

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

Pillar 2: Learning and Livelihoods

Virtual Workshop
13 April 2020



Agenda



Activity/Task	Time (EDT) A.M.	Time (EEST) P.M.	Duration
Introduction	7:00 – 8:15	2:00 – 2:15	15 minutes
Brief overview of methodology and walkthrough of chapter	7:15 – 7:30	2:15 – 2:30	15 minutes
Learning: Formal Education	7:30 – 8:00	2:30 – 3:00	30 minutes
Learning: Nonformal and Other Education	8:00 – 8:30	3:00 – 3:30	30 minutes
Learning: Access to ICTs and Other Learning Tools	8:30 – 9:00	3:30 – 4:00	30 minutes
Livelihoods: Labor Force Opportunities and Participation	9:00 – 9:30	4:00 – 4:30	30 minutes
Livelihoods: Earned Income Management and Access to Capital	9:30 – 10:00	4:30 – 5:00	30 minutes
Final remarks/next steps	10:00 – 10:15	5:00 – 5:15	30 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 made up the library for this study.

- 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)



Learning and Livelihoods

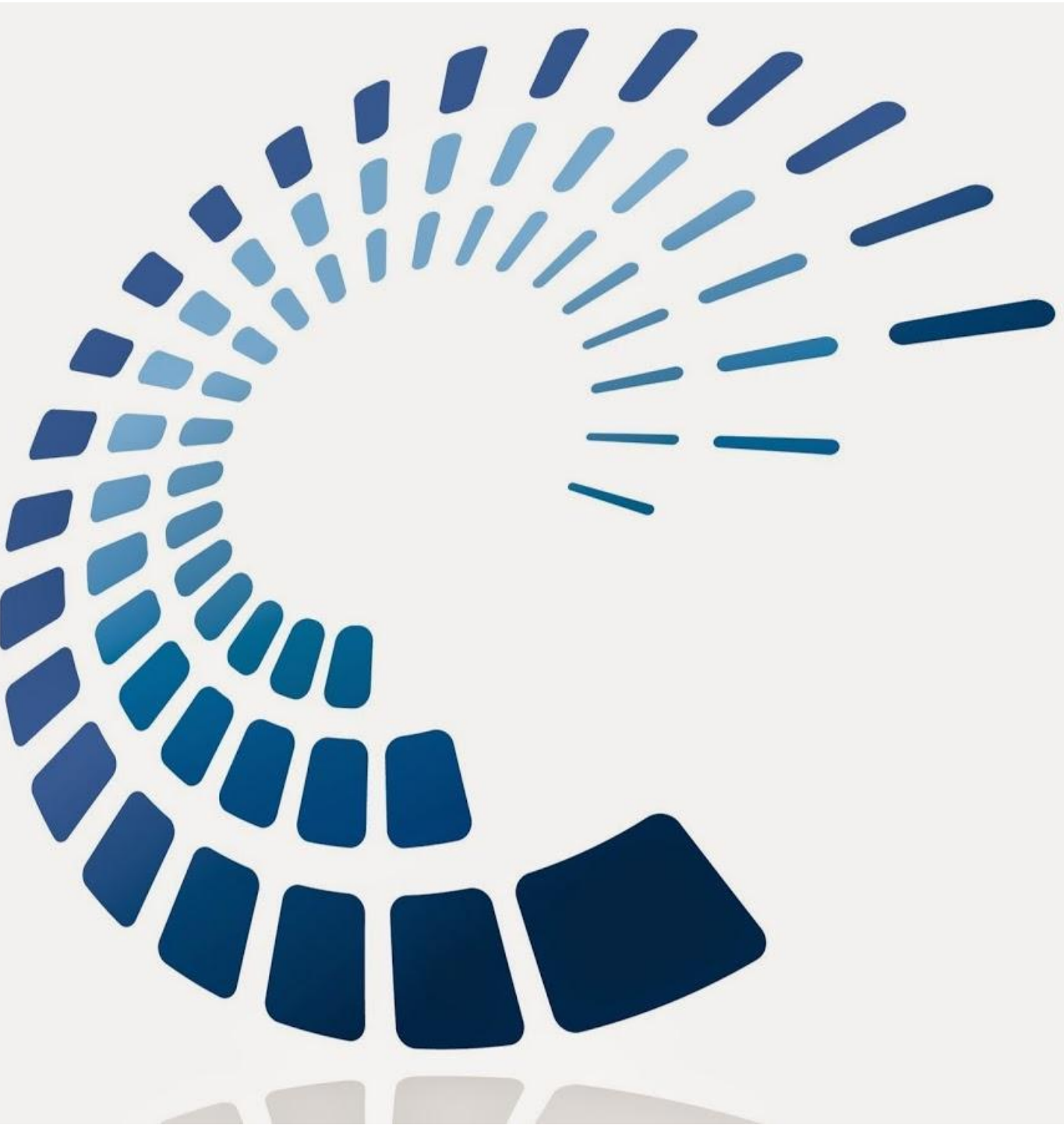
Pillar Overview



Overview of Pillar

Learning	Livelihoods
Formal Education	Labor Force Opportunities and Participation
Nonformal and Other Education	Earned Income Management and Access to Capital
Access to ICTs and Other Learning Tools	

Within each of these sections, we will address: Laws and Policies, Cultural Norms/Practices, and Services/Programming and Information



LEARNING



Overview of Discussion

Approach

We will first present a brief overview of the report's findings, including areas where there are gaps in information, or where additional sources or feedback are required.

