



Demystifying Data

Using Evidence to Improve Young People's Sexual Health and Rights

WORKSHOP TOOLKIT

ABOUT THE GUTTMACHER INSTITUTE

Now in its fifth decade, the Guttmacher Institute seeks to advance sexual and reproductive health and rights through an interrelated program of research, policy analysis and public education designed to generate new ideas, encourage enlightened public debate and promote sound policy and program development. The Institute's overarching goal is to ensure the highest standard of sexual and reproductive health for all people worldwide. A core project area is the sexual and reproductive health of young people; for instance, the Institute's 2008 Protecting the Next Generation project resulted in a major report and series of related publications that examined the sexual and reproductive health of young people in Africa. Since then, the Institute has published a number of fact sheets and articles that examine young people's sexual and reproductive health globally and in Central America, Ghana, India Mexico and Uganda, specifically.

ABOUT INTERNATIONAL PLANNED PARENTHOOD FEDERATION

International Planned Parenthood Federation (IPPF) has a longstanding commitment to young people and strives to be a global champion for young people's sexual rights. Currently IPPF uses a triangular approach to youth programming, which places sexual rights, youth participation and gender equity at its core. The approach emphasises the importance of integrating efforts and using evidence to increase access to quality youth-friendly health services and to comprehensive sexuality education, as well as to advocate for social and political change. IPPF has focused on rights- and evidence-based approaches to youth-friendly health services and comprehensive sexuality education, as well as championed the rights of young people to participate and lead in advocacy and programmatic interventions on their sexual and reproductive health rights.

ACKNOWLEDGMENTS

This toolkit was written by Christine Panchaud and Ragnar Anderson, independent consultants. It was edited by Haley Ball, and Kathleen Randall supervised production; both are of the Guttmacher Institute.

The authors thank Doortje Braeken, of the International Planned Parenthood Federation's (IPPF) Central Office, for providing technical input and reviewing drafts of the toolkit.

This toolkit was funded by a grant from the Dutch Ministry of Foreign Affairs under the Choices and Opportunities Fund; IPPF provided a subgrant to Guttmacher under this fund to support this publication. The findings and conclusions are those of the authors and do not necessarily reflect the positions and policies of the donor.

The Guttmacher Institute gratefully acknowledges the general support it receives from individuals and foundations—including major grants from The William and Flora Hewlett Foundation and the David and Lucile Packard Foundation—which undergirds all of the Institute's work.

© Guttmacher Institute, 2016

Suggested citation: Panchaud C and Anderson RM, *Demystifying Data: Using Evidence to Improve Young People's Sexual Health and Rights—Workshop Toolkit*, New York: Guttmacher Institute, 2016.

www.guttmacher.org

www.ippf.org

TABLE OF CONTENTS

Introduction	
I. Using Data to Support the Sexual and Reproductive Health and Rights of Adolescents	4
II. Introducing the Toolkit	4
III. Contents of the Toolkit	5
IV. Setting Up the Workshop	6
Facilitators	6
Adapting the schedule and activities.....	6
Space requirements	6
Materials needed.....	6
Workshop Schedule	
Day 1	7
Day 2	8
Wrap-ups and energizers.....	9
References to Key Resources	
References	36

Workshop Guide: Day 1	
INTRODUCTION: SETTING THE SCENE	
› Activity 1: Getting to know each other	10
› Activity 2: The tree of contributions and expectations .	12
Presentation A: Overview of the workshop.....	14
MODULE 1	
INTRODUCING THE GUIDE	
› Activity 3: Personal experience working with numbers	15
Presentation B: Overview of <i>Demystifying Data</i>	16
› Activity 4: Treasure hunt: Finding data quickly in <i>Demystifying Data</i>	17
› Activity 5: Getting familiar with using the guide and understanding some key indicators...	19
Presentation C: More on indicators from Activities 4 and 5.....	23
MODULE 2	
IDENTIFYING KEY ISSUES AND CHALLENGES	
› Activity 6: Identifying key issues and challenges in working to improve young people’s sexual health and rights	24
Presentation D: Common issues and challenges in efforts to improve young people’s sexual health and rights	25

Workshop Guide: Day 2	
REFLECTION ON DAY 1	26
MODULE 3	
USING DATA TO ADDRESS SPECIFIC ISSUES AND SUBGROUPS	
Presentation E: Data to address specific subgroups and issues.....	27
› Activity 7: Using available data to address selected issues and specific subgroups to improve young people’s sexual health and rights	28
Presentation F: Steps to developing an advocacy strategy	31
› Activity 8: Advocate using data	32
› Activity 9: Role-play to practice delivering powerful advocacy messages.....	33
MODULE 4	
IDENTIFYING AND ADDRESSING MISSING EVIDENCE	
Presentation G: Missing data.....	34
› Activity 10: Gaps in existing data in our country	34
CLOSING	
› Activity 11: Achievements: Looking back at the tree of contributions and expectations.....	35
› Closing	35

I. Using Data to Support the Sexual and Reproductive Health and Rights of Young People

Throughout the world, the sexual and reproductive health and rights of young people are in need of critical attention. The challenges vary from country to country, but all adolescents share basic rights pertaining to sexual and reproductive health, such as the rights of equality, privacy, dignity, freedom from harm and freedom to choose whether to marry.

