

TRAINING
FACILITATION GUIDE

OUR DATA OUR VOICE

An introduction to **data-driven
advocacy** for girls and young
women advocates



She
LEADS

EQUAL
MEASURES
2030

RESTLESS
DEVELOPMENT

TABLE OF CONTENTS

MODULE 1

8 DATA-DRIVEN ADVOCACY

- 10 Introduction
- 12 **Session 1:** Understanding the meaning of data
- 14 Examples of data
- 20 **Session 2:** Understanding data-driven advocacy
- 25 Key take aways

MODULE 3

42 DATA STORYTELLING AND COMMUNICATION

- 44 Introduction
- 46 **Session 1:** Data storytelling & communication
- 51 **Session 2:** How do I communicate data?
- 55 Examples of presenting data

- 4 About the manual
- 5 Definition of terms
- 6 Facilitators' practical tips

MODULE 2

26 WHERE AND HOW TO ACCESS DATA

- 28 Introduction
- 30 **Session 1:** Data sources: global, regional and local
- 35 **Session 2:** Gender data sources
- 41 Key take aways

66 APPENDICES

ACKNOWLEDGEMENTS

The development of this training guide was led by Restless Development Tanzania, in collaboration with EM2030. Much of the content was adapted from EM2030's existing data-driven advocacy curriculum. We would like to thank the She Leads Global Advocacy Network and Country Coordinators for their engagement and inputs to the process.

SHE LEADS

She Leads is a joint programme of Plan International Netherlands, Defence for Children - ECPAT Netherlands (DCI-ECPAT), African Women's Development and Communication Network (FEMNET), Terre des Hommes Netherlands (TdH-NL) and the Dutch Ministry of Foreign Affairs (MFA). She Leads brings together child rights organisations, feminist/women's rights organisations, and groups led by girls and young women and aims to increase sustained influence of girls and young women on decision-making and the transformation of gender norms in formal and informal institutions. Equal Measures 2030 is a technical partner.

EQUAL MEASURES 2030

Equal Measures 2030 is a collaboration of national, regional and global leaders from feminist networks, civil society, and international development. We connect data and evidence with advocacy and action on gender equality, to transform the lives of women and girls and realize the Sustainable Development Goals (SDGs). Together with our partners, we have trained over 500 women's rights advocates globally to use data and evidence to influence policies on gender equality, through our data-driven advocacy (DDA) curriculum.

RESTLESS DEVELOPMENT

Restless Development is a global non-profit agency. We support the collective power of young leaders to create a better world. We are independently registered and governed in nine countries (India, Nepal, Sierra Leone, Tanzania, Uganda, UK, USA, Zambia and Zimbabwe) bound together by our vision for youth power. We run youth-led programmes to tackle the issues that young people care about the most. We also run the Youth Collective, a growing network of over 4000 local youth civil society groups and organisations in 185 countries.

This facilitator's guide, along with its accompanying presentation, has been developed for use and adaptation by organizations to enhance the data skills of young advocates. It is important to note that these training materials and their content are not to be monetized through delivery nor employed for commercial purposes.

ABOUT THE MANUAL

This manual offers guidance and conceptual tools for strengthening the capacity of gender equality advocates, girl-led groups and young feminist organizations to understand data driven-advocacy. It includes content on identifying data sources, how to use these sources and how to communicate data to influence public policies, programs and practices that promote gender equality and youth leadership, challenge existing social norms and hold decision-makers and policy makers to account.

The manual is organized into three sections:

Section 1: Provides a basic understanding of the concept of data and supports participants to differentiate what are data and what are not. It also defines what data-driven advocacy is; outlines key steps in the advocacy process; highlights the importance of data in advocacy; and what girls and young women (GYW) should keep in mind when using data to influence decision makers.

Section 2: Provides information about various sources of data, and guidance on how to identify relevant data sources at the global, regional, national and local levels that can best inform different data advocacy journeys.

Section 3: Focuses on data storytelling and communication. This includes understanding what to consider when using data for storytelling and how gender advocates can effectively communicate their “ask” or message with data tailored to their targeted audience.

Each of the three modules is thoughtfully structured to fit within a half-day training session, typically lasting around 3.5 hours. This approach aims to maximize participant engagement and understanding of the content of each module. It is advisable to allocate ample time for participants to absorb the material presented in preceding modules before advancing. For optimal results, we suggest spreading the full training across a minimum of 3 days.

The ideal cohort size is 15–20 participants, to ensure a conducive learning environment while facilitating meaningful interactions and personalized attention.

This facilitator’s guide, along with its accompanying presentation, has been developed for use and adaptation by organizations to enhance the data skills of young advocates. It is important to note that these training materials and their content are not to be monetized through delivery nor employed for commercial purposes.

DEFINITION OF KEY TERMINOLOGY

Gender advocates

A gender advocate is anyone who speaks up about gender inequality in their community and tries to influence change to improve the lives of women and girls in all their diversity. Gender advocates seek to amplify the voices of those that are often left out of decision-making spaces.

Indicator

Indicators show or are measures that show progress toward or achievement of outcomes. They are observable, measurable evidence of change.

Index

In statistics and research design, an index is a composite statistic – a measure of changes in a representative group of individual data points, or in other words, a compound measure that aggregates multiple indicators.

Disaggregate

To represent information in its constituent parts (e.g., to disaggregate data on a general population so that it reflects how data differ by sex or other characteristics)

Primary data

Firsthand data collected directly from people by the researcher or advocate themselves.

Secondary data

Refers to data that have already been collected and published.

Quantitative data

Information that contains numeric values or numbers (things we can count)

Qualitative data

Information and concepts that are not represented by numbers (things that are not counted or countable).

FACILITATORS PRACTICAL TIPS

Pre-session preparations

- Prepare tools (e.g., use the pre-survey) that will capture participants' backgrounds including their age, ethnicity, race, gender, knowledge levels, awareness and experience related to the issue, level of formal schooling, responsibilities in the community.
- Ensure the logical sequencing of the content to be presented and select training techniques that will fulfil the specific learning objectives. Examples include role-playing, using games, case studies or scenarios etc. to fully engage your participants.
- Ensure you have all the materials that will be used during the session: registration forms, laptops, projectors, handouts, notebooks, pens, markers, flip charts etc.

- Prepare a list of relevant, context-specific examples of data and sources of data to be shared with participants, in addition to the global and regional sources listed in this guide.
- Secure a venue that is safe, accessible and convenient for all training participants including those with disabilities.

During the session

- Administer the pre-workshop survey questions to your participants.
- Clarify the objective of the session to the participants. Be clear about what they will learn in this session and get their commitment to actively participate.
- Ensure you ask for participants' informed consent to compile their experiences into a post training report and explain how this will be used.
- Set collective rules for the session. Let the participants define these themselves to have clearly defined ways of working.
- Set expectations for the session together. You can ask each participant to take a post it note and write down one thing they would like to get out of the training. Ask them to stick these on a flip chart, group them and read them out.
- Apply a variety of presentation techniques and tools to make your participants active: energizers, cards, newsprint blackboard, coloured paper, etc.
- Remember to always summarize and highlight the main points of the discussion in order to clearly mark the end of one learning objective and the beginning of another.
- Maintain a high level of motivation within the group throughout the session by using techniques that allow the participants to engage with one another.



Post session

- Administer a post-workshop survey in a format that is user friendly and accessible.
- Develop a training report.

MODULE 1

DATA-DRIVEN ADVOCACY



Learning objectives

Participants will gain an understanding of the concepts of data and data-driven advocacy, including

- What are data
- Types of data
- The importance of data in advocacy
- The advocacy planning cycle and where data fit within this cycle

(Use Powerpoint presentation to display session objectives. Refer to slide 3)

Materials needed: Laptop, projector, handouts of the content, flip charts, markers, notebooks, pens, post it notes (note: if you do not have strong access to internet, consider downloading the video case study on data-driven advocacy ahead of the session)

Get started

Introduction Game: Use icebreakers to help participants get to know each other.

15
min

For example: Ask participants to write down two things on a post-it note: a date they always remember, and their favourite food. Ask them to stick the post-its on themselves. Ask them to mix and talk to at least 5 participants, starting by introducing themselves and where they are from, and then sharing about their chosen date and favourite food. Once done, let five participants volunteer to share the details of at least two people they have spoken to.

Note: you may select other ice breakers that you prefer to use, or choose from the list provided in the appendices.

15
min

Administer the pre-workshop survey to your participants.

If the survey form is online, make sure all participants have access to the internet and are comfortable using online forms.

Print copies for those that would prefer hard copies and in case the network is not reliable.

Printed copies should have readable font size to allow those with difficulties in seeing to complete the form comfortably.

Session plan

5
min

Set up expectations of the session

Make sure objectives are clear about what they will learn in this session as you set expectations.

Set expectations together. You can ask each participant to take a post-it note and write down one thing they would like to get out of the training. Ask them to stick these on a flip chart, group them and read them out.

5
min

Set team codes

Let the participants define a set of clear rules themselves to have a clearly defined way of working. These may include defining clearly how the facilitator and participants should behave during the session, eg. arrive on time, turn off mobile phones, respect each other's opinions ,etc.

SESSION 1: WHAT ARE DATA?

20 min Reflection exercise

Aim: to reflect on participant's understanding of data (Refer to PPT slide 5)

Activity 1.1

In groups of two to three, let participants have an open discussion and share their initial understanding of the term data. Let them respond to the following questions:

- 1) What are data according to your context?
- 2) Where and how have you used data before? Let them share experiences

and instruct each group to record an example of a scenario where they have used data. Then, a representative from each group will share what they have recorded.

- 3) Referring to the examples shared, what was the importance of using data?

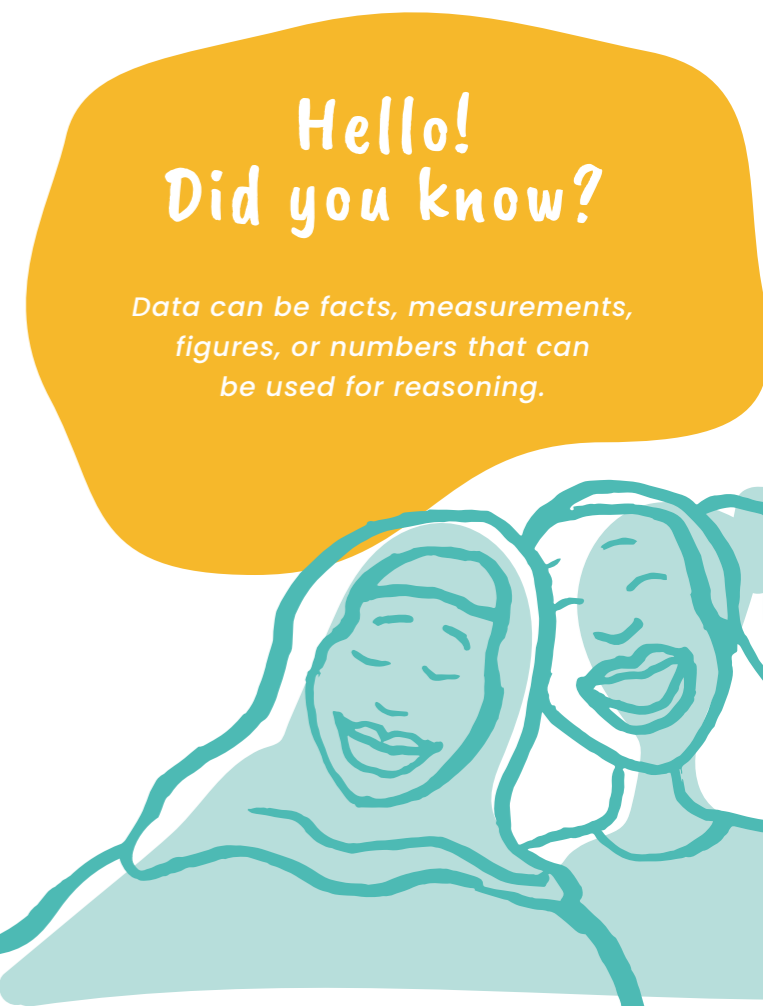


15 min Definition of Data

Facilitator guide: Explain to participants that there are many definitions of data, below is how we will define data (Refer to PPT slide 6)

→ Data are a collection of facts. These facts can be numbers, words, measurements, observations or even just descriptions of things. Data are everywhere: your local health clinic collects patient information, and your mobile phone service provider collects customer information.

30 min Facilitator guide (30 minutes): Print or display the following examples. Example 1 is not found in the presentation, print hard copies. Make sure to include a few preprepared locally relevant examples and guide participants to be able to:



- 1) Observe how data are represented in different forms (Refer to PPT slide 7-10)
- 2) Discuss with the gender advocates what conclusions, if any, that they would draw from the data presented in each example.
- 3) Discuss with the gender advocates potential strengths/weaknesses of each example.

EXAMPLES OF DATA

EXAMPLE 1.1

Data presented in text form. Intimate partner violence in Southeast Asia.

IN SOUTH-EAST ASIA, 245 MILLION WOMEN AGED 15 AND ABOVE HAVE EXPERIENCED INTIMATE PARTNER VIOLENCE IN THE LAST 12 MONTHS.

More than 1 in 4 women (26%) aged 15 years and older have suffered violence at the hands of their partners at least once since the age of 15. WHO estimates that 641 million women have been affected. And an estimated 245 million (or 10% of women ages 15 and above) have experienced IPV (Intimate Partner Violence) in the last 12 months alone.

Source : Violence Against Women Prevalence Estimates 2018, World Health Organization (<https://www.who.int/publications/i/item/9789240022256>)

EXAMPLE 1.2

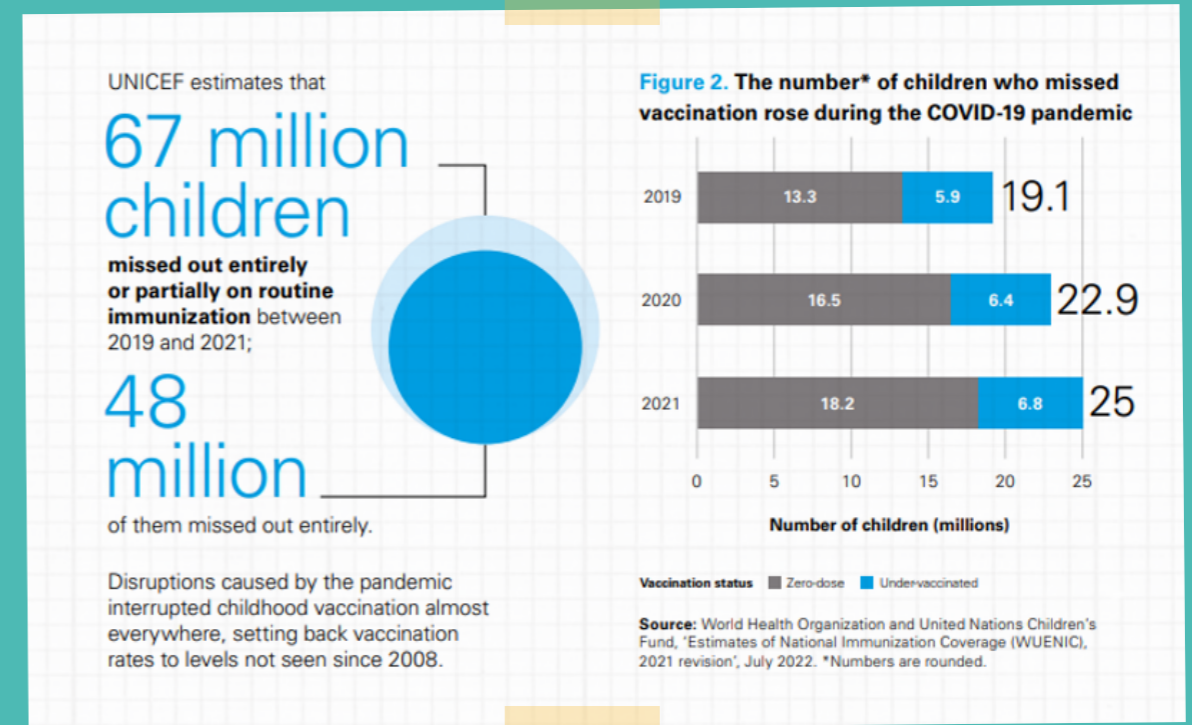
Data presented as an infographic. The economic impact of child marriage globally.



Source: Putting a Price Tag on Child Marriage, The World Bank and International Centre for Research on Women (<https://www.worldbank.org/en/news/feature/2017/06/26/infographic-putting-a-price-tag-on-child-marriage>)

EXAMPLE 1.3

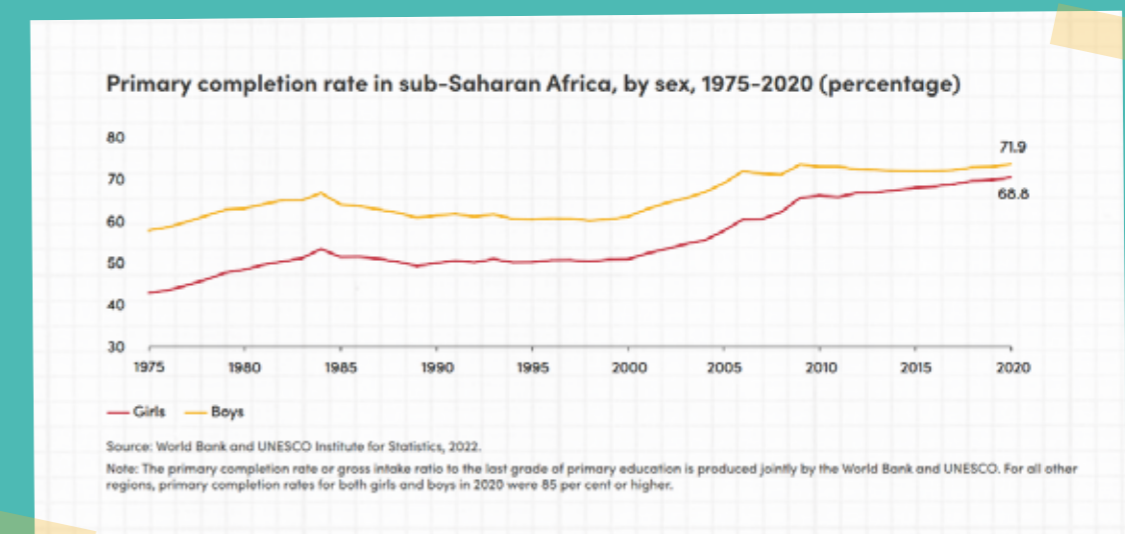
Data presented in figures and charts. Impact of COVID-19 on routine vaccinations of children globally.



