 2010 – 2019

Agreed to provide most up-to-date snapshot available based on desk review documentation and quantitative databases.

Desk Review Methodology

Regional-level documentation (to the extent possible) shared by UNICEF and the Reference Group

- First round desk review shared October 2019.
- Second round desk review, following the submission of the gaps analysis and robust outline, shared by reference group January 2020.

Statistical databases and indices as agreed (i.e. priority statistical data sources presented in the inception report)



HEALTH AND WELL-BEING

Chapter Overview



Overview of Pillar

Health and Well-being

- General Health
- Mental Health and Psychosocial Services (MHPSS)
- Sexual and Reproductive Health and Rights (SRHR)
- Nutrition
- Food Security
- Water, Sanitation, and Hygiene (WASH)



GENERAL HEALTH



Overview of Discussion

Approach

The goal of these next 25 minutes is to discuss the critical gaps in information (i.e. areas outlined in the research matrix and robust outline that lack data completely).

We note that there are areas in the report with limited data, however, due to time constraints, we have prioritized critical gaps in information for the virtual workshop and ask that reviewers please provide written feedback on areas that have limited data.

Should time allow, discussing areas that have limited data within the working drafts will be discussed at the end of each topic (i.e. following the discussion of Services/Programming and Information).

Overview of Section



General Health

- Overview
- Laws and Policies
- Sociocultural Norms and Practices
- Services/Programming and Information

CRITICAL GAPS: OVERVIEW SECTION



Critical Gaps: Overview Section



Level of exercise

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

Critical Gaps: Overview Section



Caretaking responsibilities

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS: LAWS AND POLICIES



Critical Gaps: Laws and Policies



National laws, policies, strategies, frameworks, and standards that promote or impede women's and girls' rights to...

- **make decisions** related to general health
- **access information** related to general health
- **access services and programming** related to general health

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS: SOCIOCULTURAL NORMS AND PRACTICES



Critical Gaps: Sociocultural Norms and Practices



Sociocultural norms and practices that promote or impede women's and girls' **access to information** related to general health

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

Critical Gaps: Sociocultural Norms and Practices



Sociocultural norms and practices that promote or impede women's and girls' **access to services and programming** related to general health

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:

Other Critical Gaps/Areas with Limited Information





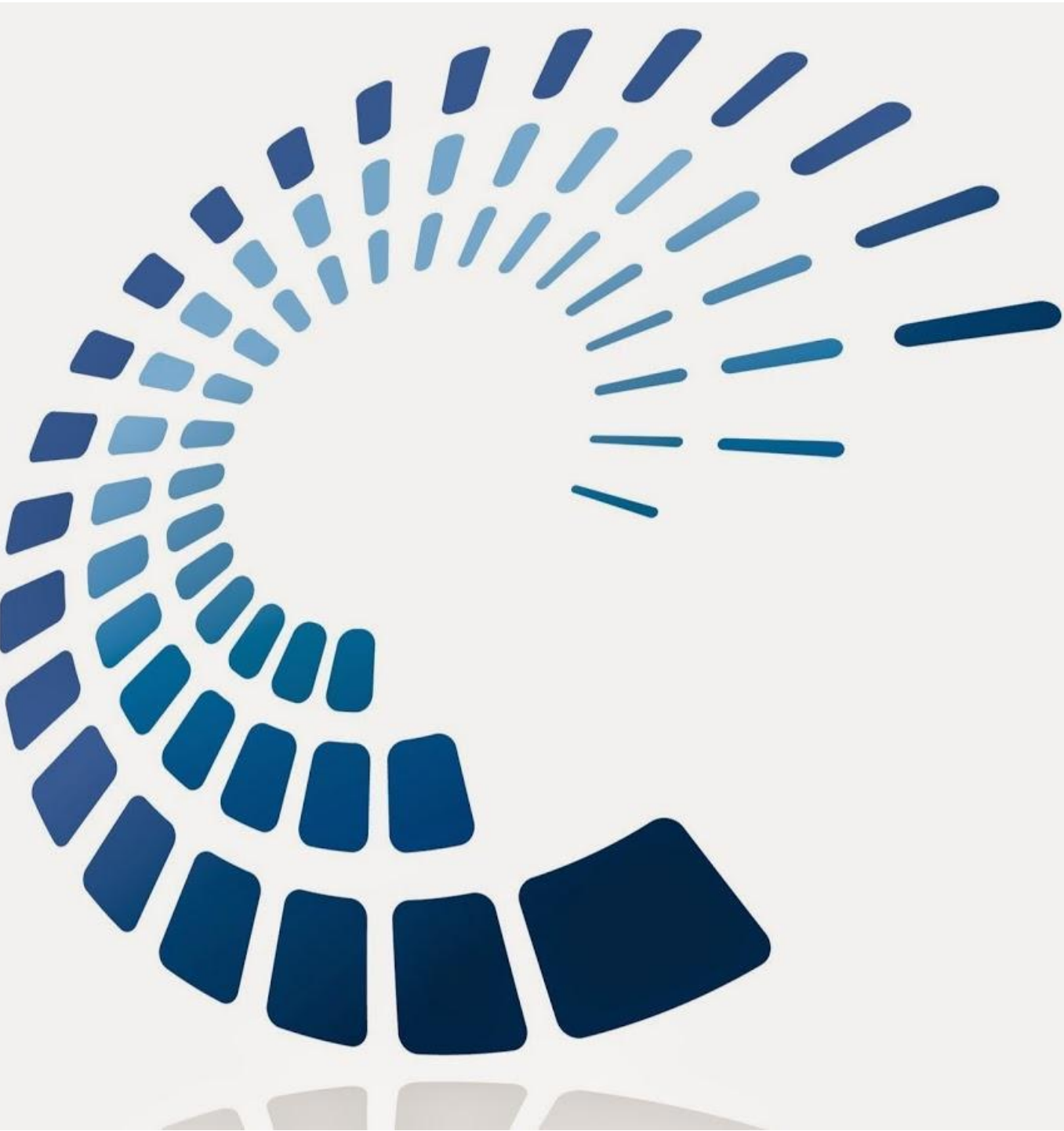
General Health:

Other Critical Gaps/Areas with Limited Information

Wrap-up discussion regarding other critical gaps or areas with limited information that were identified during reference group's review.

For each area, consider:

- What additional information the reference group possesses, both quantitative and qualitative.
- If this area can't be filled, discuss how the report should address it (e.g. remove entirely, reference that it is a gap that must be filled by additional research).



MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT SERVICES (MHPSS)



Overview of Discussion

Approach

The goal of these next 25 minutes is to discuss the critical gaps in information (i.e. areas outlined in the research matrix and robust outline that lack data completely).

We note that there are areas in the report with limited data, however, due to time constraints, we have prioritized critical gaps in information for the virtual workshop and ask that reviewers please provide written feedback on areas that have limited data.

Should time allow, discussing areas that have limited data within the working drafts will be discussed at the end of each topic (i.e. following the discussion of Services/Programming and Information).

Overview of Section



Mental Health and Psychosocial Support Services

- Overview
- Laws and Policies
- Sociocultural Norms and Practices
- Services/Programming and Information

CRITICAL GAPS:
SOCIOCULTURAL NORMS AND PRACTICES





Critical Gaps: Sociocultural Norms and Practices

Sociocultural norms and practices that promote or impede women's and girls' **abilities to...**

- **make decisions** related to MHPSS
- **access to information** related to MHPSS
- **access services and programming** related to MHPSS

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:
SERVICES/PROGRAMMING AND INFORMATION





Critical Gaps: Services/Programming and Information

Availability, accessibility (including physically accessible, affordable, and accessible information), acceptability and quality of MHPSS services/programming and information

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:

Other Critical Gaps/Areas with Limited Information



MHPSS: Other Critical Gaps/Areas with Limited Information



Wrap-up discussion regarding other critical gaps or areas with limited information that were identified during reference group's review.