Using data effectively is essential to helping young people around the world realize their rights and to carrying out effective advocacy, service provision and sexuality education. Gathering and communicating reliable evidence on young people's needs is a critical step toward advocating change among those with the agency to improve the laws, policies, services, practices and attitudes that affect adolescent sexual and reproductive health and rights.

However, for many people, statistics can seem unapproachable, intimidating and hard to understand. Recognizing this common dilemma, the International Planned Parenthood Federation (IPPF) and the Guttmacher Institute considered ways to help those who work to improve young people's sexual and reproductive

health use data confidently and effectively. They first developed *Demystifying Data: A Guide to Using Evidence to Improve Young People's Sexual Health and Rights*, published in three languages, which defines 70 indicators for measuring the need for adolescent sexual and reproductive health information and services and features data for 30 countries. It uses clear, nontechnical language to explain ways that this data can be used in a variety of contexts to achieve the ultimate goal of promoting and improving the sexual and reproductive health and rights of young people around the world.

Guttmacher and IPPF have led three workshops in the Philippines (2013), Guatemala (2014) and Ethiopia (2015) to introduce the guide and train advocates and service providers to gain confidence in using data in their work. Because the *Demystifying Data* workshops have been well-received by attendees and have proven effective in improving advocacy strategies aimed at increasing adolescents' access to sexual and reproductive health information and services, the organizations developed this toolkit to share the skill-building techniques developed for these workshops with a wider community.

II. Introducing the Toolkit

The toolkit provides step-by-step instructions for facilitating a two-day workshop based on the *Demystifying Data* guide. The workshop is designed to improve participants' ability to understand and use data in their work. It is intended for those working to bring about necessary change in a wide array of areas related to young people's sexual and reproductive health and rights, including improving the provision of comprehensive sexuality education, increasing access to sexual and reproductive health services, formulating and implementing policies that protect young people's sexual and reproductive health and rights, and addressing the needs of the most vulnerable groups of young people.

The main intended AUDIENCES for the workshop are

- › Service providers and other stakeholders in the health sector
- › Youth advocates and their organizations
- › Teachers and others working in education for sexuality and family life education
- › International, regional and national organizations and donor agencies

The OBJECTIVES of the workshop are to increase participants' capacity to

- › Understand how to use the data presented in the *Demystifying Data* guide and other demographic data
- › Analyze priority needs of adolescents and identify specific target groups
- › Build an advocacy strategy
- › Craft messages for stakeholders and the media

The expected RESULTS of workshop are that participants will leave with

- › A broad overview of why data are important and how the *Demystifying Data* guide can help them to use data effectively
- › An understanding of how to use the data provided in the guide
- › The ability to identify data that will support their work in programs, education and advocacy and to initiate the development of data-driven advocacy and program strategies
- › The ability to identify what data are missing from the *Demystifying Data* guide
- › An understanding of how to find additional sources of data on young people's sexual health and rights
- › The ability to explain how to use the *Demystifying Data* guide to colleagues

III. Contents of the Toolkit

A two-day workshop activity schedule, organized into four modules, to provide an overview of the general structure and content of the workshop

- **Module 1: Introducing the guide.** Introduces the data presented in the *Demystifying Data* guide and makes sure that participants understand the characteristics of data and how the data apply to their work to improve young people’s sexual health and rights.
- **Module 2: Identifying key issues and challenges.** Explains how to use the data to identify and describe specific issues for adolescent sexual and reproductive health, to select priority issues, and to support advocacy, service provision, programming and education to improve young people’s sexual health and rights.
- **Module 3: Using data to address specific issues and subgroups.** Trains participants on ways to use the guide for advocacy in relation to some issues relevant for work to improve young people’s sexual health and rights in the participants’ country.
- **Module 4: Identifying and addressing missing evidence.** Guides participants on what to do when data are missing, look for alternative sources of data, or, if necessary, advocate for data collection.

Precise instructions, practical tips and materials (worksheets and informational handouts) to help the facilitators and trainers guide the skill-building activities proposed in each module

- **Activity 1** Getting to know each other (worksheet)
- **Activity 2** The tree of contributions and expectations (worksheet)
- **Activity 3** Personal experience working with numbers
- **Activity 4** Treasure hunt: Finding data quickly in *Demystifying Data* (worksheet)
- **Activity 5** Getting familiar with using the guide and understanding some key indicators (worksheet)
- **Activity 6** Identifying key issues and challenges in working to improve young people sexual health and rights
- **Activity 7:** Using available data to address selected issues and specific subgroups to improve young people’s sexual health and rights
- **Activity 8** Advocate using data