Source : State of the World's Children report 2023, UNICEF (<https://www.unicef.org/reports/state-worlds-children-2023>)

EXAMPLE 1.4

Data presented as a line graph. Primary school completion in Sub-Saharan Africa.



Source : Progress on the Sustainable Development Goals: The gender snapshot 2022, UN Women, 2022 (<https://www.unwomen.org/en/digital-library/publications/2022/09/progress-on-the-sustainable-development-goals-the-gender-snapshot-2022>)

Energizer

Let young participants volunteer to lead an energizer or select from the pool in the appendices

20 min

Types of data

Facilitator guide:

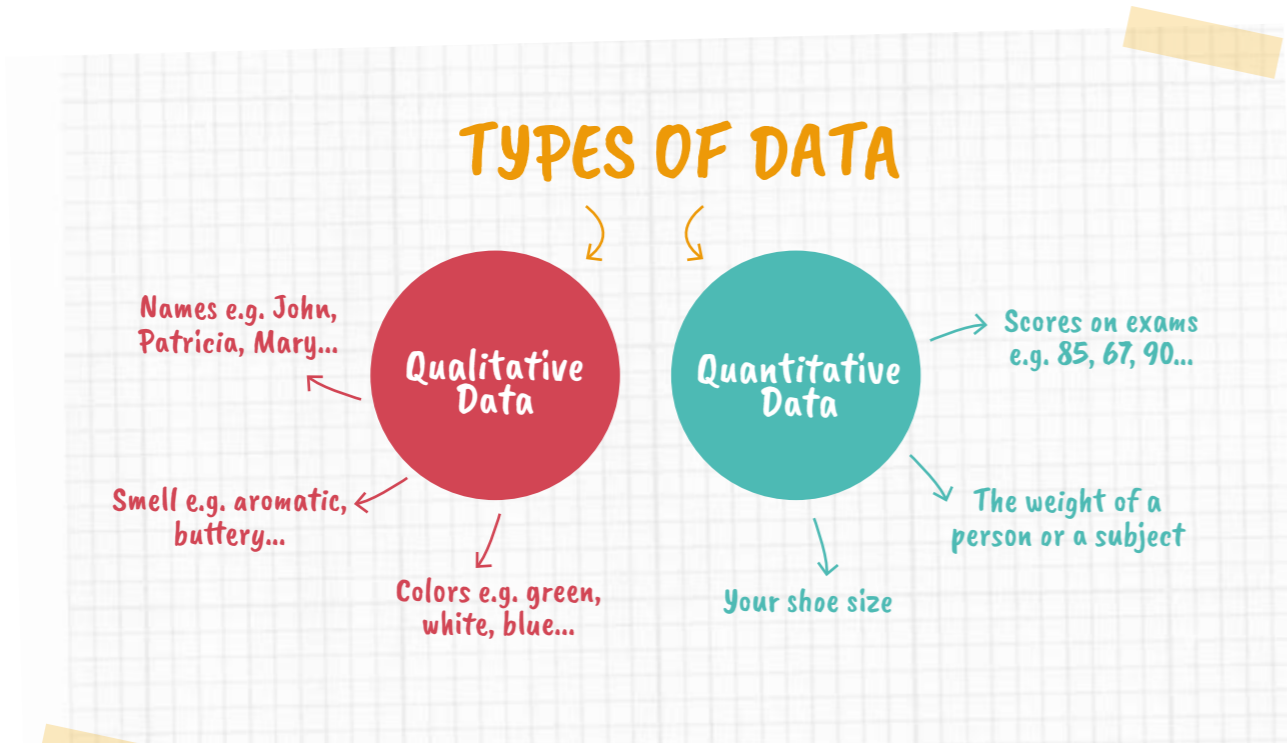
Elaborate to the participants that there are different types of data. The aim is for participants to be able to differentiate between each type and understand the importance of data in advocacy.

1) Ask a reflection question: let each participant mention the types of data they know.

2) Ask for a volunteer from among the participants to record the responses on a flip chart.

3) Display the following diagram that identifies different types of data for further discussion with the participants. (Refer to PPT slide 13).

4) Diagram on types of Data

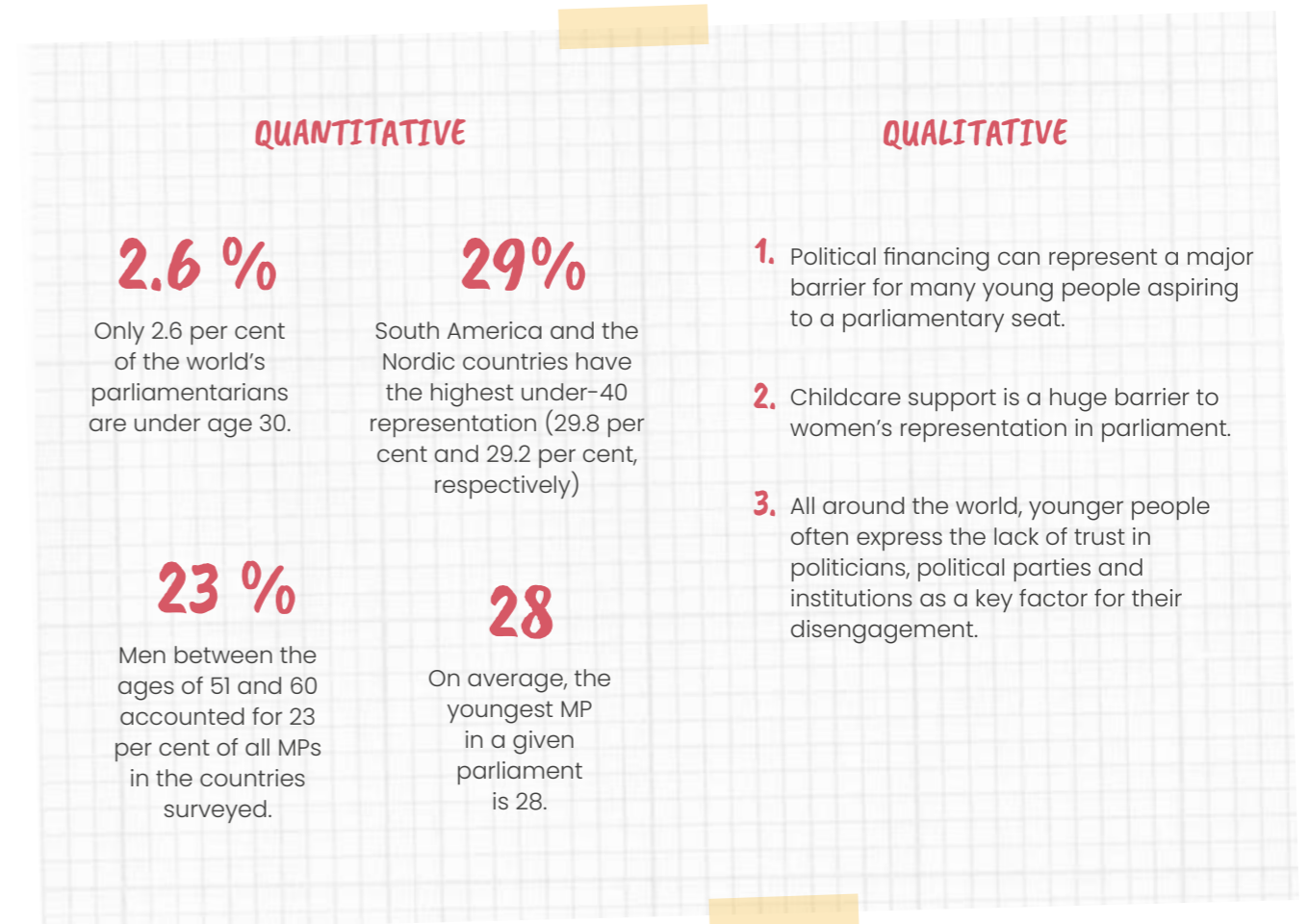


Source : <https://www.intellspot.com/qualitative-vs-quantitative-data/>

Elaborate to participants (Refer to PPT slide 12): there are two main types of data: qualitative data and quantitative data. Quantitative data are data that normally tells us how many, how much, or how often in NUMBERS while qualitative data are data that contains information that can help us understand why, how, or what happened behind certain behaviours. It is based on OPINION, EXPERIENCE or OBSERVATION.

Say: you may use either qualitative or quantitative data in your advocacy, but you may use mixed data as well (which means using both qualitative and quantitative data simultaneously).

Facilitator guide: Display this example for participants which shows the difference between quantitative and qualitative data on youth participation in parliaments globally (refer to PPT slide 14)



Source: Youth Participation in national parliaments, Inter-Parliamentary Union, 2021

Facilitator guide: tell participants they can find a useful video with more information on qualitative and quantitative data in the list of further reading provided ([Quantitative vs Qualitative Data](#))



Other key data terms

Gender Data

→ Gender data includes any relevant and reliable data on issues that concern the wellbeing of both girls and boys, women and men in the community. Gender data often involves ‘disaggregating’ – separating out certain measures into different gender categories. e.g., of the total of 45 (25 were girls, and 20 were boys).

Tell participants that if they want to learn more about gender data to consult the further resources provided.

Data disaggregation

→ Disaggregated data and statistics are data that are collected and presented separately for specific groups, such as men and women, or people of different age groups.

→ Analysing disaggregated data allows us to observe differences between these groups. For example, age-disaggregated data on unemployment enables us to understand and address the issue of youth employment. And when we analyse data disaggregated by gender, we can observe differences between all genders. For example; the line graph in example 1.4 shows that in 2020 the primary school completion rate in Sub Saharan Africa was higher for boys (71.9%) than girls (68.8%)¹.

→ In addition to disaggregating data by gender and age, to ensure that the lived experiences of women, children and young people are fully captured, it is important to present data that focuses on specific issues relevant to girls and young women. This approach will ensure that decision-makers can fully understand and address the issues they face.

15 min Activity 1.2

Facilitator guide (refer to PPT slide 19): Display/print the question

Having discussed the different types of data between qualitative and quantitative:

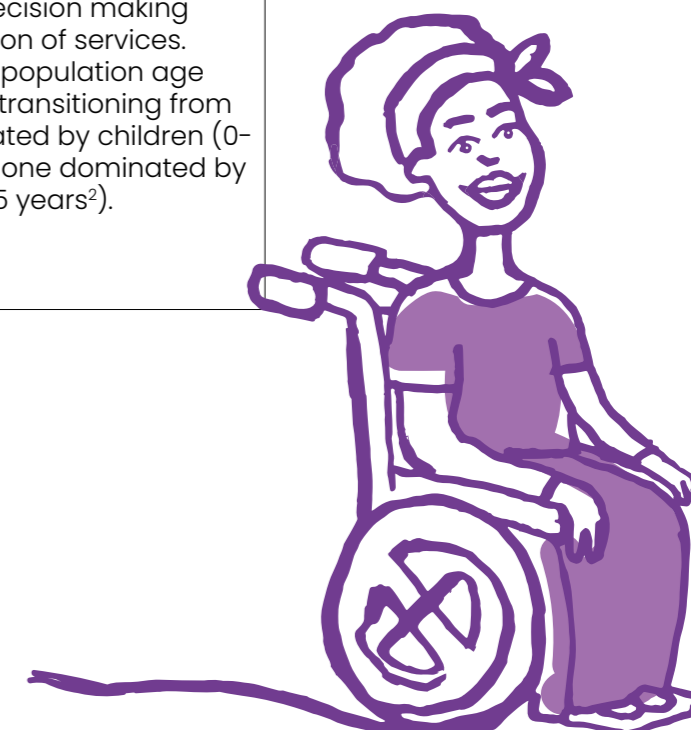
- 1) Divide participants in groups of 5 and ask them to come up with at least 3 examples of data (preferably gender related data) and categorize the data into qualitative and quantitative.
- 2) Demonstrate to the participants using this example and guide them to respond with the same format.

- 3) Select a volunteer from each group to share what they have discussed. Agree collectively on at least five common points about why data are important.

5 min Energizer

Let young advocate volunteer to lead an energizer or select from the energizer pool in the index.

Type of Data	Qualitative/ Quantitative data	Its importance
Age of a person- NATIONAL CENSUS	Quantitative data	Is important because is used to inform decision making on distribution of services. Eg Ghana's population age structure is transitioning from one dominated by children (0-14 years) to one dominated by youth (15-35 years ²).



1. Progress on the Sustainable Development Goals: The gender snapshot 2022, UN Women, 2022 ([Progress on the Sustainable Development Goals: The gender snapshot 2022 | Publications | UN Women - Headquarters](#)) - 2. 2021 Population and Housing Census - Ghana Statistical Service ([statsghana.gov.gh](#))

2.

SESSION 2: UNDERSTANDING DATA-DRIVEN ADVOCACY

Energizer:

Let one participant volunteer to lead an energizer. If no one is ready to share an energizer, have one ready ahead of the session. A few examples that you can refer to are in the appendices.

20
min

Discussion question

Activity 1.3

(Refer to PPT slide 21)

Facilitators' Guide:

- 1) Write (or ask your co-facilitator to write) these three questions on 3 different flip charts and stick them to the wall/flip chart stand:
 - i) What is advocacy to you in relation to your context?
 - ii) What is your understanding of data-driven advocacy?
 - iii) Why do you think you need data in your advocacy?

- 2) Distribute post notes of 3 different colours to every participant and let them respond to the three questions in one sentence.
- 3) Group responses based on similarities, pull out and share buzz words coming out of their definitions.
- 4) Summarize the responses on the post it notes, to start shaping a definition of data-driven advocacy, and identifying the importance of data in advocacy.

Facilitator guide: Remember to probe participants as they discuss examples that relate to their contexts to highlight how advocacy includes small acts that they practice daily such as awareness raising on social media, publishing blogs etc.

20
min

Introduce this to the participants

Aim: Participants will have a common understanding of the terms advocacy and data-driven advocacy

Say (Refer to PPT slide 22): in a pool of multiple definitions of advocacy, this is a good take for gender advocates. Advocacy simply means “putting a problem on the agenda, providing a solution to that problem and building support for acting on both the problem and the solution” as defined by Dr, Ritu Sharma from the Academy for Educational Development³.

Elaborate (refer to PPT slide 23-25):

Data-driven advocacy is a process or an approach that, if done successfully, can influence the change we want to see. Data are very important in the advocacy process, and are a powerful tool that can be used to hold governments and people in power accountable. Data allow advocates to tell compelling stories to influence and change the world.

Young people are often underrepresented in decision-making spaces, even though they make up a large proportion of the world's population. It's important that young people have a say in decisions that affect their lives, and data-driven advocacy enables them to push for change in their community or hold decision makers accountable for commitments they have made. When young people are present in decision-making spaces, they can face discrimination and struggle to have their voices heard and be taken seriously. Backing up their advocacy with data and evidence can be a useful way of combatting these attitudes, making their case stronger and making it harder for decision makers to dismiss their arguments.

Say: we believe that if girls and young women have the right knowledge and skills to use and share reliable and compelling data, they will be leaders in influencing decision makers to change policies and address their needs and rights.

3. [Concept of the method: What is advocacy? \(thalys.gr\)](http://conceptofthemethod.org/what-is-advocacy/)

EXAMPLE 1:

Guide gender advocates through this video https://youtu.be/Y_XYPwQ1804.

Explain: This is an example of how young people from Tanzania managed to use data to influence their leaders on the commitments made by government on family planning and sexual rights for young girls. (refer to PPT slide 26)

5 min

Energizer

Have one participant volunteer to lead an energizer or select from the energizer list in the appendices.



25 min

Reflection question

Facilitator guide: This can be done as an open discussion with all participants without breaking into groups

- i) Ask participants to mention advocacy steps that they are familiar with. Write responses on a flip chart/whiteboard
- ii) Display the advocacy planning cycle

diagram /print handouts, go through the steps together with the participants while comparing with their responses to the previous exercise. (Refer to PPT slide 28).

iii) Select some participants to discuss and identify four points on importance of using data for successful advocacy and record answers on a flip chart paper.

Advocacy planning cycle



How data fit in the advocacy cycle (refer to PPT slide 29–31)

1) Identifying the issue: Data provide clear evidence about the problem/issue. For example a quantitative example would read '4 of 10 girls are out of school due to COVID-19 everyday' while a qualitative example would read 'Covid-19 severely affected girls' school attendance leading to increased dropout rates'.

2) Analysis of the issue: In the process of analysing issues to address, using data will demonstrate the urgency of the issue, therefore making prioritization easier. For example, data will help you establish who is most affected by the problem and why.

3) Setting objectives: Data can help you set clear and SMART (specific, measurable, achievable, relevant, and

time-bound) objectives for advocacy by helping you identify the magnitude of the problem and what impact you want to achieve.