For each area, consider:

- What additional information the reference group possesses, both quantitative and qualitative.
- If this area can't be filled, discuss how the report should address it (e.g. remove entirely, reference that it is a gap that must be filled by additional research).



Sexual and Reproductive Health and Rights (SRHR)



Overview of Discussion

Approach

The goal of these next 25 minutes is to discuss the critical gaps in information (i.e. areas outlined in the research matrix and robust outline that lack data completely).

We note that there are areas in the report with limited data, however, due to time constraints, we have prioritized critical gaps in information for the virtual workshop and ask that reviewers please provide written feedback on areas that have limited data.

Should time allow, discussing areas that have limited data within the working drafts will be discussed at the end of each topic (i.e. following the discussion of Services/Programming and Information).

Overview of Section



Sexual and Reproductive Health and Rights

- Overview
- Laws and Policies
- Sociocultural Norms and Practices
- Services/Programming and Information

CRITICAL GAPS: SOCIOCULTURAL NORMS AND PRACTICES



Critical Gaps: Sociocultural Norms and Practices



Sociocultural norms and practices that promote or impede women's and girls' ...

- **access to information** related to SRHR
- **access services and programming** related to SRHR

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:

Other Critical Gaps/Areas with Limited Information





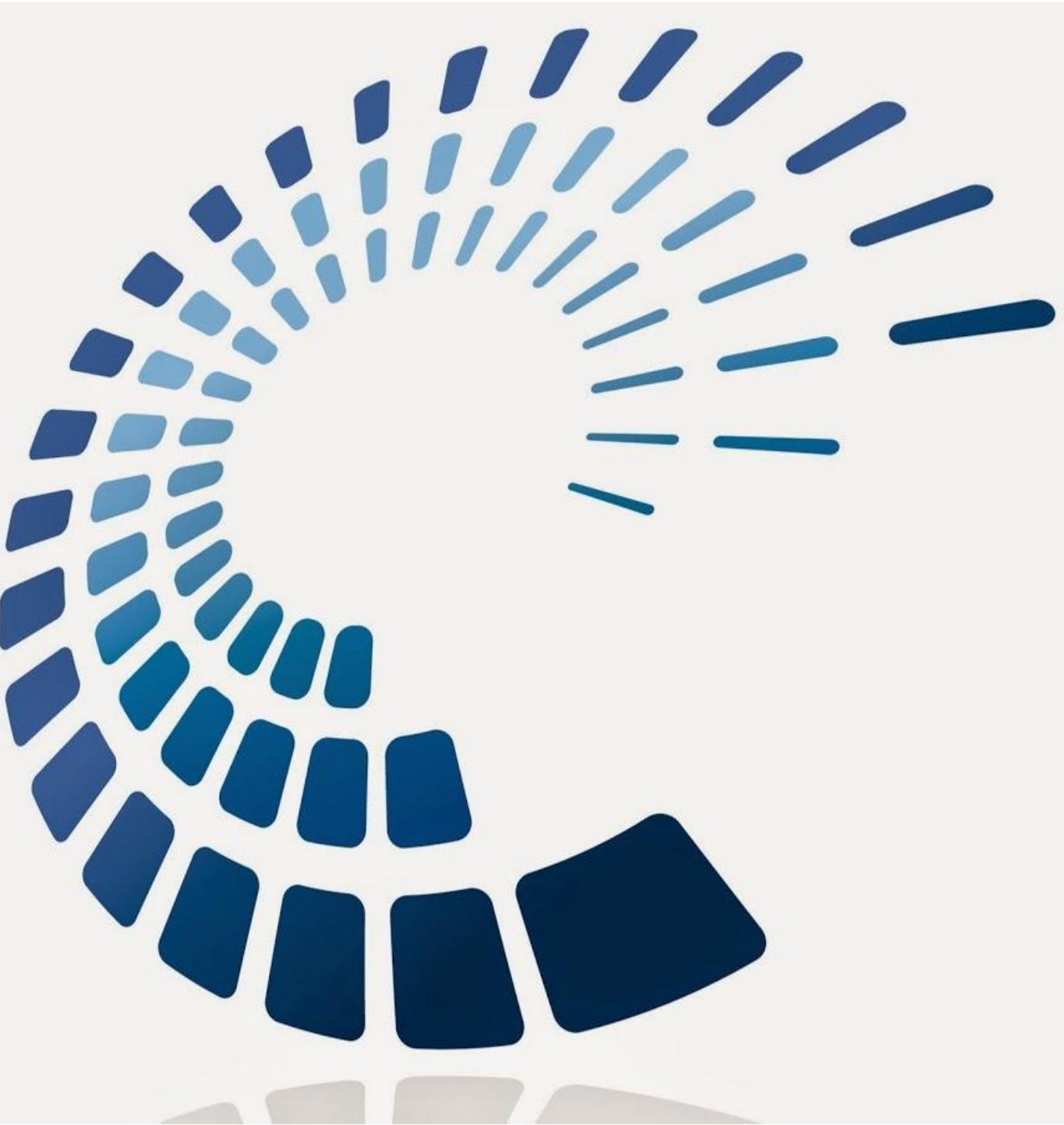
SRHR:

Other Critical Gaps/Areas with Limited Information

Wrap-up discussion regarding other critical gaps or areas with limited information that were identified during reference group's review.

For each area, consider:

- What additional information the reference group possesses, both quantitative and qualitative.
- If this area can't be filled, discuss how the report should address it (e.g. remove entirely, reference that it is a gap that must be filled by additional research).



NUTRITION



Overview of Discussion

Approach

The goal of these next 25 minutes is to discuss the critical gaps in information (i.e. areas outlined in the research matrix and robust outline that lack data completely).

We note that there are areas in the report with limited data, however, due to time constraints, we have prioritized critical gaps in information for the virtual workshop and ask that reviewers please provide written feedback on areas that have limited data.

Should time allow, discussing areas that have limited data within the working drafts will be discussed at the end of each topic (i.e. following the discussion of Services/Programming and Information).

Overview of Section



Nutrition

- Overview
- Laws and Policies
- Sociocultural Norms and Practices
- Services/Programming and Information

CRITICAL GAPS: LAWS AND POLICIES





Critical Gaps: Laws and Policies

Laws and policies that promote or impede women's and girls' abilities to access services and information related to nutrition

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:
SERVICES/PROGRAMMING AND INFORMATION





Critical Gaps: Services/Programming and Information

Availability, accessibility (including physically accessible, affordable, and accessible information), acceptability and quality of nutrition services/programming and information

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:

Other Critical Gaps/Areas with Limited Information





Nutrition:

Other Critical Gaps/Areas with Limited Information

Wrap-up discussion regarding other critical gaps or areas with limited information that were identified during reference group's review.

For each area, consider:

- What additional information the reference group possesses, both quantitative and qualitative.
- If this area can't be filled, discuss how the report should address it (e.g. remove entirely, reference that it is a gap that must be filled by additional research).



FOOD SECURITY

Overview of Discussion



Approach

The goal of these next 25 minutes is to discuss the critical gaps in information (i.e. areas outlined in the research matrix and robust outline that lack data completely).

We note that there are areas in the report with limited data, however, due to time constraints, we have prioritized critical gaps in information for the virtual workshop and ask that reviewers please provide written feedback on areas that have limited data.

Should time allow, discussing areas that have limited data within the working drafts will be discussed at the end of each topic (i.e. following the discussion of Services/Programming and Information).