- **Activity 9** Role-play to practice delivering powerful advocacy messages
- **Activity 10** Gaps in existing data
- **Activity 11** Achievements: Looking back at the tree of contributions and expectations

Additional information in the form of slide presentations to help facilitators introduce the sessions

- **Presentation A** Overview of the workshop
- **Presentation B** Overview of *Demystifying Data*
- **Presentation C** More on indicators from Activities 4 and 5
- **Presentation D** Common issues and challenges in efforts to improve young people’s sexual health and rights
- **Presentation E** Using data to address specific issues and subgroups: national country tables and advocacy table
- **Presentation F** Steps to developing an advocacy strategy
- **Presentation G** Missing data

All presentations can be downloaded at:
<https://www.gutmacher.org/report/demystifying-data-workshop-toolkit>

Worksheets to accompany certain activities:

- **Worksheet for Activity 1** Getting to know each other
- **Worksheet for Activity 2** The tree of contributions and expectations
- **Worksheet for Activity 4** Treasure hunt: Finding data quickly in *Demystifying Data*
- **Worksheet for Activity 5** Understanding some key indicators from *Demystifying Data*
- **Worksheet for Activity 7** Using available data to address specific key issues

IV. Setting Up the Workshop

Facilitators

The toolkit is meant to be accessible to persons with experience in facilitating workshops or training sessions using interactive skill-building techniques. Facilitators should also have a good knowledge of the field of adolescent sexual and reproductive health and rights.

It is preferable that two facilitators lead the workshop, particularly if the group is over 20 participants; one facilitator may not be able to support participants adequately during group work activities.

At least one facilitator should have a strong experience using data from the Demographic and Health Survey (DHS) or other nationally representative datasets. This knowledge is critical to successfully introduce the activities, guide the participants in their work, provide explanations and answer their questions. Organizers may want to consider inviting a facilitator from outside their organization, for instance from a local university.

In addition, it is essential that the facilitators are familiar with the *Demystifying Data* guide before the workshop; all activities and data used during the workshop are drawn from this guide.

Adapting the schedule and activities

Because the needs, resources and schedules of potential participants may vary, the toolkit is organized so that some modules can be used by

- › trainers and facilitators as a resource pack to organize shorter training sessions, or
- › individuals, teams and organizations in the course of their daily work.

Activities initially focus on simple use of the data presented in the *Demystifying Data* guide and build progressively toward more complex analyses. Users should remain alert to this aspect of the toolkit if they decide to reorder or omit activities proposed in the toolkit, or if they use some modules independently of the full workshop.

Space requirements

The recommended size for this workshop is 15–20 participants, who can be split into 4–6 small groups. The space and the setting are important to accommodate the different activities in the workshop, which includes:

- › Full-group presentations
- › Full-group discussions
- › Work in pairs
- › Work in small groups of 3–5 participants

We recommend a large room that can accommodate a circle of chairs for full-group work and has one table for use by each of the small groups. If your room is too small to accommodate everyone, some groups can work in other areas.

Materials needed

Each participant should have a copy of the *Demystifying Data* guide, including the country tables and the advocacy table. Organizers should plan to have:

- › Laptop computer
- › Projector
- › Flip charts + paper (one per group if possible)
- › Large sheets of paper (optional, but it is useful to have large writing surfaces)
- › Sticky notes in two different colors (minimum size: 3 x 5 inches or 7.5 x 12.5cm)
- › Small colored circular stickers (three per participant)
- › Markers (one per participant)

Workshop Schedule

DAY 1

During Day 1, participants will

- › Get to know the facilitators, and each other, and the objectives and outline of the workshop
- › Discuss any fears or insecurities they have around using data by engaging with simple data from the guide
- › Receive an overview of the guide (objectives, structure, content)
- › Get an initial understanding of the data presented in the guide
- › Discuss some issues and challenges related to working on young people's sexual health and rights in their own country

TIME	ACTIVITIES
	INTRODUCTION – SETTING THE SCENE
08:30	Opening, welcome and introductions → Activity 1
09:00	Overview of the workshop Aims, objectives and expected results of the workshop → Activity 2 + Presentation A

MODULE 1 INTRODUCING THE GUIDE

09:45	SESSION 1 Personal experience working with numbers → Activity 3 + discussion
10:30	SESSION 2 Discovering the guide → Presentation B + Activity 4 + discussion
11:00	BREAK
11:30	SESSION 3 Group work to introduce and get familiar with the guide with practical examples and simple exercises → Activity 5
12:45	LUNCH
14:00	Energizer
14:15	SESSION 3 (continued) Presentation of group work and discussion to review and discuss practical examples from group work → Presentation C

MODULE 2 IDENTIFYING KEY ISSUES AND CHALLENGES

15:45	SESSION 1 Group work to identify pressing issues and challenges in efforts to improve young people's sexual health and rights → Activity 6
16:15	BREAK
16:30	SESSION 2 Presentation of group work and discussion to review pressing issues and challenges in working to improve young people's sexual health and rights → Presentation D
17:15	Wrap up and close