4) Identifying targets and allies: Compelling data will help in mobilizing the right stakeholders that will support your advocacy ask. Data might also help you identify your potential allies by showing who is most affected.

5) Defining the message: Including data and evidence will strengthen your advocacy message, making it more credible and compelling.

6) Drawing up an advocacy plan: Use of data will increase credibility of your advocacy work and better justify a call to action.



15 min Open discussion exercise

Activity 1.4 (refer to PPT slide 32)

→ In a group of three to four, let participants have a short discussion on the following questions:

- Referring to any advocacy message you have heard, explain how data and evidence was used in the message

- Have you ever used data in your advocacy work?

- How do you think data and evidence could strengthen your existing advocacy activities?

5 min KEY TAKE AWAYS FOR MODULE ONE

Facilitator tip:

Display and explain the following to the participants. (Refer to PPT slide 33)

→ Data can be categorized into two types of qualitative data (uses narrative) and quantitative data (uses statistics).

→ Data-driven advocacy enables young people to hold decision-makers accountable for the commitments they have made towards sustainable development, through⁴ the use of data they generate from their peers and from relevant national, regional and global sources.

MODULE 2

WHERE AND HOW TO ACCESS DATA



Learning objectives

- Participants are introduced to some global, national and local level data sources
- Participants understand the difference between primary and secondary data sources
- Participants understand the political nature of data and the concept of data gaps

Materials needed: Internet access, laptop, projector, printed handouts of global, regional and national sources of data, flipcharts and markers

Method of delivery: Presentation, group work, reflection exercise



Session plan

10
min

Recap session

Use an icebreaker to convene participants and have a recap session on what they learnt in the first topic on data and data-driven advocacy.

Icebreaker

How to play: The participants sit in a circle on chairs, except one person who stands in the centre. Everybody is assigned the name of a fruit. It is important that there is more than one person with each fruit name. The person in the middle calls out the name of a fruit and everyone with that fruit has to stand up and find a new chair, while the person in the middle tries to find a chair to sit on. The person in the middle calls out fruit names until they finds a chair of their own. The person left without a chair stays in the middle and will have to say what they learnt from the previous session before they call out another fruit name. If the person in the middle says "fruit salad," everybody has to find a new chair. Participants cannot return to the same chair they just left.

5
min

Team codes

(Refer to the team codes that were agreed in the previous session) Have participants call them out and record them on a flip chart

5
min

Set up expectations of the session

Make sure objectives are clear about what they will learn in this session as you set expectations.

Set expectations together. You can ask each participant to take a post-it note and write down one thing they would like to get out of the training. Ask them to stick these on a flip chart, group them and read them out.

SESSION 1: DATA SOURCES: GLOBAL, REGIONAL AND LOCAL

20 min

Elaborate to participants (refer to PPT slide 37): there are various ways and means for obtaining the data we want. As gender advocates, it is important to understand where we can source data for advocacy and in some advanced cases, how you develop complementary data through youth-led or participatory research. This is one of the most important steps in our data-driven advocacy journey.

Secondary data sources

Elaborate to participants, (refer to PPT slide 38). This is data collected by someone else other than the one using it. Secondary data sources are already researched, documented and easier to access. Secondary data sources could be in different forms, such as policies, laws, research reports, surveys, policy briefs, interviews, journals, etc. As gender advocates, it is important to understand the most reliable data sources for our advocacy. (Refer to appendix 3A)



Important sources of secondary data

Data source	Examples	Why is it an important source
Government documents/Official statistics	National censuses of population and housing, national household surveys, national employment and labour statistics, banking sector surveys, international trade statistics, socioeconomic surveys, education and health records from relevant government ministries and departments and statistics, national policies and laws.	These sources have the potential to produce reliable data to use because national statistical offices and government agencies, bureaus and departments have legal authority and responsibility to collect, compile, and disseminate data. It is however important to remember the political nature of data and that government sources too can be unreliable.
International sources	These refer to all data sources from outside a country or a territory. Examples include: International multilateral organizations (World Bank, UN agencies (UN Women, UNFPA), Bilateral organizations (USAID, DFID, UKAID): regional and sub-regional bodies and organizations (Economic Commissions, Development Banks), International Nongovernmental and not-for-profit organizations (Plan International, Save the Children) and even the private sector (Facebook, Twitter, BBC, CNN).	These international bodies often have an interest in data, the resources and capacity to collect, compile, produce, and distribute data. In many cases, the data from these organizations are often also collected by official statistical agencies. These data sources are useful to complement available national data or when data is not available locally.
Academic institutions (eg. Universities, research institutes)	Academic and subject specific journals, articles and even student research papers and thesis.	Scholarly journals generally contain reports of original research by experts in specific fields.
National non-governmental sources (eg. NGOs and civil society organizations)	Research reports, surveys, policy briefs, articles, posters.	These are often important sources of data at the local level as many NGOs work in communities, frequently interacting with community members, and have an understanding of the realities at that level.

15
min

Primary data sources

Elaborate to participants, (refer to PPT slide 41). Primary data sources include all data you collect directly from participants to analyse or use first-hand. It can be qualitative or quantitative and includes data from data collection methods such as surveys, interviews, speeches, photographs, etc. Traditionally, our understanding has been that research can only be done by academics and highly educated staff in universities.

However, this has been challenged by youth-led research models, an approach where young people take the lead in collecting data through research on issues of their concern and use the findings to hold leaders accountable in their respective communities. As gender advocates, it is possible to use research and collect data for advocacy.

DATA-DRIVEN ADVOCACY CASE STUDY (INDIA) Stopping gender-based violence through videos

Example: this is an example of a young girl Rekha who used data collected to advocate for the change she wanted to see.

Required: Print and share copies for participants to read through the example

“Before, we only had videos, now we have numbers, too,” says Rekha. “This really helps with our advocacy work.”

In 2010, Rekha joined Video Volunteers (a media rights NGO) as a community volunteer tasked with developing community-driven videos and multi-media content as a way to highlight issues related to gender-based violence and discrimination in the rural areas of Madhya Pradesh in India.

To make her videos, Rekha interviewed impacted individuals, families and community members on a wide range of issues, ranging from domestic and sexual violence to access to maternal health services. The videos prioritized issues previously raised by the community and were later shared with the local government as evidence to call for change.

In an effort to improve her advocacy work, Rekha conducted household surveys as a way to collect data on the prevalence and incidence rates of violence against women in her area. The data were analysed and compared with other states and regions in India, while the results were shared with local media as a means to raise awareness of the issue.

Conducting community campaigns to reduce gender-based violence

What she found is that many women were reluctant to report personal cases of violence and discrimination for fear of negative or harmful repercussions. Based on Rekha’s interviews with women, and after following-up and comparing documented versus undocumented cases, she concluded that women faced fewer problems when they did in fact report any form of misconduct to the police.

In order to improve data collection and increase the number of women who were reporting cases of gender-based violence, rural women of various communities in Madhya Pradesh have formed self-regulated watchdog groups.

In addition to community campaigns, the female-led watchdog groups are trying to encourage the police to join them in their reporting outreach efforts. The groups believe that if police accompany the home visits and explain the legal processes, then there may be an increase in the number of women who report personal cases of violence and discrimination.

Ultimately, Rekha thinks that the government should be held accountable for the violence and discrimination experienced by women in the state, given their duty to protect all citizens. She hopes that the data that they collect and the videos that they make can continue to drive change in the community.

“Fortunately, we see the situation for girls and women improving – we must just continue moving forward,” she concludes.

Source: Video Volunteers

15
min

Activity 2.1 : Secondary and primary data

Facilitator guide:

Divide participants into groups of 4-5, let them sit around a table and attempt the following questions (refer to PPT slide 42).

i) Share experiences where you have ever used secondary data for advocacy.

ii) As gender advocates, what have been the sources of data you use in your advocacy work for gender equality. (Let them select one advocacy issue).

iii) Identify at least three examples of secondary data and primary data. Encourage each group to have an open discussion and select a volunteer to present what they have discussed to the rest of the groups.

5
min

Energizer

Have one participant volunteer to lead an energizer or select from the energizer list in the appendices.



SESSION 2: GENDER DATA SOURCES

40
min

Required for this session:

→ Preset up technology to demonstrate the tools and portals below.

→ Familiarize yourself with the key resources and tools to share with gender advocates.

Elaborate to participants: as young gender advocates it is important to know where you can access data that is related to gender and youth issues, both at global to local levels. Luckily, improved technology and access to the internet has made accessing data easier and faster than ever before.

Below are some of the data sources used globally which compile and simplify data to make it more accessible.

Facilitator guide: Make sure you have a laptop with the webpages for the below examples opened so you can display them as you take participants through them.

Explain two key terms, *indicator and index*, before navigating to the below sites (Refer to PPT slide 44) .

Indicators are measures that show progress toward or achievement of outcomes. They are observable, measurable evidence of change. For example, one of the measures of countries' progress towards gender equality that makes up the SDG Gender Index is the proportion of seats held by women in national parliament.

An *index* is a composite statistic, or compound measure that combines multiple indicators. For example, the Youth Progress Index combines multiple indicators on youth wellbeing to give an overall picture of the quality of life of young people around the world.

1) EM2030 SDG Gender Index- This is a comprehensive tool that measures progress towards gender equality and the Sustainable Development Goals (SDGs) developed by Equal Measures 2030. The Index ranks countries on where they stand on gender equality and allows us to see which countries are making progress and on what issues. It allows you to compare how your country is doing compared to other countries in the world or in your region. It is constructed using 56 indicators or measures of gender equality on issues ranging from education to violence to health and the environment. <https://www.equalmeasures2030.org/2022-sdg-gender-index>

2) Gender Data Portal by the World Bank is a global comprehensive source for the latest sex-disaggregated data and gender statistics covering demography, education, health, access to economic opportunities, public life and decision-making, and agency. <https://genderdata.worldbank.org/>

3) The Organization for economic Cooperation and Development (OECD) and the European Union also have their own data portals for gender-specific data and indicators. Open the link for further learning <http://www.oecd.org/gender/data/>

4) The Demographic and Health Survey (DHS). This is a program that collects, analyses and disseminates accurate representative data on population, gender, health, HIV in over 90 countries. The program has a gender Dashboard which allows you to explore a wide range of gender related data across the themes of education, empowerment, wellness, human dignity, rights and safety. <https://dhsprogram.com/data/visualizations/gender-dashboard.cfm>

5) Open Data Watch is an organization that has developed an Open Data Inventory (ODIN) used in assessing the coverage and openness of official statistics in more than 180 countries worldwide to help governments identify and address data gaps, notably related to sustainable development. It provides practical information and assistance in implementing open data policies and systems. <https://odin.opendatawatch.com/>

6) LGBTQI+ Perception index: this is a groundbreaking global survey which documents the lived realities and perceptions of LGBTQI+ people. Going beyond mere measurement of laws and protections, the Perception Index gives voice to LGBTQI+ people worldwide. The survey focuses on safety, acceptance, and levels of discrimination. <https://www.lgbtqi-perceptionindex.org/>

7) Youth Progress Index (YPI). The Youth Progress Index (YPI), first released in 2018, is the most comprehensive measure of the quality of life of young people in more than 150 countries around the world. Using global data, the YPI asks and answers the most important questions about the wellbeing of young people. The Youth Progress Index 2021 fully ranks 150 countries, and 18 additional countries partially. It comprises 58 social and environmental indicators. <https://youthprogressindex.org/>



DISCOVER MORE: RELEVANT DATA SOURCES

Some of the relevant indices for global and regional data sources that can be useful for gender advocates to visit and access data.

Global

→ UNICEF Data Portal – UNICEF

<https://data.unicef.org>

→ Global Gender Gap Index – World Economic Forum

<https://www.weforum.org/reports/global-gender-gap-report-2023#report-nav>

→ Gender Inequality Index – UN Development Program

<http://hdr.undp.org/en/content/gender-inequality-index-gii>

→ Social Institutions and Gender Index – OECD Development Centre

<https://www.genderindex.org/>

→ Women, Peace and Security Index – Georgetown Institute for Women, Peace and Security

<https://giwps.georgetown.edu/the-index/>

Regional – Africa

→ Afrobarometer

<https://www.afrobarometer.org/>

→ Africa Gender Equality Index – African Development Bank

<https://www.afdb.org/en/documents/africa-gender-index-report-2019-analytical-report>

Regional – MENA

→ Arab barometer

<https://www.arabbarometer.org/>

→ GenTRACK Arab States – UN Women

<https://data.unwomen.org/arab-states/overview>

5
min

Energizer

Have one participant volunteer to lead an energizer or select from the energizer list in the appendices.

30
min

Activity 2.3 Local data sources

Facilitators' guide: Let participants form small groups (between 3 and 4 people per group). Each group should respond to the tasks as listed below (refer to PPT slide 48 and 49). They should write on a flip chart and make a presentation of what they have discussed. Keep your list of relevant local data sources handy to be added to what participants present.

Time: 30 minutes (for discussion and presentation)

Task: Brainstorm the different producers of data within your own country context on flipchart paper: consider government departments, national statistical offices, UN agencies, academic departments/universities/credible NGOs and any other producers that the group identifies.

- 1) List any data sources in your local community that you are aware of.
- 2) Are there any relevant data on an issue you are passionate about in your community? if yes, please list them down
- 3) Are the data sources identified accessible for the community? Especially for young girls?
- 4) How does available data inform us about the status of gender equality in the community?

⁵data.em2030.org

20
min

Data gaps and accessibility

(refer to PPT slides 50 and 51)

Data is also highly political, as it can be used to advance political agendas and spread misinformation. If attention is not paid to data, it can also reflect biases (prejudice against a particular group of people). The political nature of data is a key factor when considering which data are collected, who owns it and who gets to use data.

When data on specific issues are not collected, this results in gaps in data which limit advocates and policymakers' ability to address the issue. For example, the Equal Measures SDG Gender Index does not cover all the world's countries due to gender data gaps; which is the lack of data on women and children and issues that affect women. In the case of the SDG Gender index, dozens of countries, especially small states and states affected by instability, lack data across enough indicators used in the index to be included⁵. There are also many issues that are not captured by the index due to insufficient global data coverage.

While many think data are neutral, this is never the case. This is because collecting, processing, and analysing, including the visualisation of data, involves many decisions and who makes these decisions matters. For example, when essential data on people with disabilities are not collected, it could

reinforce a belief that the group has equal access to services in a country where this is not the case. Another example of how data gaps could affect advocacy and policymaking is when there is a lack of gender-disaggregated data on school performance, which may lead to the assumption that there are no gender differences in specific subject areas that need addressing.

While more gender data needs to be produced, a significant amount of the data that is needed to close the gender data gap already exists out there. What is critical is the need to make data available and more accessible to advocates. As advocates, we can help by pushing for more political support for gender data on the issues that affect young people's lives.

Reflection Discussion

Facilitator guide (refer to PPT slide 52): Let young people sit in a round table of 5-6 and have a discussion around how gender can be political. Let them share situations in which:

- Data can lead to misinformation
- Data can reflect biases such as perpetuating gender gaps, racial bias etc.

5
min

KEY TAKE AWAYS

Facilitator's guide:

Display slide 53 with the following information:

- There are a number of available and reliable data sources for advocacy at the global, regional and local levels.
- Governments at all levels have the responsibility to publish data and make data accessible and communicate the findings in a way that data users can understand and use them.
- Gender advocates can draw on official government statistics that are often already transformed from raw data (e.g., number of women employed) into indicators (e.g., female labour force participation rate).





MODULE 3

DATA STORYTELLING AND COMMUNICATION

Learning objectives

Participants will gain an understanding of how to develop advocacy messages using data, and how to communicate these messages in compelling ways to different audiences. They will:

- Learn how to communicate advocacy messages using data
- Understand the importance of telling stories with data
- Become familiar with different ways of visualizing data

Materials needed: Laptop, projector/screen, pens, notebooks, flip charts, markers, summary handouts of the session.



Session plan

15
min

Recap and expectation setting

Use an icebreaker to convene participants and have a recap session on what they learnt in the second module

5
min

Icebreaker

How to play

- 1) Split participants into teams of at least 6 people. Ask participants to stand facing their team member in a circle and put their hands up
- 2) Give participants the following instructions:
 - a) With your right hand, grab someone's left hand
 - b) With your left hand, grab someone's right hand
 - c) You cannot grab the hands of the people next to you
- 3) Ask teams to untangle themselves without letting the hands go, and try to form a circle
- 4) Ask the first team to do this successfully to provide a short recap of what they learned in the

Note: (You may select any other preferred icebreaker from the appendices)

5
min

Team codes (Refer to the team codes that were agreed in the previous session) Have participants call them out and record them on a flip chart

5
min

Set up expectations of the session

Make sure objectives are clear about what they will learn in this session as you set expectations.

Set expectations together. You can ask each participant to take a post-it note and write down one thing they would like to get out of the training. Ask them to stick these on a flip chart, group them and read them out.

SESSION 1: DATA STORYTELLING & COMMUNICATION

15 min Reflection exercise

Activity 3.1: The aim is for participants to understand the basics of data communication and storytelling

Facilitator guide: Divide your participants in two groups, A and B. Each should consist of 8 to 10 participants. In their respective groups, let them stand in two lines and provide each group with a “message”.

- 1) Provide group A with a short message (which is easier to communicate).
- 2) Provide group B—with a longer message (see both messages below)
- 3) Instruct each group in their respective lines to whisper the message to the next in line until the last one who will have to say the message that was communicated out loud.

Task:

- 1) Explore the experiences between group A and B
- 2) Let them discuss what they have learnt from the activity with regards to messaging and communication
- 3) Let them highlight important things to consider when communicating your story/message

GROUP A message: 7 out of 10 adolescent girls in India experience gender-based violence by the age of 16.