Then, we will focus specifically on areas where the data provided for the report is particularly lacking and inquire if any participants will be able to provide additional resources or data that can help fill those gaps.

If data is not available, we may discuss how best to address the issue.

Overview of Section: Formal Education



- Data regarding Laws and Policies related to formal education generally were available, however, data regarding how laws and policies impact refugees and persons with disabilities was lacking. Further, information on formal education strategies and frameworks was only available for Palestine.
- Data regarding Cultural Norms and Practices was less prevalent, especially at a regional level. However, this limited data did reveal that educational curricula and accompanying textbooks in the region display stereotyped images of women while a few countries have developed plans for gender-sensitive education systems.
- Data regarding Services/Programming and Information was limited. The only piece of data available for this section was regarding the proportion of schools with access to adapted infrastructure and materials for students with disabilities in primary and secondary school (available for Bahrain, Qatar, Morocco, and Palestine).

Critical Gaps: Laws and Policies



Formal Education

- There is little data provided regarding current strategies and frameworks related to formal education, and to what extent these strategies and frameworks are gender-responsive.

Do you know of resources that can address this gap?

Critical Gaps: Sociocultural Norms and Practices



Formal Education

- There is limited data provided regarding the sociocultural norms and practices that impact girls' and women's formal education. Data on the following topics would be beneficial to highlight in the section:
 - Impact of female educators and girls' and women's attendance, attainment, etc.
 - Opinions regarding education of women and girls at all levels (e.g. pre-primary, primary, secondary, tertiary), including women and girls with disabilities, women and girls in rural/urban areas, and in humanitarian or conflict settings.
 - Information regarding women in tertiary education.
 - Information regarding legal barriers for enrolment among IDP/refugee populations.
 - Data on marriage practices and its effect on educational attainment.

Do you know of resources that can address these gaps?

Critical Gaps: Services/Programming and information



Formal Education

- There is very limited data provided regarding the availability, accessibility (including physically accessible, affordable, and accessible information), acceptability and quality of schools (pre-primary, primary, secondary, tertiary).
- There was no data provided on supporting transition from secondary to tertiary, including discussion of career paths for women, available majors/degrees.
- There was no data provided on mentoring programming for women and girls.

Do you know of resources that can address these gaps?

Overview of Section: Nonformal and Other Education



- Data regarding Laws and Policies related to nonformal education generally were available, however, data regarding how laws and policies impact refugees and persons with disabilities was lacking. Further, information on nonformal education strategies and frameworks was only available for Palestine.
- Data regarding Cultural Norms and Practices related to nonformal education was not present in the documentation shared by the reference group for this study.
- Data regarding Services/Programming and Information was limited. The only piece of data available for this section was regarding the “Makani – My Space” Centers in Jordan which aimed to enhance the learning opportunities for children who did not have access to formal or nonformal education.

Critical Gaps: Laws and Policies



Nonformal and Other Education

- There is little data provided regarding current strategies and frameworks related to nonformal education, and to what extent these strategies and frameworks are gender-responsive.

Do you know of resources that can address this gap?

Critical Gaps: Sociocultural Norms and Practices



Nonformal and Other Education

- Data regarding Cultural Norms and Practices related to nonformal education were not present in the documentation shared by the reference group for this study. Data on the following topics would be beneficial to highlight in the section:
 - Ability for women and girls to travel or live away from home, sociocultural norms around women and girls as independent students.
 - Norms that affect female participation in non-traditional education (e.g. stigma for mothers to access non-traditional education; stigma for females to access certain forms of technical training; etc.).

Do you know of resources that can address these gaps?

Critical Gaps: Services/Programming and information

Nonformal and Other Education

- There is very limited data provided regarding the availability, accessibility (including physically accessible, affordable, and accessible information), acceptability and quality of TVET opportunities (implemented by government, international development organizations, or other private sector entities) in which women and girls may participate.
- There was no data provided on services/programming related to supporting the transition of primary or secondary school girls or out-of-school girls to non-formal and other education.
- There was very limited data on women's and girls' safe spaces.
- There was no data provided on mentoring programming for women and girls.

Do you know of resources that can address these gaps?



Overview of Section: Access to ICTs and Other Learning Tools

- Data regarding Laws and Policies related to access to ICTs and other learning tools were not made available in the desk review documentation.
- Data regarding Cultural Norms and Practices related to access to ICTs and other learning tools was not present in the documentation shared by the reference group for this study. Statistical databases provided some general sex-disaggregated information such as percentage of the population using the internet and proportion of youth and adults who have sent e-mails with attached files.
- Data regarding Services/Programming and Information was limited. The desk review documentation contained two examples: An online educational platform called Nafhan which offers national curricula online for several regional countries and Girls Got IT in Lebanon which aims to break cultural stereotypes of women in STEAM and bridge the gap between males and females in IT and engineering.