DAY 2

During Day 2, participants will

- › Gain an understanding of how data can support their daily work
- › Become more comfortable with using data in their daily work
- › Use the guide to analyze specific issues and challenges related to young people’s sexual health and rights in their country
- › Use data in an exercise to prepare and role-play advocacy messages about specific issues and challenges related to young people’s sexual health and rights in their country
- › Be able to identify missing data on young people’s sexual and reproductive health and rights and develop strategies to overcome them

TIME	ACTIVITIES
08:30	Reflect on/review Day 1 and give an overview of today

MODULE 3 USING DATA TO ADDRESS SPECIFIC ISSUES AND SUBGROUPS

08:45	SESSION 1 Using data to address specific subgroups and issues → Presentation E + Activity 7
11:00	BREAK
11:30	SESSION 2 Sharing results on how to use the data to address key issues
12:30	LUNCH
13:45	Energizer
14:00	SESSION 3 Using the data to advocate for specific issues → Presentation F + Activities 8 and 9 + discussion
15:45	BREAK

MODULE 4 IDENTIFYING AND ADDRESSING MISSING DATA

16:00	Identifying missing evidence that could improve our work plans/strategies → Presentation G
	Identifying sources of data and knowledge to supplement the Demystifying Data guide and brainstorming what additional data should be collected → Activity 10
17:00	Final wrapping up and closing. Evaluation of workshop → Activity 11

Wrap-ups at the end of each day

STEP 1 Gather the group in a circle, standing or sitting down. Ask everyone to think of one word that expresses their thoughts or feelings about the day, their state of mind, or any change in their attitude about data and using it.

STEP 2 Leave the participants a few moments to choose the word they want to share.

STEP 3 Going around the group, each participant says one word for the day. The facilitators may want to begin and then ask the person next to her or him to continue until everyone has had the opportunity to share their word with the group.

STEP 4 At the end of the round, the facilitators may add a concluding comment on the general feelings about the day conveyed by the words proposed by the participants.

TIP The facilitators should emphasize the use of just one word, as this is a way to quickly but effectively conclude a day that has been full of new information.

Energizers

Energizers are included in the schedule. They are fun, brief group activities designed to help participants regain their focus and enthusiasm after lunch or in the course of the sessions, when concentration is dropping. Activities can be proposed by the facilitators or the participants.

SOME SAMPLE ENERGIZERS:

“Shake it out”

Have everyone stand up. The facilitator calls out the parts of the body to be shaken gently (right leg, left leg, right arm, left arm, head) for 12 seconds. This energizer is nicer with music.

“Silent sorting”

Have everyone arrange themselves without speaking, for example according to the shade of their hair/eyes (from darker to lighter) or their height.

“Name catch”

Everyone stands up. The facilitator throws a soft ball (or something similarly soft and easy to catch) and says the name of the person to whom they throw the ball. The person who catches it throws it to someone else and says their name when doing so.

“Meditative minute”

Everyone stands or sits, depending on their preference, while the facilitator or a volunteer participant leads one minute of meditation with deep, slow breathing.

ACTIVITY 1: Getting to know each other

AIM Enable participants and facilitators to get to know each other's names and backgrounds and "break the ice"

TIME 20–30 minutes

MATERIALS Flip chart paper, markers

STEP 1

- › Stick one or two large sheets of paper on the wall.
- › As participants arrive in the room, ask them to fill in the sheet with their name, job or position, organization and the answer to one question chosen by the facilitator. Some possibilities for the question:
 - Which of my qualities do I most cherish?
 - What profession do I dream of doing?

STEP 2

When everyone is in the room and it's time for the participants to introduce themselves, each one reads what they have written on the sheet and can give a very short (one minute) explanation of his/her job or the answer he/she provided to the last question.

Leave the sheets of paper on the wall for the duration of the workshop.

TIP 1 The facilitators should also participate and fill in the sheet with their responses. This exercise provides the opportunity for participants both to introduce themselves and to get comfortable talking to the group, which will be necessary throughout the workshop. This exercise also offers the opportunity to share a bit of personal information that can help to serve as an icebreaker, especially if the participants do not already know one another. If they are colleagues, they may learn something new about one another. Make sure that the presentations remain short (one minute maximum).

TIP 2 It is important to establish the workshop as a space of respect, equality and active listening (characterized by listening with an open mind and without judgment, refraining from interrupting when someone is speaking and ensuring that we understand what the others say by rephrasing their statements). If it is culturally acceptable, it may be helpful to break down some of the established hierarchy by distinguishing the workshop as distinct from the normal working environment.

TIP 3 The workshop will be more effective if everyone feels that they will be heard and respected; the facilitators can help to establish this expectation. One way of doing this is for the facilitator to offer a list of core guidelines and ask the participants what additional rules they would like to add to foster a respectful and productive environment. Guidelines may include the following:

- Cell phones off
- No judgment of what others say
- No interrupting when someone talks
- Commitment to share the floor and to try to remain concise

The facilitators will write the rules on a sheet of paper and leave it on the wall for the duration of the workshop.