GROUP B message: At the age of 16, many adolescent girls in India face challenges such as sexual abuse, emotional abuse, physical abuse that affects their mental, emotional and physical wellbeing.

20 min

Required: prepare a presentation and provide a handout to the participants, then guide them to understand the following.

How do I use data to tell a good story? (Refer to PPT slide 57)

Data storytelling

Elaborate to the participants (refer to PPT slide 58–59:) Data storytelling means communicating results from data analysis into a visual or narrative that is easily understandable to the target audience. When a story is well told, it attracts the audience’s attention, so they may want to hear more or take action on the issue. Data storytelling is a structured communication approach involving three things: data, visuals and narratives.

In advocacy, data storytelling is among the ways used to communicate the intended message to the audience. As advocates this is what we need to consider when we are developing our data story (refer to PPT slide 60).

- 1) Know your audience. Understanding your audience will help you customize your presentation so that it has an impact and compels your audience to take action. For example: knowing their interests, what they care about.
- 2) Have the right data: Use data as you convey your message, do not allow room for them to question your data.
- 3) Be sure of your data source and use reliable sources.
- 4) Develop your data story. As you develop your data story make sure it has: an objective, an introduction, a main body and a strong conclusion.

5 min

Energizer

Have one participant volunteer to lead an energizer or select from the energizer list in the appendices.

20
min**Activity 3.2**

Let the participants read and discuss the following example and respond to the following questions:

Facilitator's guide: Have the example below printed for participants. (Refer to appendix 6)

1) Ask for a volunteer to read the story out for the rest of the group. Give participants 10 minutes to consider the following questions, then generate a discussion:

- a) Is this a well told story? If yes or no give reasons
 - b) Who is the targeted audience?
- 2) Display other examples of well told stories for participants to learn more (Refer to appendices)



EXAMPLE 3.1 : THE 10-YEAR-OLD GIRL
UNFPA WORLD POPULATION REPORT, 2016.

Here's an example of how story has been combined with data

Age 10 is the beginning of adolescence, when girls start to see life's possibilities expanding – or contracting. As these girls approach puberty, they may begin to exercise more independence and explore new interests. Or they may find themselves increasingly viewed as maids and babysitters, or as commodities to be traded away.

As she moves into adulthood, there are rapid changes in body and brain, and dramatic shifts in what family and society expects of her. Public policies are often blind to the 10-year-old girl, focusing on young children or older adolescents. But if her rights are not well protected, through appropriate laws, services and investments, the chance to bloom in adolescence and become a fully-fledged adult forever slips away.

Almost 6 in 10 girls live in countries where gender norms and practices place them at a significant disadvantage. Compared to their brothers, these girls are less likely to stay in school, more likely to be engaged in child labour, more likely to be married before they turn 18, more likely to experience intimate partner violence, more likely to suffer from complications related to pregnancy and childbearing, and less likely to have a substantive say in household decisions, including about their schooling or health care.

In fact, educating girls has been described as the “world's best investment” because it increases economic opportunity for women and girls, increases a nation's productivity and economic growth and leads to a cycle of healthier, better educated children. Evidence has shown that the more years of education an adolescent girl receives, the later she is likely to marry and begin childbearing. Equally, investing in her health is crucial to economic growth: healthier girls grow up to become healthier women who are in-turn, more productive workers.

Source: *The power of 10: Ten astonishing facts about 10-year-old girls*. UNFPA, 2022 [The power of 10: Ten astonishing facts about 10-year-old girls](https://www.unfpa.org/public-materials/series/power-of-10). ([unfpa.org](https://www.unfpa.org))

Facilitator guide: Project this for participant to see and discussion (Refer to PPT slide 63)

Say: having explored the examples, it is good for you to understand the importance of developing compelling stories with data in the advocacy journey.

Good stories compel people to change

THE WAY WE FEEL

Stories demand an emotional investment

THE WAY WE THINK

Stories pique and hold interest

THE WAY WE ACT

Stories bring energy to the message

THE WAY WE BEHAVE

Stories cause us to take action



SESSION 2: HOW DO I COMMUNICATE DATA?

Elaborate to the participants (Refer to PPT slide 65): having a lot of data is not compelling on its own. In fact, presenting data without a clear, focused advocacy goal can do the opposite - alienate or confuse your target audience. In order to harness the power of data for your cause and convince your decision-makers to support and act, a strong strategy for storytelling is key. It is necessary to consider the following steps:

- 1) The composition of message/ask- What is your ask? (an ask could be; 'Increase the number of girls in high school leadership roles' or 'provide free menstrual products to all young people in schools')
- 2) How to communicate the message
- 3) Data presentation- how to visualize data

10
min

Step 1: Developing your message and asks

Facilitator Guide: Display the below questions (Refer to PPT slide 66-67)

Elaborate to participants: when planning your data-driven advocacy campaign, it's important to get specific about what you are calling for. To do this, you need to develop a specific 'ask/demand' - this is a clear and succinct statement which outlines what you are asking people to do. Your advocacy ask will be part of your messaging, so you need to think about the following:

- > What do you want your decision maker/ target audience to understand?
- > Do I have data that supports this?
- > What do you want your decision maker/ target audience to remember?
- > What are the most important data points I can use?
- > What do you want your decision maker/ target audience to do? (your call to action).

Say: first it's important to think about who you are engaging to determine what you want them to do. The 'what' needs to be an action, and depending on your relationship with them and the power they hold, this 'what' will look different.
 E.g. Good ask: Vote this way on this issue; Sign this petition; Fund this; Tell this person.

Remember: one of the most important parts of your advocacy is how you decide on your message. To be able to communicate effectively, the message needs to be clear, precise and backed up with evidence (data). On the other hand, as you develop your ask remember to be simple and short and use language that is easily understood.

Think: What is the action word?

30 min

Activity 3.3

Facilitator's Guide:

Divide participants in groups of 4-5, provide them with a flip chart/ handouts of the table below so that they can fill it in according to your instructions. They will present what they have discussed to the rest of the team.

Task: Pick one issue of importance to you that you would like to communicate to relevant stakeholders.


i) Write your statement, goal and desired action.

ii) Identify key audiences relevant to the issue

iii) Respond to the questions on the table below.

A strong, data-driven message will be the foundation of your advocacy strategy

- > Be concise and straightforward
- > Avoid the use of complex language or jargon
- > Customise the message to suit your audience each time
- > Include data that justify the need for change
- > Make sure your data are clear and memorable
- > Outline reasons why the change is necessary
- > Clearly state the actions your audience should take
- > Give options and offer solutions
- > Be consistent and stick to one or two key asks



Display the above diagram (Refer to PPT slide 69)

PRIMARY MESSAGE (Describe your statement, goal and action desired) (Refer to appendix 6)				
Audience (listed are examples)	What do they need to understand?	Do I have data that support this? If so, what.	What do they need to remember? (What are the most important data points I can use?)	What do we want them to do?
Members of parliament				
Government				
Climate Orgs				
Young people				

20 min
Session 2:
Communicating
messages using data

How do I communicate data?

Elaborate to the participants: Once you have your ask well developed and target audience identified, you will need to tailor and present your case differently for different audiences. Here are some of the ways you can communicate your message

Facilitators' guide: Display this image on a presentation or on printed handouts for participants. (Refer to PPT slide 72)
 Discuss together with the participants the different ways of communicating your intended message to your audience.

Common ways of communicating advocacy messages with data

Graphs

- > Graphs are a great way to clearly communicate key data and research findings in reports, presentations, blogs etc.
- > There are many types of graphs –including bar charts, line graphs and pie charts. Choose the one that visually communicates your data in the clearest and most simple way.
- > To help the reader understand your graph, make sure to include an explanation to explain the graph

Reports/policy briefs

- > Reports and policy briefs are key tools for advocates. They can include an analysis of the problem that needs addressing and recommendations for action. They usually include data in the form of text and graphs/data visualizations.
- > Policymakers may not always have time to read long documents, so make sure to include a short summary at the start with your key data and advocacy asks.

Stories

- > Personal stories from those affected by the issue you are highlighting are an effective way to get your message across as they appeal to the readers' emotions.
- > In your advocacy materials, you can combine personal stories (qualitative data) with graphs (quantitative data) which will help you win both the 'head' and the 'heart' of policymakers

Facilitator guide: After taking them through this slide, the facilitator guide will display the following examples of presenting data for participants.

EXAMPLES OF PRESENTING DATA

EXAMPLE 3.2

Example of data presented in text form. Global rates of early marriage

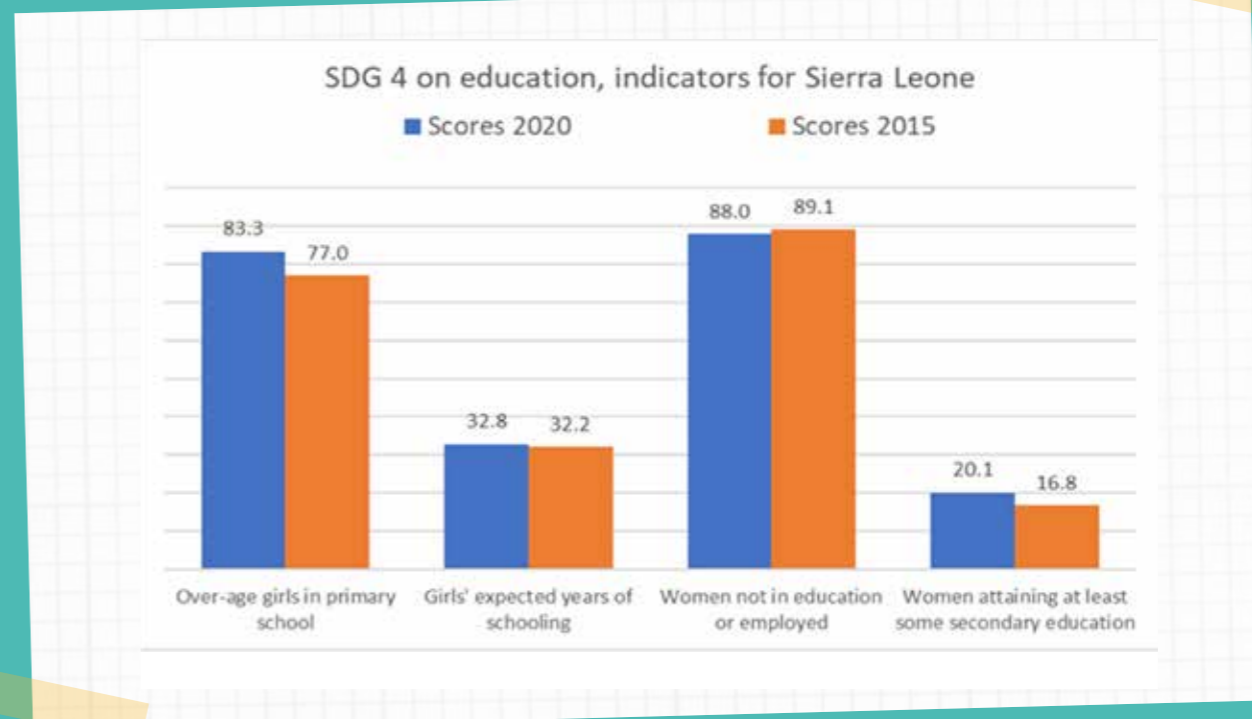
ONE IN EVERY FIVE GIRLS IS MARRIED BY THE AGE OF 18

Worldwide, more than 650 million women alive today were married as children. Every year, at least 12 million girls are married before they reach the age of 18. This is 28 girls every minute. One in every five girls is married, or in union, before reaching age 18. In the least developed countries, that number doubles: 40 per cent of girls are married before age 18, and 12 per cent of girls are married before age 15. The practice is particularly widespread in conflict-affected countries and humanitarian settings.

Source: UNICEF, 2022 (<https://data.unicef.org/topic/child-protection/child-marriage/>)

EXAMPLE 3.3

Example of data being presented in the form of a graph (bar chart). The 2022 SDG Gender Index score for Sierra Leone for the years 2020 and 2015 for four key indicators on SDG 4 (education)



Source: EM2030, 2022 SDG Gender Index

EXAMPLE 3.4

An example of data being presented in a policy brief. Social protection coverage by gender in Sub-Saharan Africa

POLICY BRIEF NO. 24

UN WOMEN

PUTTING GENDER EQUALITY AT THE CENTRE OF SOCIAL PROTECTION STRATEGIES IN SUB-SAHARAN AFRICA: HOW FAR HAVE WE COME?

SUMMARY

Social protection has become an increasingly important part of the social development agenda in sub-Saharan Africa. Comprehensive social protection systems can contribute to poverty eradication and reduced inequalities, stimulate productive activity and economic growth, and create resilience in the face of multiple and recurrent crises—particularly if they work in tandem with other social and labour market policies. Recently, countries in the region have made extensive use of social protection instruments to confront the economic and social fallout of the COVID-19 pandemic. Against this backdrop, this brief analyses the extent to and ways in which countries in the region integrate gender equality and women's empowerment into their social protection efforts, drawing on a unique data set of national social protection strategies from 30 countries in the region, including 14 in West and Central Africa and 16 in East and Southern Africa. It finds that while a significant number of strategies acknowledge gendered risks and vulnerabilities, few include specific actions to address them. The brief concludes with a set of recommendations for increased mainstreaming of gender equality concerns into efforts to build national social protection systems.

Social protection in sub-Saharan Africa: growing momentum, little gender analysis

The number and coverage of social protection programmes in Africa has grown steadily over the past two decades. Emphasis has been on non-contributory schemes, the number of which tripled between 2000 and 2015.² Some countries, such as Cabo Verde and Mauritius, have achieved universal coverage of specific social protection instruments, such as old-age pensions, through a mix of contributory and non-contributory programmes.³ Overall, however, social protection coverage remains low, and plagued by significant gender gaps. In the African region, only 3.9 per cent of women enjoy comprehensive legal coverage compared to 10.8 per cent of men⁴ (see Figure 1), a reflection of vast informal labour markets with women concentrated in the most vulnerable forms of informal employment.

Figure 1:
Proportion of women and men with comprehensive social protection legal coverage

Region	Women (%)	Men (%)
GLOBAL	26.5	34.3
AFRICA (NORTHERN AND SUB-SAHARAN)	3.9	10.8

Source: ILO 2021.

GLOBAL: Women 26.5, Men 34.3

AFRICA (NORTHERN AND SUB-SAHARAN): Women 3.9, Men 10.8

Source: Putting Gender Equality at the Centre of Social Protection Strategies in Sub-Saharan Africa, UN Women (<https://www.unwomen.org/en/digital-library/publications/2021/12/policy-brief-putting-gender-equality-at-the-centre-of-social-protection-strategies-in-sub-saharan-africa>)

EXAMPLE 3.5

Example of data presented in an infographic. Gender sensitive approaches to humanitarian action

MORE PEOPLE HAVE BEEN FORCED TO FLEE THEIR HOMES THAN EVER BEFORE IN RECORDED HISTORY.

GIRLS AND WOMEN MAKE UP HALF OF ANY FORCIBLY DISPLACED POPULATION, SO MEETING THEIR NEEDS SHOULD NEVER BE AN AFTERTHOUGHT.

Safeguarding their health, rights, and wellbeing can lift up entire communities - during crises and well beyond.

...Yet the needs of girls and women are consistently sidelined in humanitarian action, especially when it comes to their sexual and reproductive health and rights (SRHR).

only 5%

In 2014-2015, **only 5%** of all foreign aid to fragile states **targeted gender equality** as a main focus.

Adolescent girls in conflict zones are **90%** more likely to be **out of school** compared to girls in conflict-free countries.

In some crisis-affected countries, **over 70%** of women experience **gender-based violence (GBV)**.

Of the 10 countries with the highest rates of **child marriage**, **9 are in fragile states**.

Source: Scaling Up Gender-Sensitive Humanitarian Action, Women Deliver ([Scaling Up Gender-Sensitive Humanitarian Action – Women Deliver](#))

56

57

5 min Energizer

One volunteer to lead an energizer or select from the energizer pool in the appendices

Data visualization

Elaborate to participants: Data visualization means translating information into a visual context, such as a map or graph, to make data easier for the human brain to understand and pull insights from. In advocacy, data visualization is important because it

can make decision makers understand difficult concepts and be able to understand patterns of an issue. Data visualization means putting a story into numbers, which makes it a powerful tool for sharing and communicating messages.