Critical Gaps: Laws and Policies



Access to ICTs and Other Learning Tools

- There was no data provided related to the presence of laws and policies related to ICTs for learning.

Do you know of resources that can address this gap?

Critical Gaps: Sociocultural Norms and Practices



Access to ICTs and Other Learning Tools

- Data regarding Cultural Norms and Practices related to women's and girls' digital literacy were not present in the documentation shared by the reference group for this study.

Do you know of resources that can address these gaps?

Critical Gaps: Services/Programming and Information



Access to ICTs and Other Learning Tools

- Data regarding services/programming and information related to the following topics were not present in the documentation shared by the reference group for this study:
 - Online learning and training (formal education and nonformal education/TVET).
 - Networks or mentoring programs for women and girls.

Do you know of resources that can address these gaps?



Livelihoods



Overview of Discussion

Approach

We will first present a brief overview of the report's findings, including areas where there are gaps in information, or where additional sources or feedback are required.

Then, we will focus specifically on areas where the data provided for the report is particularly lacking and inquire if any participants will be able to provide additional resources or data that can help fill those gaps.

If data is not available, we may discuss how best to address the issue.



Overview of Section: Livelihoods

Labor Force Opportunities and Participation

Overview

- Data regarding Laws and Policies that impact women working is widely available, and reveals distinct limitations for women in the workforce.
- Data regarding Cultural Norms and Practices was less prevalent, especially at a regional level. However, this limited data did reveal preferences for women to remain out of the workforce, and expectations for women to focus on domestic responsibilities. This is especially true with reporting on “second shift” work, or unpaid labor. This is a significant gap that needs to be addressed.
- Data regarding Services/Programming and Information was limited. Much of these services seem to be diffuse and implemented by NGOs and other organizations.



Critical Gaps: Livelihoods

Labor Force Opportunities and Participation

Unpaid Labor or “Second Shift” Work

- There is little to no data provided that gives insight into the burden of unpaid labor for women, including information regarding the net value of this work, its impact on women who are in the workforce, and the impact it may have on women's ability to enter the workforce.

Do you know of resources that can address this gap?



Critical Gaps: Livelihoods

Labor Force Opportunities and Participation

Cultural or Social Norms Regarding Women at Work

- Not enough data was provided regarding the perception of women at work – several country-specific reports were provided, but not they were not sufficient to really create a regional snapshot. We are looking for resources that address social and cultural norms around women working outside their home, and perceptions of women in the workforce.

Do you know of resources that can address this gap?

Critical Gaps: Livelihoods



Labour Force Opportunities and Participation

Services/Programming and Information for Women in the Workforce

- There is little to no data provided that describes services, training, hiring practices, private sector quotas, or any other programs or services that women can access in order to get a job, or regional programs or information that women can access regarding employment.
- Additionally, we need resources regarding the divide between women in urban vs. rural communities, government vs. private sector employment, and accessibility (especially regarding poorer or rural communities and women with disabilities).

Do you know of resources that can address these gaps?



Overview of Section: Livelihoods

Earned Income Management/Access to Capital

Overview

- Data regarding Laws and Policies that impact women's ability to earn, inherit, and manage capital is relatively clear. However, the analysis shows that women are not able to inherit wealth across the region, but are able in most cases to earn and manage her own wealth and business.
- Data regarding Cultural Norms and Practices is less robust, and the analysis relied on data regarding decision-making to understand management of resources, especially at the household level.
- Data regarding Services/Programming and Information was limited. There have been many notable international programs to support women in business, however there are few regional resources that were included in the data.

Critical Gaps: Livelihoods



Earned Income Management/Access to Capital

Cultural Norms and Practices

- There is little to no data provided that gives insight into the burden of unpaid labor for women, including information regarding the net value of this work, its impact on women who are in the workforce, and the impact it may have on women's ability to enter the workforce (same as above).
- Information regarding expectations of wage-sharing or the impact of household need on women entering the workforce would enhance the study.

Do you know of resources that can address these gaps?

Critical Gaps: Livelihoods



Earned Income Management/Access to Capital

Services/Programming and Information for Women in the Workforce

- Additional data is needed regarding programming around women's capacity and resources for income management (i.e. training, loan programs, etc.). This is especially needed with regard to humanitarian and conflict settings and rural communities.
- Information regarding access to capital is also needed, such as regional programs for venture capital or access to loans. This is especially true for humanitarian and conflict settings and rural communities.

Do you know of resources that can address these gaps?

Next Steps



Reviewers to provide...

- Written feedback on Pillar 2
- Additional documentation to help fill gaps within Pillar 2

Deadline: End of day 20 April 2020

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

An email with instructions will be sent following workshop to all attendees.



THANK YOU