WORKSHEET FOR ACTIVITY 1
Getting to know each other

TIP This worksheet is to be transcribed on large sheets of paper, which are placed on the wall or large board for everyone to see and fill in. More than one sheet of paper may be necessary to provide enough space for participants to fill in their information using markers.

First and last name	Job title	Organization*	What is (or would be) my dream job? **
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

*Use if participants are from different organizations.

**Or another icebreaker question that will help participants get to know each other.

ACTIVITY 2: The tree of contributions and expectations

AIM Enable participants to discuss aims, objectives and expectations of the workshop

TIME 30-40 minutes

MATERIALS Flip chart or large sheet of paper, markers, sticky notes

STEPS

1. Draw an outline of a tree, showing roots and branches, on a large piece of paper on the wall.
2. Explain that there is a lot of experience and talent in the room and that we should encourage an atmosphere where we learn from each other.
3. Give each participant 2–3 sticky notes in a particular color and ask them to write one thing on each sticky note that they can contribute to the workshop over the next days. These contributions do not have to be technical; they can also include people skills, attitudes and traits (like enthusiasm); and specific expertise, experience or areas of study.
4. Allow a few minutes for the participants to write their contributions (one per sticky note, expressed with key words).
5. Participants read their contributions to the group and stick them to the roots of the tree. Responses can be grouped according to similar themes.
6. Give each participant 2–3 sticky notes of a different color on which to write things that they want to get out of the workshop. These can include both professional and personal expectations, including gaining the answers to specific questions, learning specific skills, making new contacts etc.
7. Participants read their expectations to the group and stick them to the branches of the tree. These expectations then become the leaves of the tree.
8. Responses can also be grouped according to similar themes.
9. Once the tree is complete, the facilitators pick out any expectations that are not likely to be covered during the workshop and point participants in the direction of other resources that might help them. The facilitators should explain that they hope to meet all of the other expectations during the workshop and will come back to them during the course of the workshop and at the end to check how much has been achieved.

It may be possible for participants to help each other meet their expectations by sharing their experience and expertise, so encourage people to talk to each other during breaks!

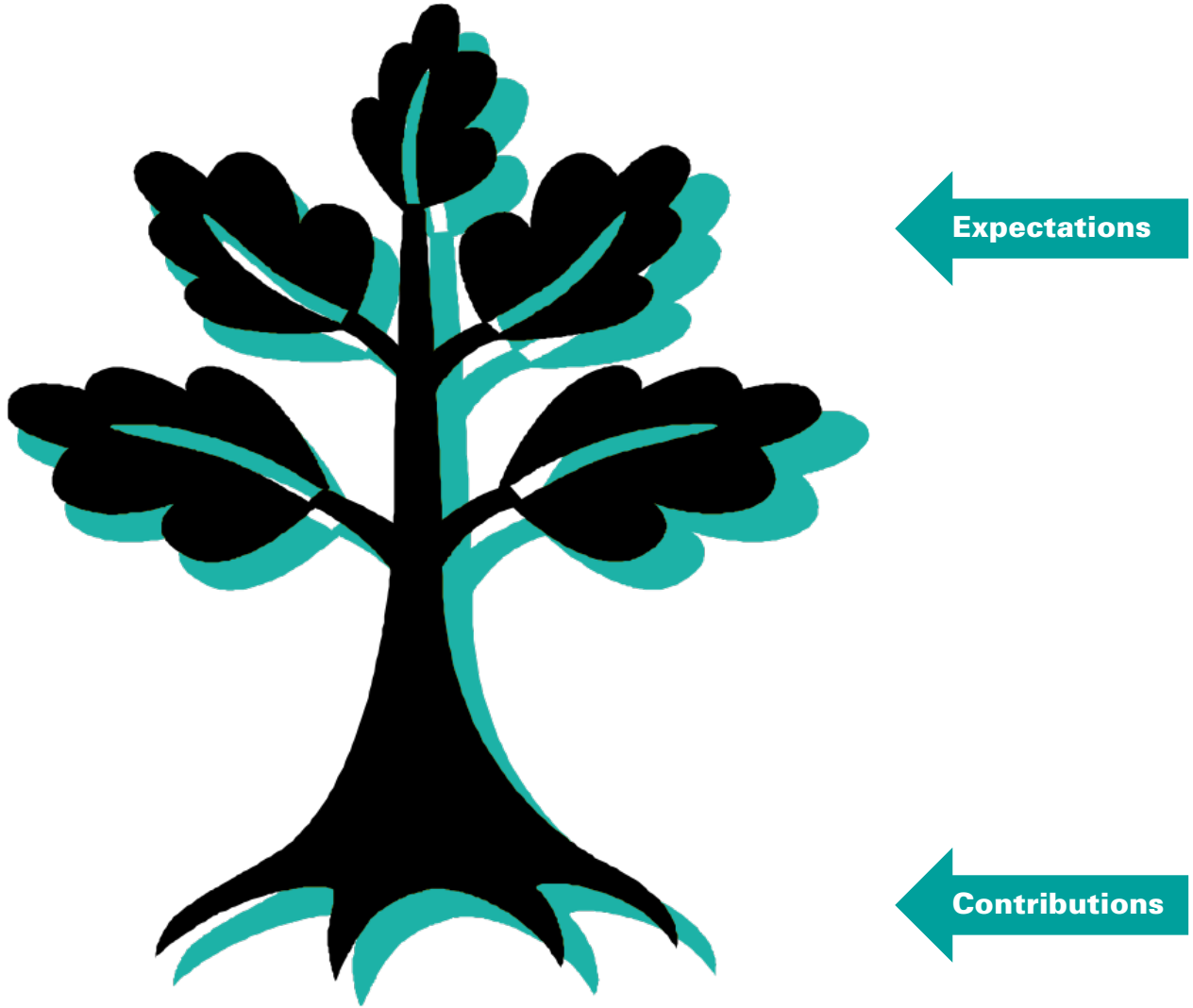
TIP 1 Steps 4 and 5 can also be done differently: Participants stick their sticky notes all together without reading them. The facilitators look at the tree when all sticky notes are on the tree and provide the overview to the group. This approach is faster and well-suited for larger groups. The advantage when each participant reads his/her sticky notes is that the facilitators and the participants can identify whom to address later during the workshop to benefit from a particular skill, knowledge or experience.