Guide the participants through the following examples of data visualization, the examples of good practice and suggestions for improvement:

Example 3.6 : Example of data presented as figures and with images. Women in climate change leadership



Source: 2022 SDG Gender Index, Equal Measures 2030 (<https://www.equalmeasures2030.org/2022-sdg-gender-index/>)

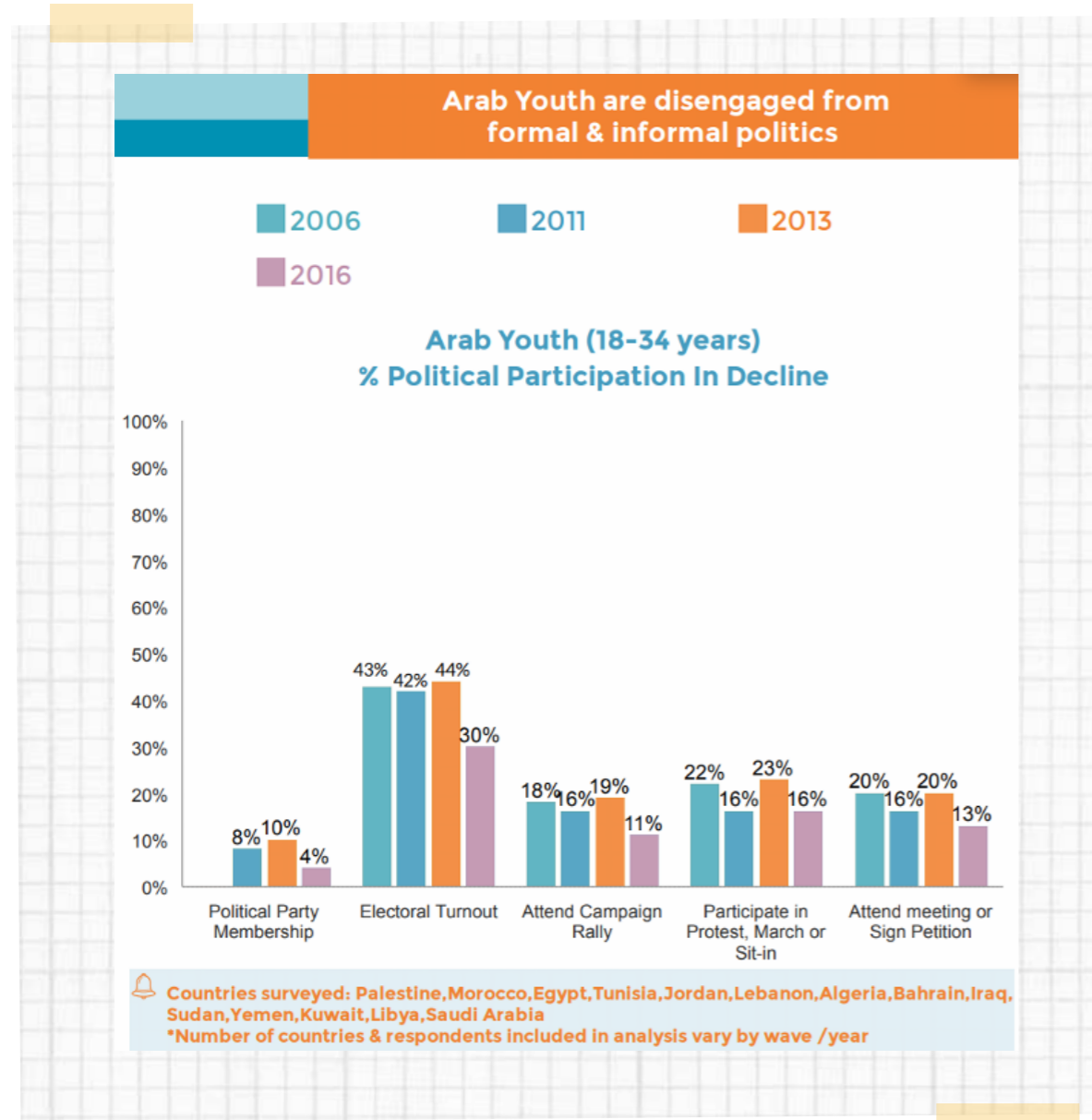
Some examples of good practice:

- a) Using picture elements to draw attention to the message;
- b) Identifying data sources and reference year

Improve by:

- a) Defining terms (such as “some” and “fast”
- b) Adding data labels to bars to reinforce key message
- c) Define how many countries are included.

Example 3.7 : Example of data presented as a bar chart. Political participation of Arab Youth



Source: Arab Barometer 2016 (Arab Youth Keep Away From Politics – Arab Barometer)

Some examples of good practice:

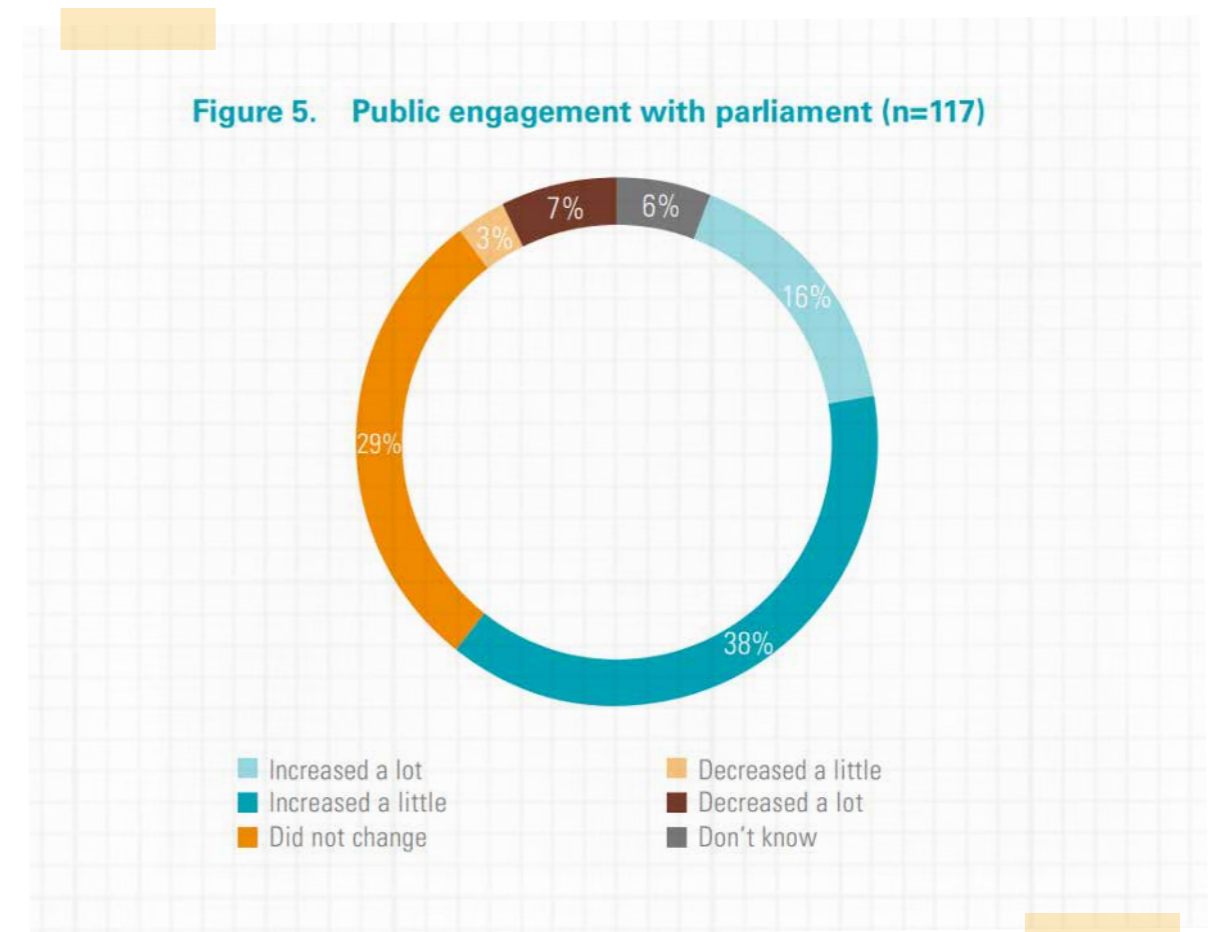
- a) Identifies age group and geographic scope of target group;
- b) Provides data labels and uses full 0-100 scale;
- c) Clear notes provide key information needed to interpret results

Improve by:

- a) Using message as title rather than having several titles

- b) Could drop redundant use of % in data labels to make less crowded visually
- c) Should be a blank space where one reference year is missing (political party membership)
- d) Labels don't use consistent capitalization
- e) Move legend closer to bars and ensure that they are on one horizontal line.

Example 3.8 : Example of data presented as a pie chart. Impact of COVID-19 on public engagement with parliament



Source: World e-parliament Report 2022, Inter-Parliamentary Union (World e-Parliament Report 2022 | Inter-Parliamentary Union (ipu.org))

Some examples of good practice:

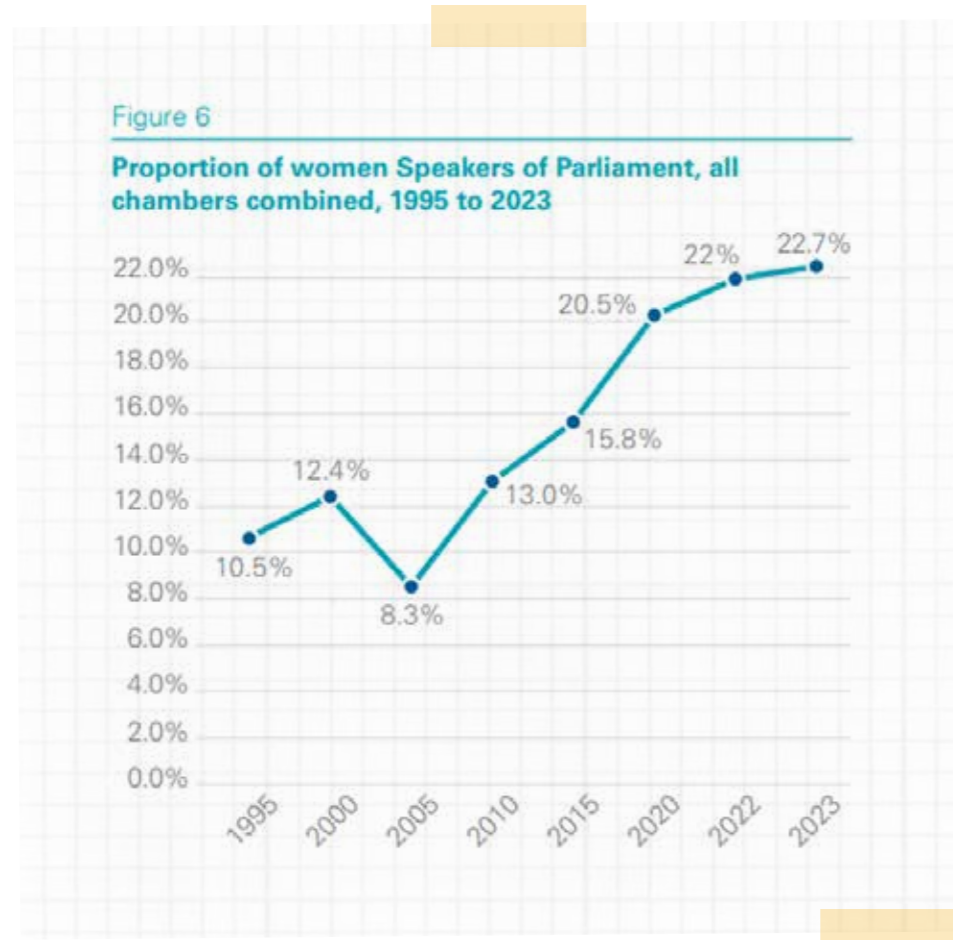
- a) Identifies sample size/number of respondents to survey (117)
- b) Identifies data source and reference year.

Improve by:

- a) Consider using a different type of graph that is better at showing changes.

- b) Define categories (little, a lot) and who/where respondents are/from;
- c) Title could provide a message rather than a description (e.g., Survey results in country x showed that more than half (54%) of respondents engaged with parliament since year y).

Example 3.9 : Example of data presented as a line graph. Proportion of women speakers of parliament globally



Source: Women in Parliament in 2022, Inter-Parliamentary Union ([Women in parliament 2022 | Inter-Parliamentary Union \(ipu.org\)](https://www.ipu.org/women-in-parliament-2022))

Some examples of good practice:

- a) Identifies a clear trend in number of countries with women parliamentary heads/speakers.

Improve by:

- a) Adjusting axis with years so that spacing corresponds with number of years – for example 2022 and 2023 is

- one year but appears the same as 2015 and 2020 which is five year gap
- b) Extend scale to 50% (or gender parity). By compressing the scale, changes can be exaggerated
- c) Identify how many countries are included in data – is it the same number of countries across all years?

20 min Activity 3.4

Facilitator guide: Print/

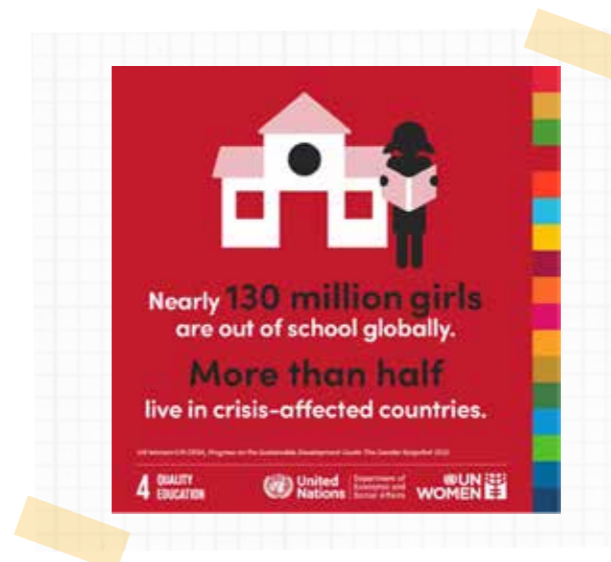
Display the following examples of data visualization. Let your participants sit in groups of 4-5 and respond to the following questions:

i) Why is data visualization important in advocacy work that you do?

ii) Looking at the various examples of data visualization one by one, do you think the example is effective in communicating its message? Why/why not? How would you improve the visualization?

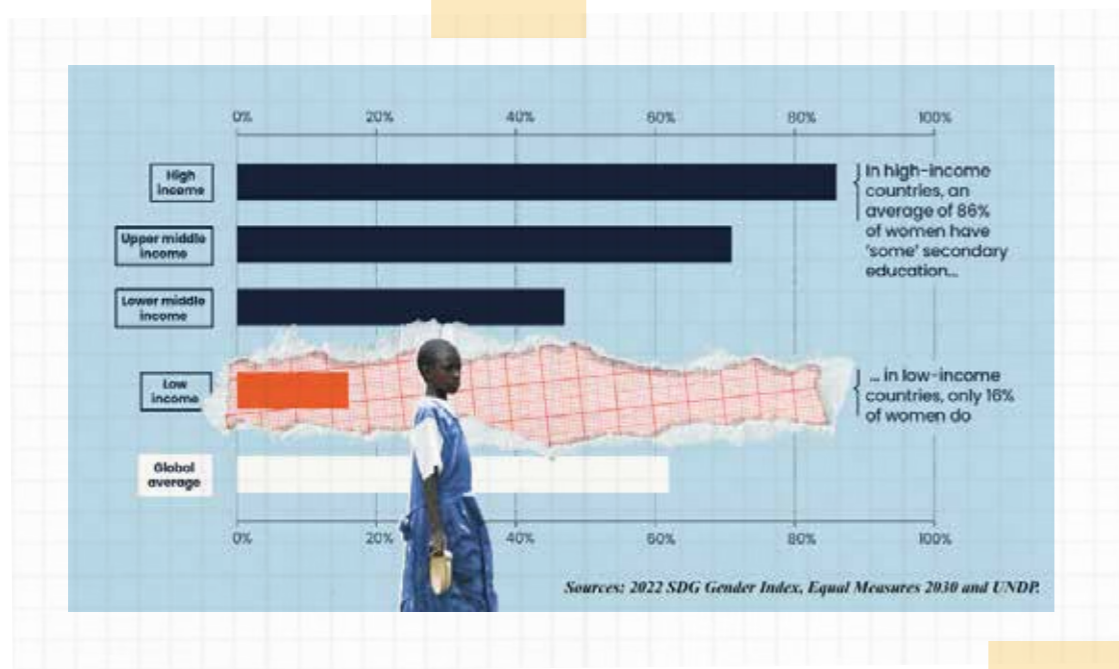
Participants should share what they have discussed

Example 3.10 : Global rates of out of school girls



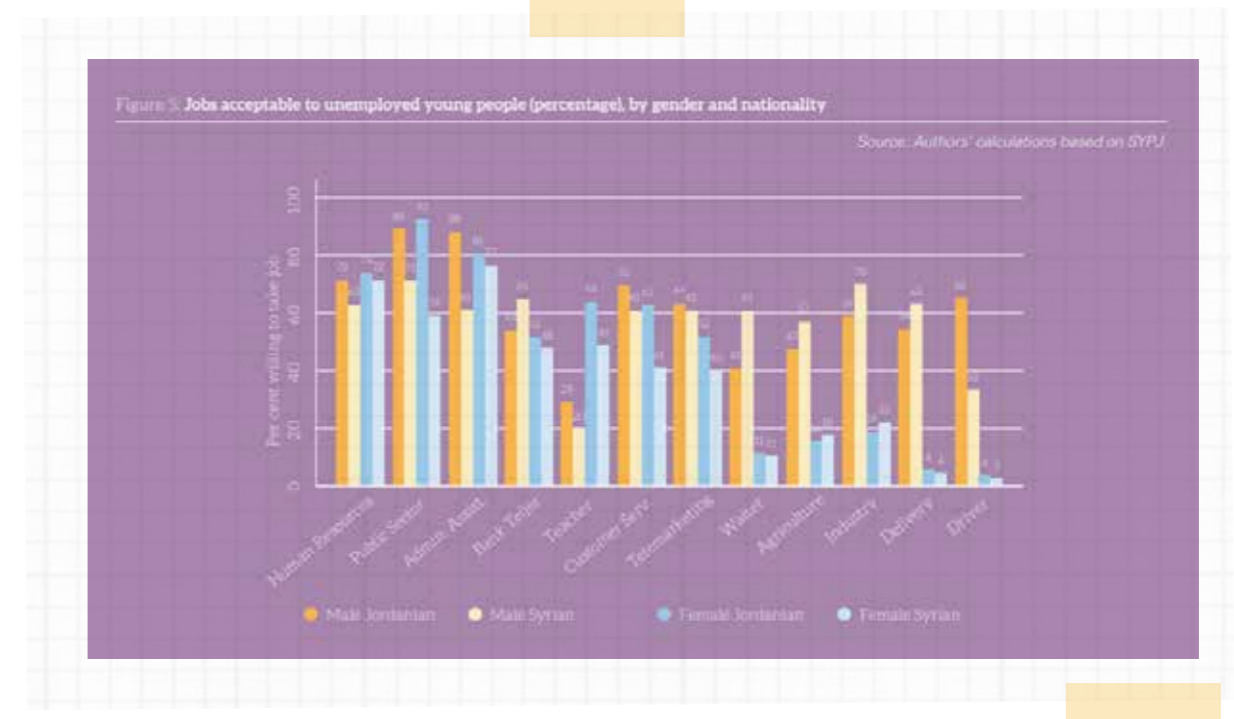
Source: UN Women/UN DESA, Progress on the Sustainable Development Goals, The Gender Snapshot 2022