Overview of Section



Food Security

- Overview
- Laws and Policies
- Sociocultural Norms and Practices
- Services/Programming and Information

CRITICAL GAPS: LAWS AND POLICIES





Critical Gaps: Laws and Policies

Laws and policies that promote or impede food security for women and girls

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS: SOCIOCULTURAL NORMS AND PRACTICES





Critical Gaps: Sociocultural Norms and Practices

Sociocultural norms and practices that may affect women's and girls' food security differently than men and boys.

Factors (economic, political, security) that limit access to and control over food by women and girls.

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:
SERVICES/PROGRAMMING AND INFORMATION



Critical Gaps: Services/Programming and Information



Preliminary topics per conceptual framework included:

- Girls' and women's inclusion in food security strategies and programs
 - Agricultural access for women
-
- What information do you have to fill this gap, both quantitative and qualitative?
 - Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
 - If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:

Other Critical Gaps/Areas with Limited Information





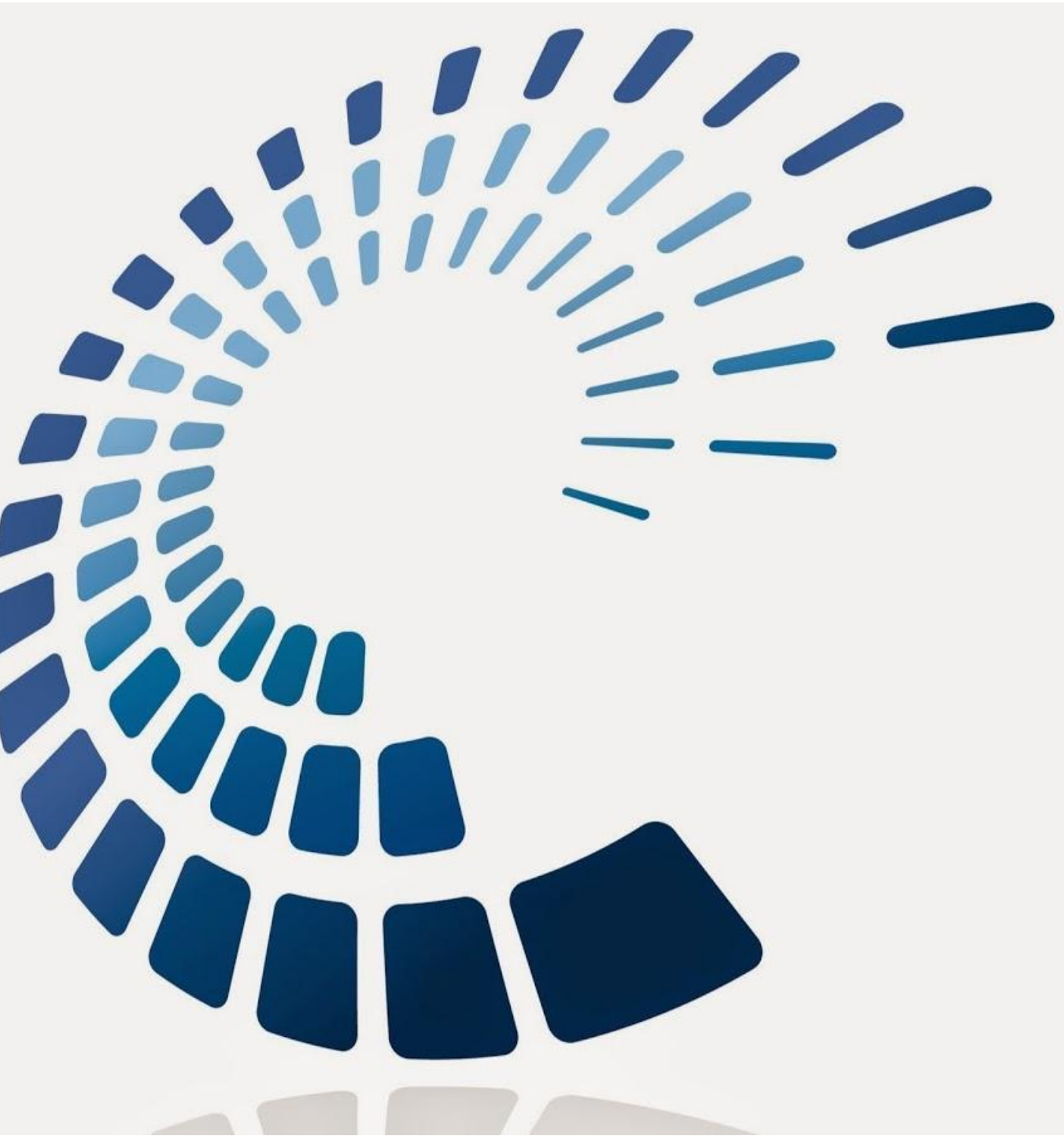
Food Security:

Other Critical Gaps/Areas with Limited Information

Wrap-up discussion regarding other critical gaps or areas with limited information that were identified during reference group's review.

For each area, consider:

- What additional information the reference group possesses, both quantitative and qualitative.
- If this area can't be filled, discuss how the report should address it (e.g. remove entirely, reference that it is a gap that must be filled by additional research).



Water, Sanitation and Hygiene (WASH)



Overview of Discussion

Approach

The goal of these next 25 minutes is to discuss the critical gaps in information (i.e. areas outlined in the research matrix and robust outline that lack data completely).

We note that there are areas in the report with limited data, however, due to time constraints, we have prioritized critical gaps in information for the virtual workshop and ask that reviewers please provide written feedback on areas that have limited data.

Should time allow, discussing areas that have limited data within the working drafts will be discussed at the end of each topic (i.e. following the discussion of Services/Programming and Information).

Overview of Section



Water, Sanitation, and Hygiene

- Overview
- Laws and Policies
- Sociocultural Norms and Practices
- Services/Programming and Information

CRITICAL GAPS: LAWS AND POLICIES



Critical Gaps: Laws and Policies



Laws and policies that promote or impede women's and girls' ...

- **abilities to access information** related to WASH
- **access to services and programming** related to WASH

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:
SOCIOCULTURAL NORMS AND PRACTICES



Critical Gaps: Sociocultural Norms and Practices



Sociocultural norms and practices that promote or impede women's and girls' **access to information** related to WASH (e.g. hygiene, safe drinking water, sanitation)

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

Critical Gaps: Sociocultural Norms and Practices



Socio-cultural norms and practices that promote or impede women's and girls' abilities to **access services and programming** related to WASH (e.g. hygiene, safe drinking water, sanitation)

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:
SERVICES/PROGRAMMING AND INFORMATION



Critical Gaps: Services/Programming and Information



Availability, accessibility (including physically accessible, affordable, and accessible information), acceptability and quality of WASH services/ programming and information (e.g. menstrual hygiene management)

- What information do you have to fill this gap, both quantitative and qualitative?
- Do you have additional information about this gap as it affects different sub-groups of women and girls, or different sub-regions?
- If this gap can't be filled, how should the report address the gap? Any suggestions for shifting the outline of the chapter?

CRITICAL GAPS:

Other Critical Gaps/Areas with Limited Information





WASH:

Other Critical Gaps/Areas with Limited Information

Wrap-up discussion regarding other critical gaps or areas with limited information that were identified during reference group's review.

For each area, consider:

- What additional information the reference group possesses, both quantitative and qualitative.
- If this area can't be filled, discuss how the report should address it (e.g. remove entirely, reference that it is a gap that must be filled by additional research).

Next Steps



Reviewers to provide...

- Written feedback on Pillar 1
- Additional documentation to help fill gaps within Pillar 1

Deadline: End of day 15 April 2020

Send to: sjalal@unicef.org (Shoubo Jalal)



THANK YOU