TIP 2 This might be the moment for the facilitators to repeat the importance of establishing the workshop as a space of mutual respect, where everyone (adding if it is culturally acceptable: whatever her or his position in the hierarchy) can contribute valuable skills, knowledge and experience to the group.

TIP 3 This exercise provides an opportunity for facilitators to make note of participants' skills and familiarity around using data. Knowing which participants are more or less advanced will help facilitators form small groups strategically so that skilled participants are able to help those with less experience.



WORKSHEET FOR ACTIVITY 2
The Tree of Contributions and Expectations



PRESENTATION A: Overview of the workshop

AIM Introduce participants to the workshop, giving them an overview of the goals, content, expected outcomes, and work modalities during the workshop.

TIME 10 minutes

MATERIALS Projector and laptop

STEP 1

The facilitator presents:

- › The aim
- › The objectives
- › The expected outcomes
- › The schedule
- › An overview of the skill-building techniques

TIP The facilitator can use Presentation A – Overview of the workshop.

The presentation may be tailored to the particular group of participants and their specific needs and goals. For instance, they may want to concentrate more on certain topics or add other topics. The toolkit focuses on advocacy, but facilitators can shape their workshop to focus more on service provision or education, for instance. The facilitator will have to adapt some of the proposed activities to the other topics they choose to focus on.

STEP 2

The facilitators ask for two volunteers to report about Day 1 at the beginning of Day 2.

They prepare a very short report (5–7 minutes) on

- › 1–3 things they liked particularly (organization in general, group work or dynamics, particular activities, facilitating process etc.)
- › 1–3 things they didn't like so much or that could have been different (same areas as above).

They should prepare a large sheet of paper with a summary (using keywords) of what they want to share (a total of 6–9 bullet points, maximum) and present it at beginning of Day 2.

Explain to the two volunteers that they may want to talk with their fellow participants (at the end of day and during breaks) to prepare their report.

ACTIVITY 3: Personal experience working with numbers

AIM Enable participants to share their experiences working with data.

TIME 30–45 minutes

MATERIALS Flipchart, markers

STEP 1

Discussion in pairs

Participants pair off and have a total of six minutes (three minutes each) to tell each other:

- › One experience or memory (positive or negative) about using data or numbers, including when they were still at school or in their family
- › Difficulties they've encountered with using or understanding data in their work
- › Ways they have found to overcome these difficulties or ideas of what could enable them to enjoy data more
- › Reasons to love and value data

Let participants know that they will be reporting on what their partner shares; this will encourage active listening.

STEP 2

Reporting to the full group

Once the full group has reconvened, each member of each pair gives a short summary (approximately one minute) of the most striking or interesting parts of what their partner shared. The facilitator takes note on the flipchart, using keywords.

TIP 1 This is a useful activity to help participants feel comfortable expressing their insecurity or anxiety working with data and relate to the experience of others in the group. This exercise continues to establish the ways in which data is often presented in obtuse or confusing ways; the facilitator can respond to the stories by reassuring participants that their negative experiences are common and that the workshop will help to address their concerns about working with data.

TIP 2 The best and more efficient way to organize step 1 is to ask participants to remain seated and exchange with their direct neighbor.

PRESENTATION B: Overview of *Demystifying Data*

AIM Gain familiarity with *Demystifying Data*, its structure, the data within and the type of advice on application of the data given.

TIME 10–15 minutes

MATERIALS Projector and laptop

Summary of *Demystifying Data*

The objective of the guide is to improve the sexual and reproductive health and rights of young people by making data more accessible and approachable.