Example 3.11 : Global rates of secondary education for women according to country's income level



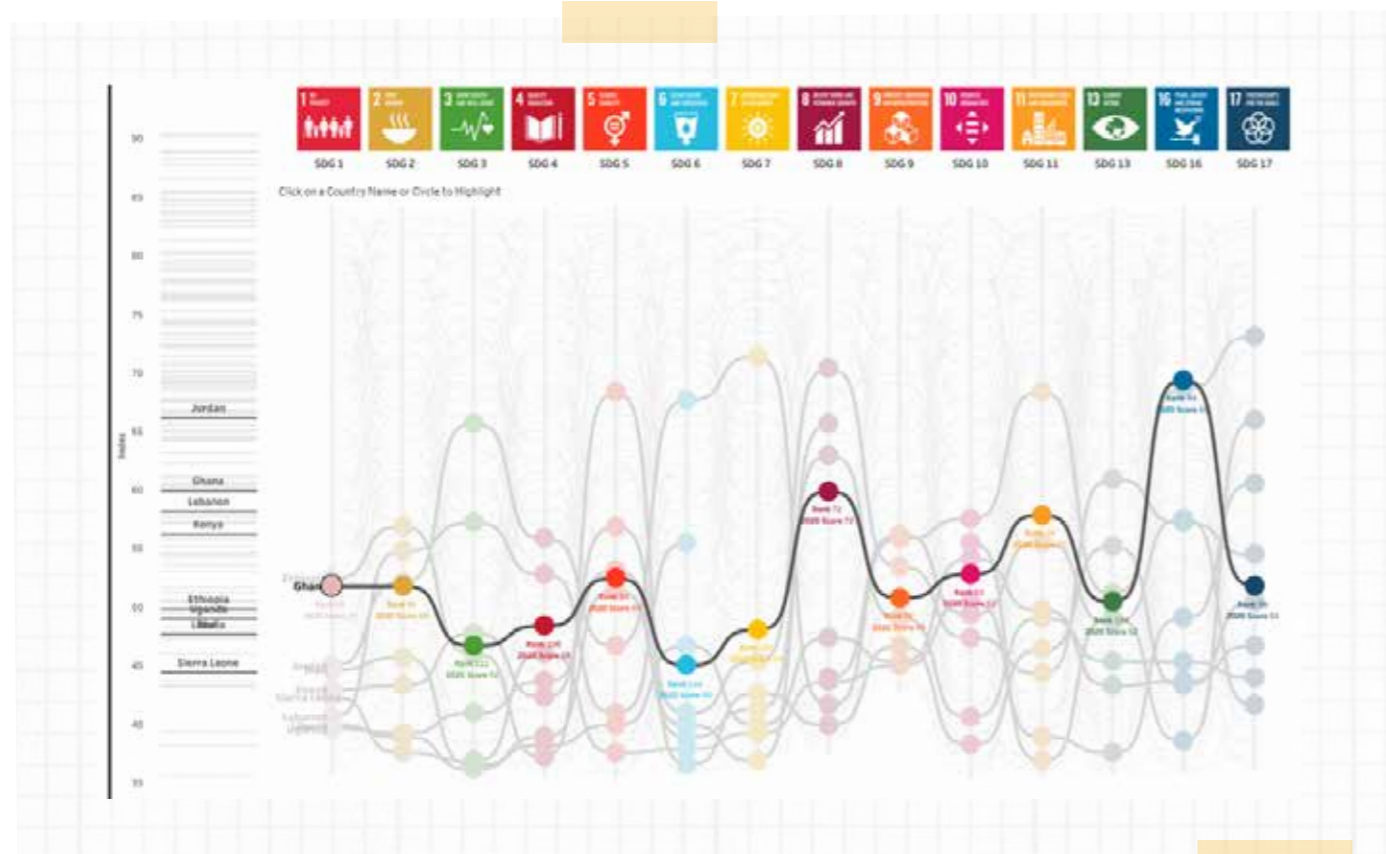
Source: 2022 SDG Gender Index, Equal Measures 2030 (<https://www.equalmeasures2030.org/2022-sdg-gender-index/>)

Example 3.13 : Jobs acceptable to unemployed young people in Jordan by gender and nationality



Source: Barriers to Economic participation for Young People in Jordan, 2021, UNICEF ([Policy Brief- Barriers to Economic Participation for young People in Jordan-English.pdf](https://www.unicef.org/jordan/publications/barriers-to-economic-participation-for-young-people-in-jordan-english) ([unicef.org](https://www.unicef.org/jordan/publications/barriers-to-economic-participation-for-young-people-in-jordan-english)))

Example 3.12: Ghana's ranking on each Sustainable Development Goal (SDG) compared to other She Leads Countries



Source: EM2030, 2022 SDG Gender Index. (<https://www.equalmeasures2030.org/2022-sdg-gender-index/>)

15 min Icebreaker

This final activity is designed to allow participants to share how they are feeling having completed all three modules.

2) Put these on a table or on the floor and ask participants to pick on based on how they are feeling at this point in the training course

1) Bring in a box of interesting objects or a set of postcards

3) Ask each participant to explain to the others why they chose that object or pictures. Do not ask questions or discuss, just allow the group to listen

20 min Post test

Administer the post workshop survey to the participants (see appendix 2)

APPENDICES



APPENDIX 1: ENERGIZERS AND ICEBREAKERS

Below is a list of icebreakers and energizers that can be used by the facilitator to make sure participants are engaged throughout the sessions.

1. Pass the sound

Materials: none
Players: 6–20
Time: 5 minutes

How to play: Instruct participants to stand in a circle. Begin by ‘throwing’ an imaginary object to another participant and making a sound as you throw. (The sound can be anything from animal noises to silly sounds.). The person catching the object has to imitate the tossed sound and throw it to someone new with a new sound. Repeat until all participants have been included.

2. Superpowers

Materials: none
Players: 6–20
Time: 20 minutes

How to play: Have participants stand or sit in a circle so that they can see one another. Explain that each has a superpower (a special quality or strength) that makes their organization/

family/community stronger. These superpowers are important to our personal lives and our work as advocates. Our superpowers are different but complementary. Give participants a moment to silently think about what their superpower is. If needed, prompt with examples, such as being “a good listener,” “a trusted community member,” “an animal lover,” or “a strong public speaker.” Model the following statement: “My name is ____, and my superpower is ____.” Include information about location or organization if relevant. Ask participants to share their name and superpower. If desired, ask participants to end their statement with a gesture, stance, or action that makes them feel powerful.

3. Happy slapping

Materials: a rolled newspaper and chairs for everyone
Players: 6–15
Time: 10–15 minutes

How to play: Everyone is sitting in a circle except for one person, who

is standing in the middle. Everyone including the person in the middle present themselves by their name. One person starts saying a name of someone in the circle and the person in the middle has to hit that person with the newspaper before that person says a new name. If you get hit before saying a new name/saying a wrong name/the name of the person in the middle you get the newspaper and have to be in the middle. When changing from being in the middle you are the one who starts saying a new name. You have to say the new name just before you sit down. If you sit down first the new person in the middle can hit you.

Good when: This game is a lot of fun with made up names too.

4. Penguins and flamingos

Materials: None
Players: 10–100
Time: 10 min

How to play: Choose a penguin. The penguin shuffles round quickly and penguin like, arms by their side. Everyone else is a flamingo and can only move slowly, gracefully, swooping their wings. The penguin has to catch the flamingos. When a flamingo is caught it miraculously becomes a penguin and madly shuffles round catching flamingos until everyone is a penguin.

Good when: you need some energy

5. Atomic game

Materials: none
Players: 10–100
Time: 10 min.

The facilitator of the game explains that atoms (groups of people) consisting of x amount of people (depending on groups size) need to be created. If there are 11 participants and the facilitator says that atoms are four people, all participants attempt to form groups of four, and those left in a group of three are out of the game. 8 people are then left. The facilitator says that atoms of three people need to be formed, and again two people lose. The winners are the last two people to stay in the game.

Good when: you need some energy.

6. Name and adjective

Materials: none
Players: 10–100
Time: 10 min

One person says their name with an adjective describing themselves starting with the same letter as their name, eg ‘talkative Tom’. The next person must say the name of all the people before and then add their own.

7. Partner up

Materials: pens and papers

Players: 10-100

Time: 10 min.

Hand out pens and paper to all participants. Instruct the group to partner up and talk to each other for 5 minutes, then introduce their partner to the rest of the group.

Questions to ask could include:

- What is your name?
- How old are you?
- Where do you come from?
- What are your interests?
- Why did you sign up for this training?



APPENDIX 2: PRE AND POST WORKSHOP SURVEYS

PRE WORKSHOP SURVEY

Facilitators: Provide all participants with copies, the aim is to get insights into their advocacy experience and their existing knowledge and capacity in data-driven advocacy, so that there is proper planning and effective workshop.

By totalling the number of points allocated to each question for each part, you can quickly assess which part should be priorities for your group's learning.

Participants: Please rate how confident you feel about each statement, with 1 = Not very confident and 4 = very confident, or 0=Not sure

Part one

- 0 1 2 3 4 I can explain what 'data' means.
- 0 1 2 3 4 I know how to identify what are data and what are not data.
- 0 1 2 3 4 I know what 'data-driven advocacy' means.
- 0 1 2 3 4 I can name different types of data.
- 0 1 2 3 4 I know how to effectively use data to influence decision making.
- 0 1 2 3 4 I know the importance of data in effective advocacy.
- 0 1 2 3 4 I am familiar with a range of indicators related to my advocacy issue.

TOTAL :

Part two

- 0 1 2 3 4 I know where to find data for my advocacy issue.
- 0 1 2 3 4 I am aware of most of global and regional data sources on gender.
- 0 1 2 3 4 I am aware of a range of data sources in my country.
- 0 1 2 3 4 I know how to organize, analyze and extract meaning from data.
- 0 1 2 3 4 I know what gender data is and their importance for progressing gender equality.
- 0 1 2 3 4 I know many sources where I can get gender related data.

TOTAL :

Part three

- 0 1 2 3 4 I know how to use storytelling to communicate my message/ask.
- 0 1 2 3 4 I can communicate data and evidence in a compelling way for advocacy.
- 0 1 2 3 4 I understand what makes data-driven messaging effective.
- 0 1 2 3 4 I can confidently create a data-driven advocacy message targeted at a specific audience.
- 0 1 2 3 4 I know how to leverage data to influence the various stages of the policy-making process.
- 0 1 2 3 4 I understand how best to use data and evidence to influence decision makers.
- 0 1 2 3 4 I am familiar with the key components of a data-driven advocacy plan.
- 0 1 2 3 4 I know what immediate steps to take in order to begin integrating data and evidence into my advocacy.

TOTAL :

What type of advocacy activities do you do now?

- Community awareness raising
- Peer educating
- Dialogues and meetings with decision makers
- Rallies or demonstrations
- Television, radio, and/or newspaper outreach
- Online and/or social media outreach
- Communication with decision-makers (letters, petitions)
- Other (please specify)

Have you previously used data in your advocacy? If yes, explain how

What new skills do you hope to build in the workshop?

What impact do you hope your participation in the workshop will have on your advocacy?

What questions do you have for facilitators prior to the workshop?

POST WORKSHOP SURVEY

Post workshop survey will help you know the level of knowledge change of the participants, their views on

the facilitation modality, and where they think they still need capacity development.

*Not Sure: 0 / Not confident: 1 / Somewhat confident: 2 / Confident: 3
Very confident: 4*

Part one

- 0 1 2 3 4 I can explain what 'data' means.
- 0 1 2 3 4 I know how to identify what is data and what is not data.
- 0 1 2 3 4 I know what 'data-driven advocacy' means.
- 0 1 2 3 4 I can name different types of data.
- 0 1 2 3 4 I know how to effectively use data to influence decision making.
- 0 1 2 3 4 I know the importance of data in effective advocacy.
- 0 1 2 3 4 I am familiar with a range of indicators related to my advocacy issue.

TOTAL :

Part two

- 0 1 2 3 4 I know where to find data for my advocacy issue.
- 0 1 2 3 4 I am aware of most of global and regional data sources on gender.
- 0 1 2 3 4 I am aware of a range of data sources in my country.
- 0 1 2 3 4 I know how to organize, analyze and extract meaning from data.
- 0 1 2 3 4 I know what gender data are and their importance for progressing gender equality.
- 0 1 2 3 4 I know many sources where I can get gender related data.

TOTAL :

Part three

- 0 1 2 3 4 I know how to use storytelling to communicate my message/ask.
- 0 1 2 3 4 I can communicate data and evidence in a compelling way for advocacy.
- 0 1 2 3 4 I understand what makes data-driven messaging effective.
- 0 1 2 3 4 I can confidently create a data-driven advocacy message targeted at a specific audience.
- 0 1 2 3 4 I know how to leverage data to influence the various stages of the policy-making process.
- 0 1 2 3 4 I understand how best to use data and evidence to influence decision makers.
- 0 1 2 3 4 I am familiar with the key components of a data-driven advocacy plan.
- 0 1 2 3 4 I know what immediate steps to take in order to begin integrating data and evidence into my advocacy.

TOTAL :

Please rate your agreement or disagreement with the following statements:

Strongly Disagree: 1 / Disagree: 2 / Not Sure: 3 / Agree: 4 / Strongly Agree: 5

- 0 1 2 3 4 The time was used effectively.
- 0 1 2 3 4 The content was applicable to my life or work.
- 0 1 2 3 4 The activities were engaging and inclusive.
- 0 1 2 3 4 The facilitators were accessible and easy to communicate with.
- 0 1 2 3 4 The facilitation was of high quality.
- 0 1 2 3 4 The material was of high quality.
- 0 1 2 3 4 The facilities were of high quality.
- 0 1 2 3 4 There was sufficient time to network and socialize.
- 0 1 2 3 4 I felt heard and respected throughout the workshop.

Please rate your agreement or disagreement with the following statements:

Strongly Disagree: 1 / Disagree: 2 / Not Sure: 3 / Agree: 4 / Strongly Agree: 5

- I have learnt new skills as a result of the workshop.
- I have learnt new information as a result of the workshop.
- I feel better positioned to use data to influence the government on gender equality.
- I have increased access to data on gender equality.
- I will use information, activities, or tools from this workshop in my advocacy.
- I will share information, activities, or tools from this workshop with others.
- I will continue to communicate with other workshop participants and work with them to make my advocacy more effective.
- I am better equipped to develop and execute data-driven advocacy strategies targeting diverse audiences.
- I will develop and put in place a data-driven advocacy strategy or campaign in the next three months.

What was the most useful information that you learned in this workshop?

What was the most useful skill that you built in this workshop?

What impact will your participation in the workshop have on your advocacy?

What other skills or information will you need to learn to be a successful data-driven advocate?

APPENDIX 3: DATA EXAMPLES – MODULE 1

Example 1.1 : Data presented in text form. Intimate partner violence in Southeast Asia

IN SOUTH ASIA, 245 MILLION WOMEN AGES 15 AND ABOVE HAVE EXPERIENCED INTIMATE PARTNER VIOLENCE IN THE LAST 12 MONTHS.

More than 1 in 4 women (26%) aged 15 years and older have suffered violence at the hands of their partners at least once since the age of 15. WHO estimates that 641 million women have been affected. And an estimated 245 million (or 10% of women ages 15 and above) have experienced IPV (Intimate Partner Violence) in the last 12 months alone.