Chapter 1: Introduction

- › Context
- › Purpose
- › Structure

Chapter 2: Data and Methods

- › Primary data source: Demographic and Health Surveys (DHS)
 - standardized, nationally representative
 - allows for cross-country comparison
 - widely used and highly respected
- › Missing information

Chapters 3, 4 and 5 contain definitions of the 70 indicators included in the guide, their limitations and how they can be used for service delivery, programming, provision of sexuality education, and information and advocacy. At the end of each of these three chapters are country-specific data tables showing the data for 30 countries for the indicators featured in the chapter.

Chapter 3: Sexual and Reproductive Health

contains 37 indicators (highlighted in orange) that cover

- › Sexual activity and marriage
- › Contraceptive knowledge, use and need
- › Childbearing

Chapter 4: Sexual Rights and Gender Equality

contains 18 indicators (highlighted in blue) that cover

- › Sexuality education in schools
- › Adults' attitudes about sexual health information
- › Self-efficacy related to sexual health
- › Women's autonomy, social norms and gender equality

Chapter 5: Reaching Young People

contains 15 indicators (highlighted in green) that cover

- › Demographic information
- › School attendance
- › Exposure to media (television, radio and print)

Chapter 6: Conclusion

focuses on the limitations in existing data and provides two country examples focusing on two different specific issues using the indicators presented in the guide

- › Information provided in the guide, information that could not be provided
- › Missing data and needs for more research and data collection
- › Country examples
 - Uganda: gender differences in sexual behaviors and knowledge
 - Dominican Republic: sexual health of young men.

TIP The facilitator can use the text above or the Presentation B: Overview of *Demystifying Data*.

ACTIVITY 4: Treasure hunt: Finding data quickly in *Demystifying Data*

AIM Get a hands-on sense of the guide and the data it contains.

TIME 15–20 minutes

MATERIALS Markers, large white board or flipchart, *Demystifying Data* guides for each participant, pens and paper

Participants will embark on a treasure hunt to find pieces of data and other information provided in the guide *Demystifying Data*.

STEP 1

1. Split participants into pairs or groups of three; create a column on the white board/flipchart for each team.
2. Explain that answers for this exercise will be found in the three main chapters of the guide (Chapters 3–5).
3. Explain that this is a friendly competition so we would ask that participants raise their hand when they have found the answer, and of course—as with all forms of data collection—it is more important to be accurate than to be first!

STEP 2

Using Worksheet C, read aloud each of the indicators that the participants have to find in the guide. Groups are tasked with finding the value for that indicator for the country specified. The facilitator will award one point per correct answer.

STEP 3

Encourage participants to describe to the full group the experience of doing this exercise (i.e., Was it easy/difficult/frustrating/etc., and why?) and discuss what they learned.

TIP 1 The facilitator should allow adequate time for people to find the answer. If the participants are struggling, the facilitator can direct them to the pages of the data tables.

When the exercise is complete, the facilitator should take a moment to address the definition of a few of these indicators. She or he may use the first slides of Presentation C, for indicators #21 and #15 and ensure that it is clear where to find the definition and the limitations related to each indicator; participants may follow along in the guide.

TIP 2 The facilitator should make sure participants are aware of the following symbols and abbreviations as they look through the guide. Write them on a sheet of paper that everyone can see:

*=data available for fewer than 25 respondents; no value is given (the data is suppressed) because there is too little information to accurately represent the group.

nc=not collected. na=not available.

[]=data available for 25–49 respondents; because the sample size is small, the value will be less accurate than values based on more than 50 respondents.



WORKSHEET FOR ACTIVITY 4

Treasure hunt: Finding data quickly in *Demystifying Data*

Using Chapter 3, please raise your hand when you know the value for the following indicators:

Indicator	Country	Answers	
Average number of modern contraceptive known among women aged 15–19	Bangladesh	5.8	Indicator # 21
Gap between first sexual intercourse and first marriage among women aged 20–24	Ghana	2.4	Indicator # 15
% of sexually-active never married women aged 15–19 currently using modern contraception	Nepal	*	Indicator # 25
% of women aged 15–19 who have ever had a child	Zambia	22%	Indicator # 34
% of married women 15–19 who have unmet need for contraception	Philippines	36%	Indicator # 33

*=when DHS data is available for fewer than 25 respondents, no value is given (the data is suppressed) because there is too little information to accurately represent the group.

Using Chapter 4, please raise your hand when you know the value for the following indicators:

Indicator	Country	Answers	
% of women aged 15–49 who agree with at least one reason why a husband is justified in hitting/beat his wife	Zimbabwe	40%	Indicator # 54
% of women aged 15–24 who report they could get condoms on their own	Indonesia	24%	Indicator # 42
% of men surveyed who agree with all three reasons why a wife is justified in refusing to have intercourse with her husband	Rwanda	nc	Indicator # 51
% of women aged 15–24 with comprehensive knowledge of HIV/AIDS	Bolivia	24%	Indicator # 47

nc=not collected.