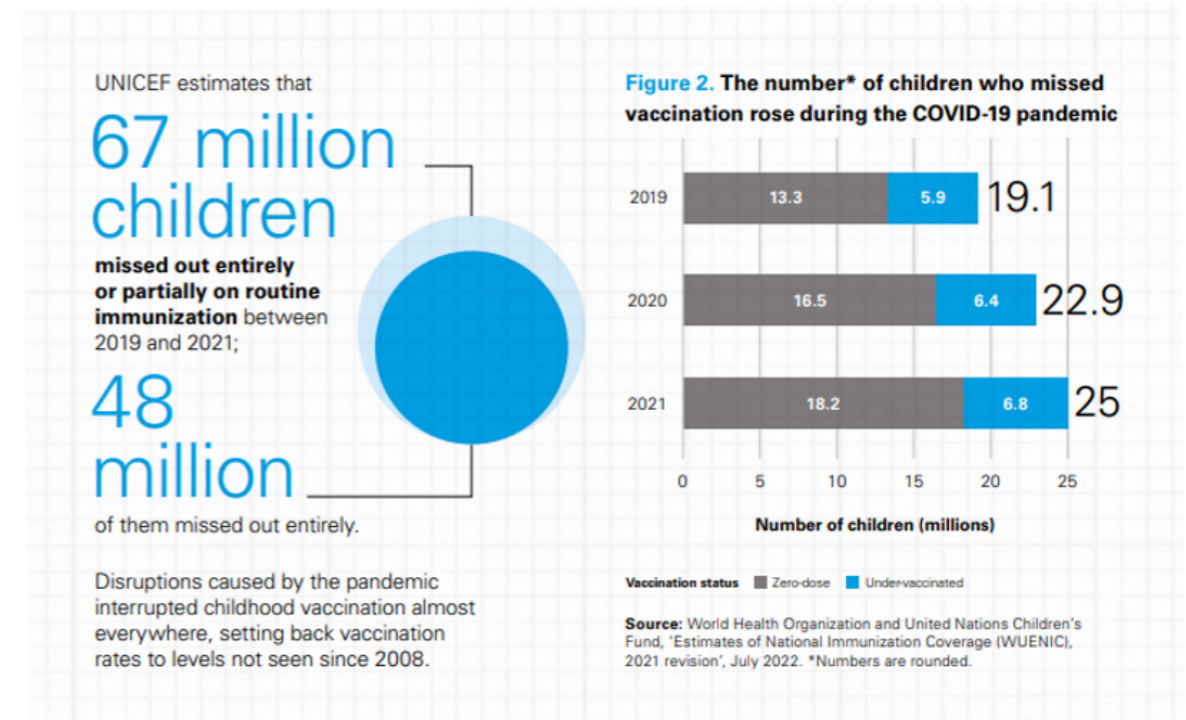
Source: Violence Against Women Prevalence Estimates 2018, World Health Organization (<https://www.who.int/publications/i/item/9789240022256>)

Example 1.2 : Data presented as an infographic. The economic impact of child marriage globally



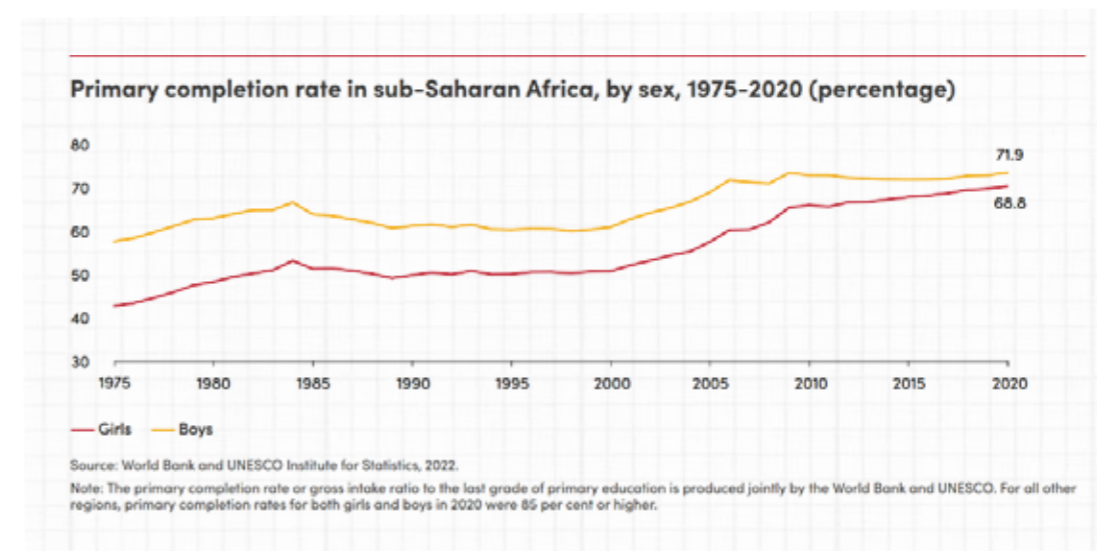
Source : Putting a Price Tag on Child Marriage, The World Bank and International Centre for Research on Women (Infographic: [Putting a Price Tag on Child Marriage](https://www.worldbank.org/) (worldbank.org))

Example 1.3 : Data presented in figures and charts. Impact of COVID-19 on routine vaccinations of children globally



Source: State of the World's Children report 2023, UNICEF ([The State of the World's Children 2023 | UNICEF](https://www.unicef.org/state-of-the-worlds-children-2023))

Example 1.4 : Data presented as a line graph. Primary school completion in Sub-Saharan Africa



Source: Progress on the Sustainable Development Goals: The gender snapshot 2022, UN Women, 2022 ([Progress on the Sustainable Development Goals: The gender snapshot 2022 | Publications | UN Women – Headquarters](https://www.unwomen.org/en/news/stories/2022/10/progress-on-the-sustainable-development-goals-the-gender-snapshot-2022))

APPENDIX 4: IMPORTANT SOURCES OF SECONDARY DATA

Data source	Examples	Why is it an important source
Government documents/Official statistics	National censuses of population and housing, national accounts: labour statistics: money and banking and international trade statistics: education and health records and statistics, national policies and Laws	These sources have the potential to produce reliable data to use because national statistical offices and government agencies, bureaus and departments have legal authority and responsibility to collect, compile, and disseminate data. It is however important to remember the political nature of data and that government sources too can be unreliable.
International sources	These refer to all data sources from outside a country or a territory. Examples include: International multilateral organizations (World Bank, UN agencies (UN Women, UNFPA), Bilateral organizations (USAID, DFID, UKAID): regional and sub-regional bodies and organizations (Economic Commissions, Development Banks), International Nongovernmental and not-for-profit organizations (Plan International, Save the Children) and even private sector (Facebook, Twitter, BBC, CNN)	These international bodies often have an interest in data, the resources and capacity to collect, compile, produce, and distribute data. In many cases, the data from these organizations are often also collected by official statistical agencies. These data sources are useful to complement available national data or when data is not available locally.
Academic institutions (eg. Universities, research institutes)	Scholarly journals, articles,	Scholarly journals generally contain reports of original research by experts in specific fields
National non-governmental sources (eg. NGOs and civil society organizations)	Research reports, surveys, policy briefs, articles, posters	These are often important sources of data at the local level as many NGOs work in the communities, frequently interacting with community members, and have an understanding of the realities at that level.

APPENDIX 5: DATA-DRIVEN ADVOCACY CASE STUDY

Stopping gender-based violence through videos

“Before, we only had videos, now we have numbers, too,” says Rekha. “This really helps with our advocacy work.” In 2010, Rekha joined Video Volunteers (a media rights NGO) as a community volunteer tasked with developing community-driven videos and multi-media content as a way to highlight issues related to gender-based violence and discrimination in the rural areas of Madhya Pradesh in India.

To make her videos, Rekha interviewed impacted individuals, families and community members on a wide range of issues, ranging from domestic and sexual violence to access to maternal health services. The videos prioritized issues previously raised by the community and were later shared with the local government as evidence to call for change.

In an effort to improve her advocacy work, Rekha conducted household surveys as a way to collect data on the prevalence and incidence rates of violence against women in her area. The data were analysed and compared with

other states and regions in India, while the results were shared with local media as a means to raise awareness of the issue.

Conducting community campaigns to reduce gender-based violence

What she found is that many women were reluctant to report personal cases of violence and discrimination for fear of negative or harmful repercussions. Based on Rekha’s interviews with women, and after following-up and comparing documented versus undocumented cases, she concluded that women faced fewer problems when they did in fact report any form of misconduct to the police.

In order to improve data collection and increase the number of women who were reporting cases of gender-based violence, rural women of various communities in Madhya Pradesh have formed self-regulated watchdog groups.

In addition to community campaigns, the female-led watchdog groups are trying to encourage the police to join them in their reporting outreach efforts. The groups believe that if police

accompany the home visits and explain the legal processes, then there may be an increase in the number of women who report personal cases of violence and discrimination.

Ultimately, Rekha thinks that the government should be held accountable for the violence and discrimination experienced by women in the state,

given their duty to protect all citizens. She hopes that the data that they collect and the videos that they make can continue to drive change in the community.

“Fortunately, we see the situation for girls and women improving – we must just continue moving forward,” she concludes.

APPENDIX 6: ACTIVITY: HOW TO EFFECTIVELY DEVELOP AN ADVOCACY MESSAGE

PRIMARY MESSAGE (Describe your statement, goal and action desired)				
Audience (listed are examples)	What do they need to understand?	Do I have data that supports this? If so, what.	What do they need to remember? (What are the most important data points I can use?)	What do we want them to do?
Members of parliament				
Government				
Climate Orgs				
Young people				

APPENDIX 6: DATA EXAMPLES – MODULE 3

Example 3.1 : The 10-year-old girl – UNFPA World Population Report, 2016.

Here's an example of how story has been combined with data.

Age 10 is the beginning of adolescence, when girls start to see life's possibilities expanding – or contracting. As these girls approach puberty, they may begin to exercise more independence and explore new interests. Or they may find themselves increasingly viewed as maids and babysitters, or as commodities to be traded away.

As she moves into adulthood, there are rapid changes in body and brain, and dramatic shifts in what family and society expects of her. Public policies are often blind to the 10-year-old girl, focusing on young children or older adolescents. But if her rights are not well protected, through appropriate laws, services and investments, the chance to bloom in adolescence and become a fully-fledged adult forever slips away.

Almost six in 10 girls live in countries where gender norms and practices place them at a significant disadvantage. Compared to their brothers, these girls are less likely to stay in school, more likely to be engaged in child labour, more likely to be married before they turn 18, more likely to experience intimate partner violence, more likely to suffer from complications related to pregnancy and childbearing, and less likely to have a substantive say in household decisions, including about their schooling or health care.

In fact, educating girls has been described as the “world's best investment” because it increases economic opportunity for women and girls, increases a nation's productivity and economic growth and leads to a cycle of healthier, better educated children. Evidence has shown that the more years of education an adolescent girl receives, the later she is likely to marry and begin childbearing.

Equally, investing in her health are crucial to economic growth: healthier girls grow up to become healthier women who are in-turn, more productive workers.

Source : « The power of 10: Ten astonishing facts about 10-year-old girls » (Le pouvoir des enfants de 10 ans : dix faits étonnants sur les filles de 10 ans). FNUAP, 2022 The power of 10: Ten astonishing facts about 10-year-old girls (unfpa.org)

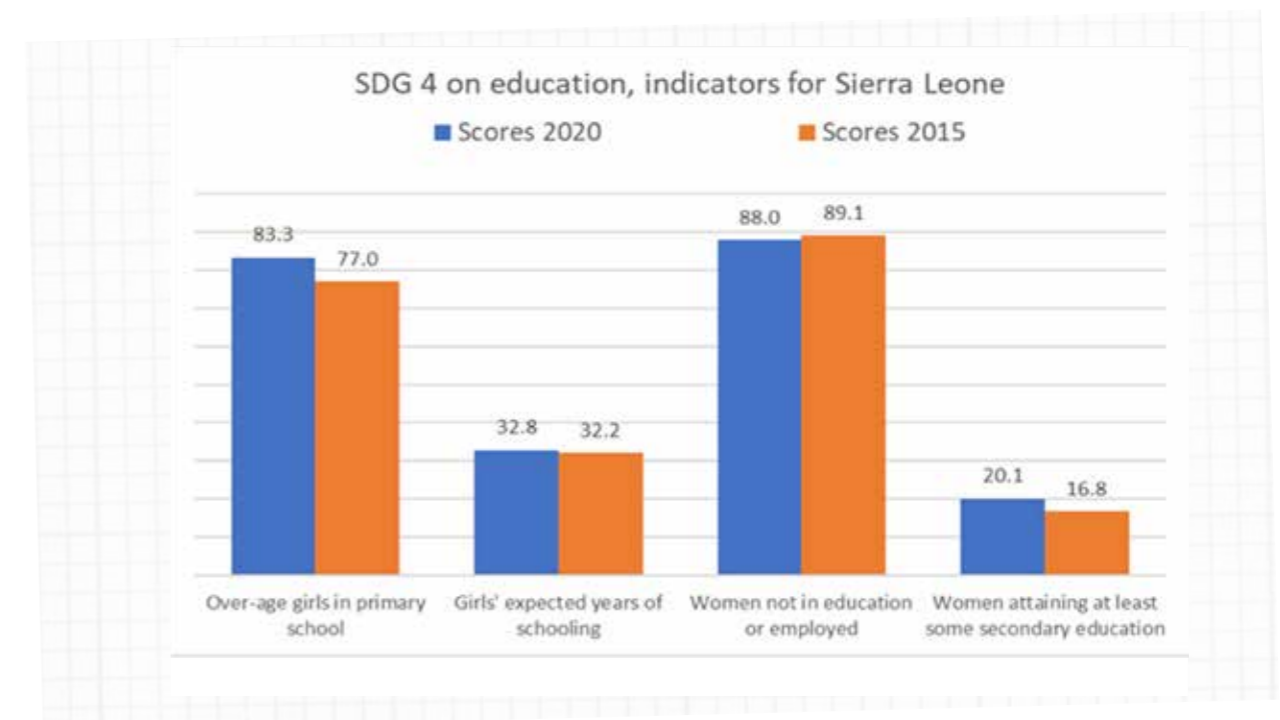
Example 3.2 : Example of data presented in text form. Global rates of early marriage

ONE IN EVERY FIVE GIRLS IS MARRIED BY THE AGE OF 18

Worldwide, more than 650 million women alive today were married as children. Every year, at least 12 million girls are married before they reach the age of 18. This is 28 girls every minute. One in every five girls is married, or in union, before reaching age 18. In the least developed countries, that number doubles: 40 per cent of girls are married before age 18, and 12 per cent of girls are married before age 15. The practice is particularly widespread in conflict-affected countries and humanitarian settings.

Source: UNICEF, 2022 (<https://data.unicef.org/topic/child-protection/child-marriage/>)

Example 3.3 : Example of data being presented in the form of a graph (bar chart). The 2022 SDG Gender Index score for Sierra Leone for the years 2020 and 2015 for four key indicators on SDG 4 (education)



Source: EM2030, 2022 SDG Gender Index

Example 3.4 : An example of data being presented in a policy brief. Social protection coverage by gender in Sub-Saharan Africa

POLICY BRIEF NO. 24

UN WOMEN

PUTTING GENDER EQUALITY AT THE CENTRE OF SOCIAL PROTECTION STRATEGIES IN SUB-SAHARAN AFRICA: HOW FAR HAVE WE COME?

SUMMARY

Social protection has become an increasingly important part of the social development agenda in sub-Saharan Africa. Comprehensive social protection systems can contribute to poverty eradication and reduced inequalities, stimulate productive activity and economic growth, and create resilience in the face of multiple and recurrent crises—particularly if they work in tandem with other social and labour market policies. Recently, countries in the region have made extensive use of social protection instruments to confront the economic and social fallout of the COVID-19 pandemic. Against this backdrop, this brief analyses the extent to and ways in which countries in the region integrate gender equality and women’s empowerment into their social protection efforts, drawing on a unique data set of national social protection strategies from 30 countries in the region, including 14 in West and Central Africa and 16 in East and Southern Africa. It finds that while a significant number of strategies acknowledge gendered risks and vulnerabilities, few include specific actions to address them. The brief concludes with a set of recommendations for increased mainstreaming of gender equality concerns into efforts to build national social protection systems.

Social protection in sub-Saharan Africa: growing momentum, little gender analysis

The number and coverage of social protection programmes in Africa has grown steadily over the past two decades. Emphasis has been on non-contributory schemes, the number of which tripled between 2000 and 2015.¹ Some countries, such as Cabo Verde and Mauritius, have achieved universal coverage of specific social protection instruments, such as old-age pensions, through a mix of contributory and non-contributory programmes.² Overall, however, social protection coverage remains low, and plagued by significant gender gaps. In the African region, only 3.9 per cent of women enjoy comprehensive legal coverage compared to 10.8 per cent of men³ (see Figure 1), a reflection of vast informal labour markets with women concentrated in the most vulnerable forms of informal employment.

Figure 1: Proportion of women and men with comprehensive social protection legal coverage

Region	Women (%)	Men (%)
GLOBAL	26.5	34.3
AFRICA (NORTHERN AND SUB-SAHARAN)	3.9	10.8

Source: ILO 2021.

Source: Putting Gender Equality at the Centre of Social Protection Strategies in Sub-Saharan Africa, UN Women (<https://www.unwomen.org/en/digital-library/publications/2021/12/policy-brief-putting-gender-equality-at-the-centre-of-social-protection-strategies-in-sub-saharan-africa>)

Example 3.5 : Example of data presented in an infographic. Gender sensitive approaches to humanitarian action

GIRLS AND WOMEN MAKE UP HALF OF ANY FORCIBLY DISPLACED POPULATION, SO MEETING THEIR NEEDS SHOULD NEVER BE AN AFTERTHOUGHT.

More people have been forced to flee their homes than ever before in recorded history.

Safeguarding their health, rights, and wellbeing can lift up entire communities - during crises and well beyond.

...Yet the needs of girls and women are consistently sidelined in humanitarian action, especially when it comes to their sexual and reproductive health and rights (SRHR).

only 5%
In 2014-2015, **only 5%** of all foreign aid to fragile states **targeted gender equality** as a main focus.

Adolescent girls in conflict zones are **90%** more likely to be **out of school** compared to girls in conflict-free countries.

In some crisis-affected countries, **over 70%** of women experience **gender-based violence (GBV).**

Of the 10 countries with the highest rates of **child marriage, 9 are in fragile states.**

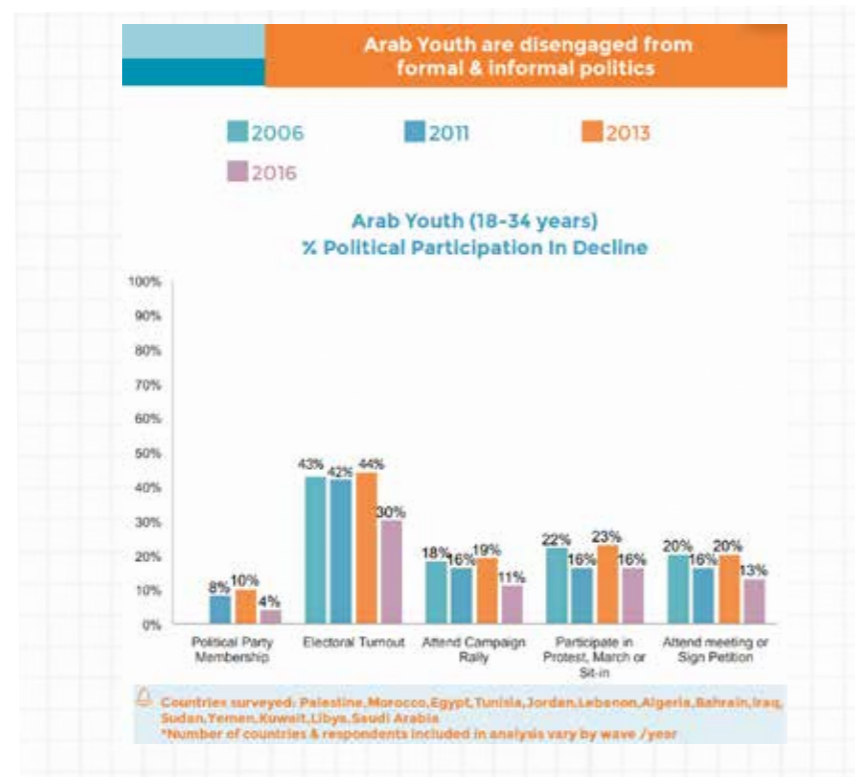
Source: Scaling Up Gender-Sensitive Humanitarian Action, Women Deliver ([Scaling Up Gender-Sensitive Humanitarian Action – Women Deliver](https://www.womenandchildren.org/en/publications/scaling-up-gender-sensitive-humanitarian-action-women-deliver))

Example 3.6 : Example of data presented as figures and with images. Women in climate change leadership



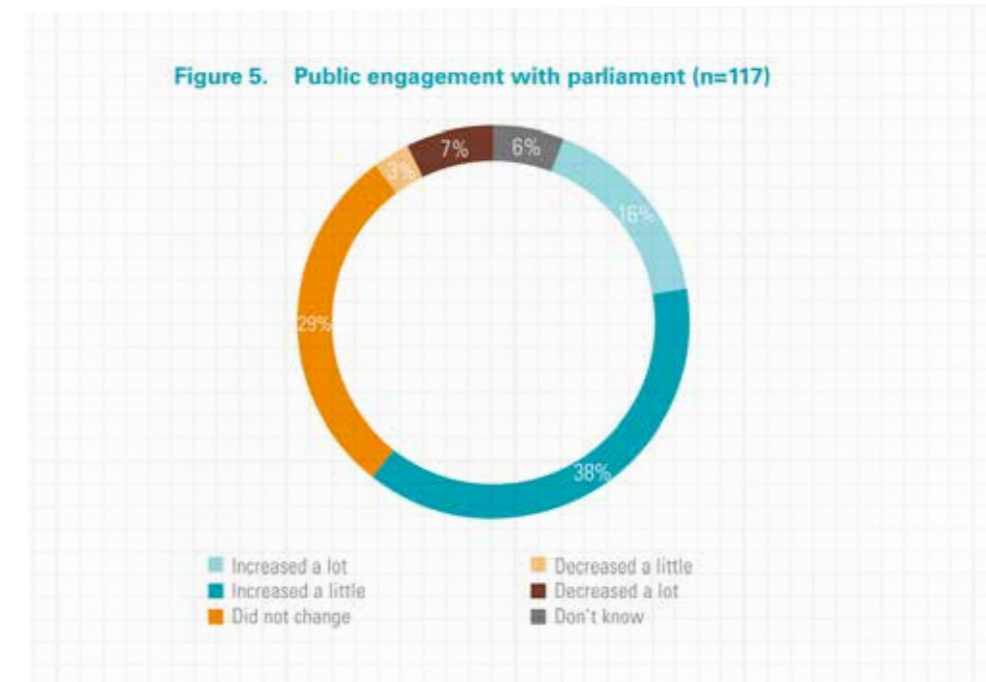
Source: 2022 SDG Gender Index, Equal Measures 2030 (<https://www.equalmeasures2030.org/2022-sdg-gender-index/>)

Example 3.7 : Example of data presented as a bar chart. Political participation of Arab Youth



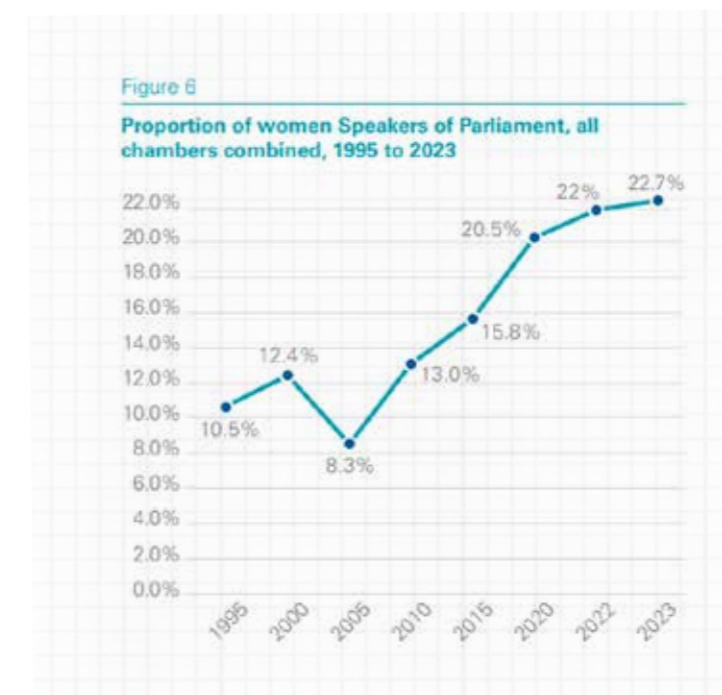
Source: Arab Barometer 2016 ([Arab Youth Keep Away From Politics – Arab Barometer](#))

Example 3.8 : Example of data presented as a pie chart. Impact of COVID-19 on public engagement with parliament



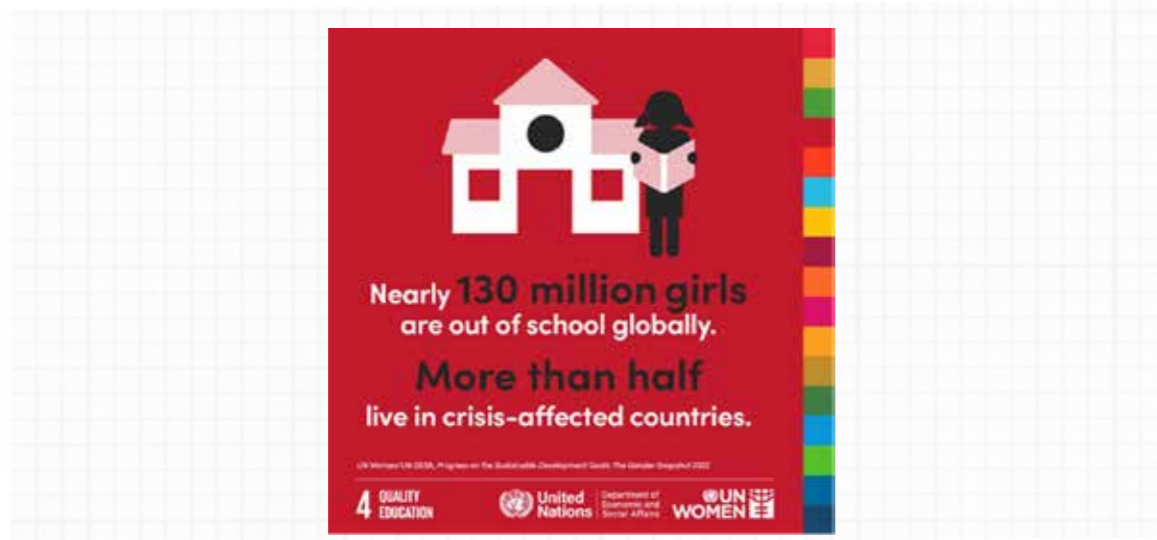
Source: World e-parliament Report 2022, Inter-Parliamentary Union ([World e-Parliament Report 2022 | Inter-Parliamentary Union \(ipu.org\)](#))

Example 3.9 : Example of data presented as a line graph. Proportion of women speakers of parliament globally



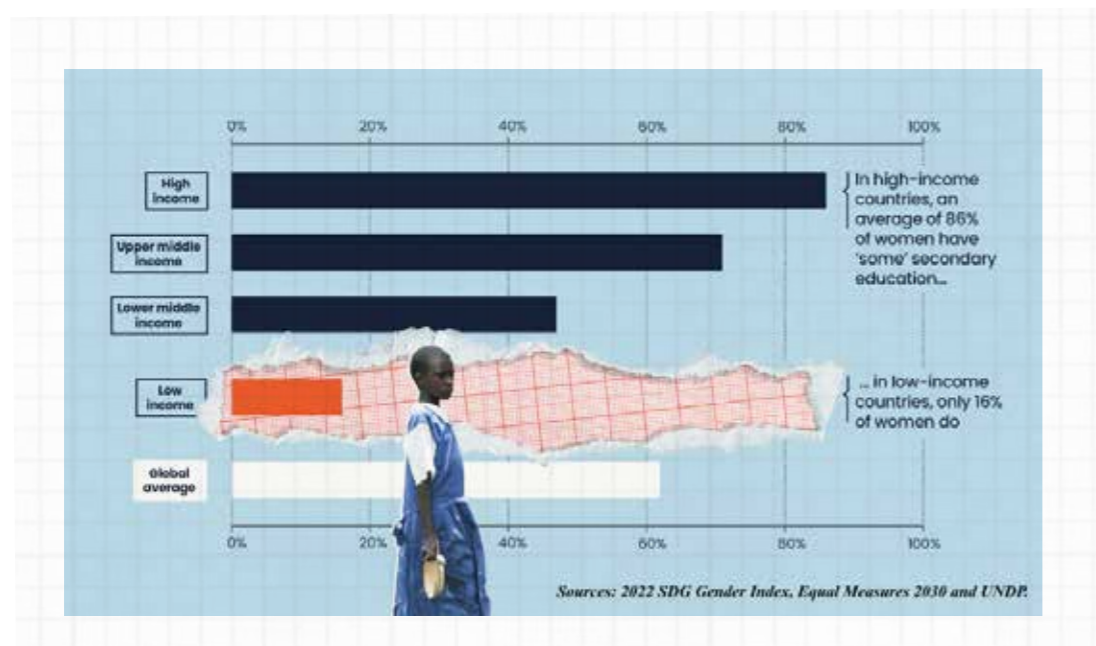
Source: Women in Parliament in 2022, Inter-Parliamentary Union ([Women in parliament 2022 | Inter-Parliamentary Union \(ipu.org\)](#))

Example 3.10 : Global rates of out of school girls



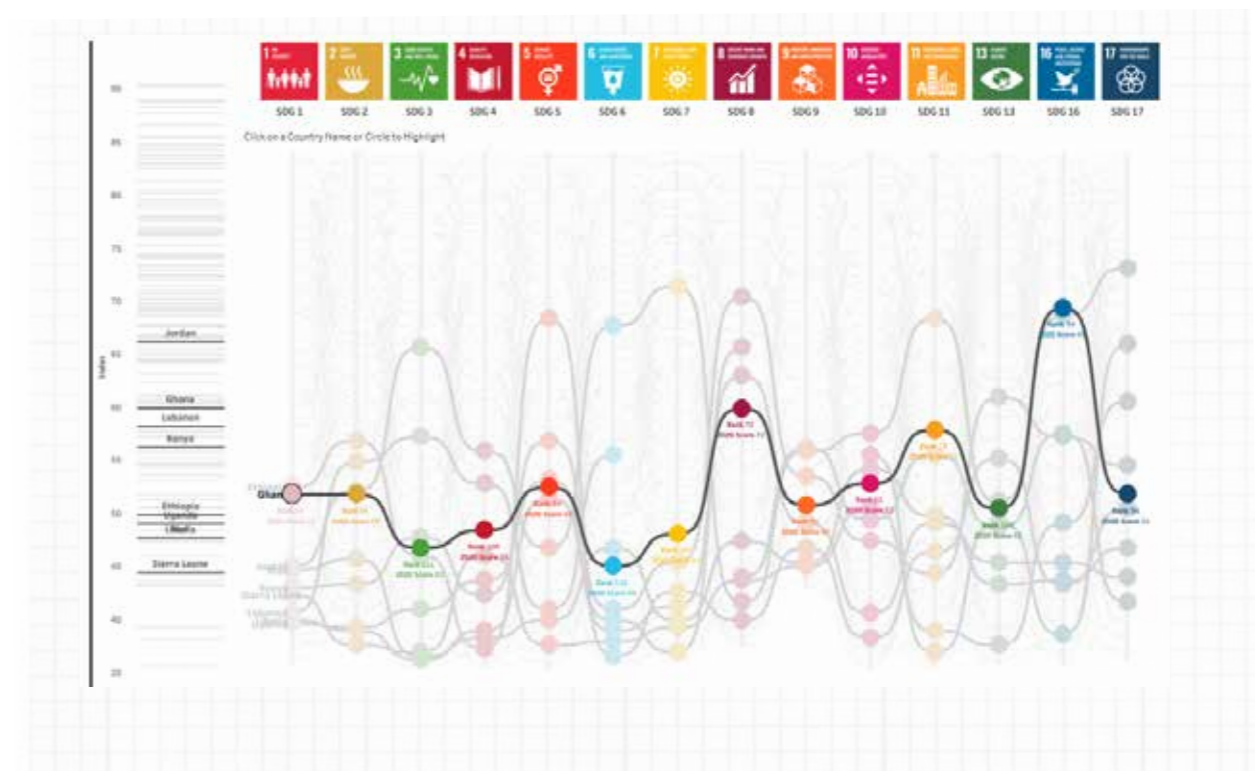
Source: UN Women/UN DESA, Progress on the Sustainable Development Goals, The Gender Snapshot 2022

Example 3.11 : Global rates of secondary education for women according to country's income level



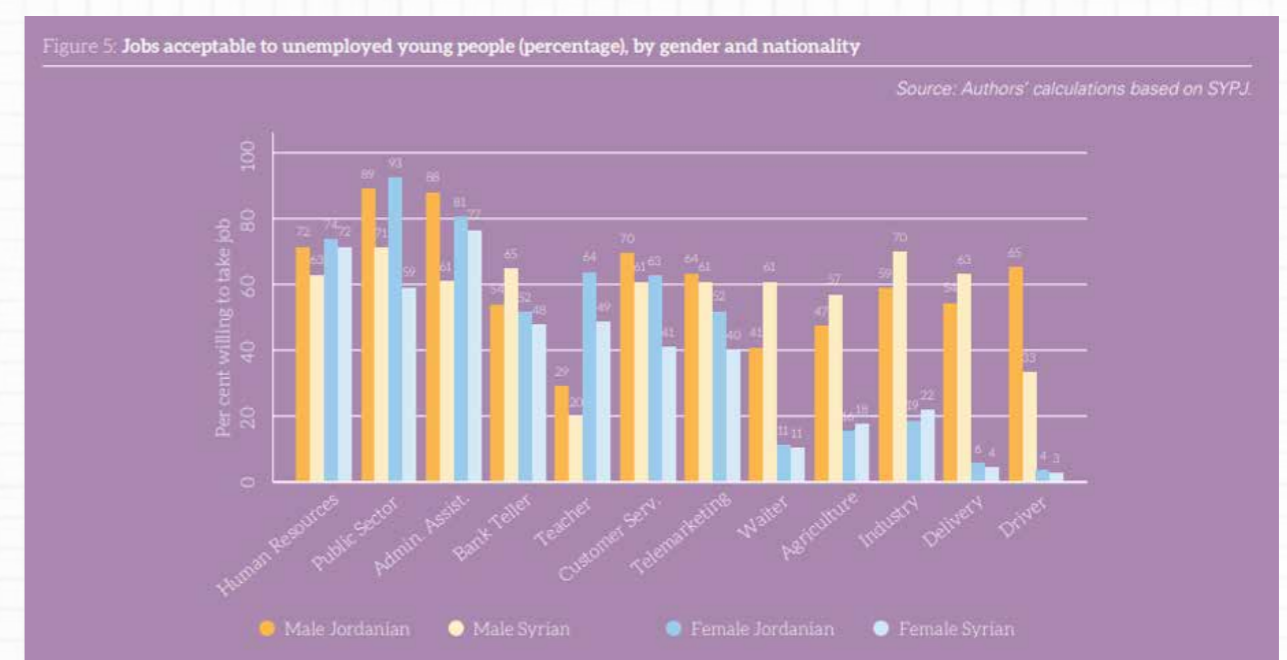
Source: 2022 SDG Gender Index, Equal Measures 2030 (<https://www.equalmeasures2030.org/2022-sdg-gender-index/>)

Example 3.12 : Ghana's ranking on each Sustainable Development Goal (SDG) compared to other She Leads Countries



Source: EM2030, 2022 SDG Gender Index: (<https://www.equalmeasures2030.org/2022-sdg-gender-index/>)

Example 3.13 : Jobs acceptable to unemployed young people in Jordan by gender and nationality



Source: Barriers to Economic participation for Young People in Jordan, 2021, UNICEF (Policy Brief- Barriers to Economic Participation for young People in Jordan-English.pdf (unicef.org))

She
LEADS

 EQUAL
MEASURES
2030

**RESTLESS
DEVELOPMENT**