It is a good time to also explain the following:

- na=not available.
- []=When DHS data is available for 25–49 respondents, the value is bracketed to indicate that, since the sample size is small, the value will be less accurate than values based on more than 50 respondents.

Using Chapter 5, please raise your hand when you know the value for the following indicators:

Indicator	Country	Answers	
% of women aged 15–19 who are exposed to radio	Mozambique	53%	Indicator # 66
Number of women aged 15–19	India	57,671,444	Indicator # 58
Number of women per 100 men attending secondary school	Pakistan	87	Indicator # 65
% of men attending secondary school	Kenya	17%	Indicator # 64

ACTIVITY 5: Getting familiar with using the guide and understanding some key indicators

AIM Compare data from around the world to those for the participants' country and understand more deeply and precisely what some indicators represent

TIME 75 minutes

MATERIALS Worksheet with indicators from previous session, *Demystifying Data* guides, markers, three flipcharts if possible

STEP 1

Form at least three groups of 3–5 participants. Encourage participants to work with new people.

TIP The facilitators should try to ensure that groups are diverse in terms of participants' level of experience. If possible, they should include at least one person with stronger experience with data in each group.

STEP 2

Distribute the worksheet for Activity 5, and let the groups complete Columns 1–3. If data for their own country is not included in the guide, choose another country for Column 2.

Tell groups to complete steps 2–4 in 65–70 minutes (depending how much time is left after explaining the activity).

TIP 1 The facilitator should explain that all group members need not agree on each answer, nor do answers need to be perfect—groups need only write enough to reflect the ideas participants come up with.

TIP 2 The facilitator should make sure that no group is lagging behind or gets stuck on a particular indicator. Encourage groups to move forward (skipping difficult sections if necessary), so that they have the time to answer all questions for most of the indicators proposed in the worksheet.

STEP 3

After completing the worksheet, each group will compile and summarize their answers and transfer them to their sheet of paper (using keywords):

- **For A:** Groups select the similarities and differences between their country and the rest of the world that they find most revealing.
- **For B:** Groups present main issues/limitations particular to some indicators (i.e., what they tell and don't tell).

Groups may use more than one sheet of paper; they will use these sheets to present their results to the rest of the participants in the next session.



WORKSHEET FOR ACTIVITY 5 (p. 1)

Understanding some key indicators from *Demystifying Data*

Indicators	1. Add data for the country specified	2. Add data for your country (if no data are available, choose another country)	A: Compare your country with country in column 1, and with other countries around the world, using the tables in the guide B: Identify issues/limitations particular to some of these indicators
In Chapter 3 – Sexual and Reproductive Health			
Average number of modern contraceptive known among women aged 15–19 Indicator # ____	Bangladesh Value: _____	Name of country: Value: _____	A: B:
Gap between first sexual intercourse and first marriage among women aged 20–24 Indicator # ____	Ghana Value: _____	Name of country: Value: _____	A: B:
% of sexually-active never married women aged 15–19 currently using modern contraception Indicator # ____	Nepal Value: _____	Name of country: Value: _____	A: B:
% of women aged 15–19 who have ever had a child Indicator # ____	Zambia Value: _____	Name of country: Value: _____	A: B:
% of married women aged 15–19 who have unmet need for contraception Indicator # ____	Philippines Value: _____	Name of country: Value: _____	A: B:



WORKSHEET FOR ACTIVITY 5 (p. 2)

Understanding some key indicators from *Demystifying Data*

Indicators	1. Add data for the country specified	2. Add data for your country (if no data are available, choose another country)	A: Compare your country with country in column 1, and with other countries around the world, using the tables in the guide B: Identify issues/limitations particular to some of these indicators
------------	---------------------------------------	---	---

In Chapter 4 – Sexual Rights and Gender Equality

<p>% of women aged 15–49 who agree with at least one reason why a husband is justified in hitting/beating his wife</p> <p>Indicator # ____</p>	<p>Zimbabwe</p> <p>Value: _____</p>	<p>Name of country:</p> <p>Value: _____</p>	<p>A:</p> <p>B:</p>
<p>% of women aged 15–24 who report they could get condoms on their own (#42)</p> <p>Indicator # ____</p>	<p>Indonesia</p> <p>Value: _____</p>	<p>Name of country:</p> <p>Value: _____</p>	<p>A:</p> <p>B:</p>
<p>% of men surveyed who agree with all 3 reasons why a wife is justified in refusing to have intercourse with her husband</p> <p>Indicator # ____</p>	<p>Rwanda</p> <p>Value: _____</p>	<p>Name of country:</p> <p>Value: _____</p>	<p>A:</p> <p>B:</p>
<p>% of women aged 15–24 with comprehensive knowledge of HIV/AIDS</p> <p>Indicator # ____</p>	<p>Bolivia</p> <p>Value: _____</p>	<p>Name of country:</p> <p>Value: _____</p>	<p>A:</p> <p>B:</p>



WORKSHEET FOR ACTIVITY 5 (p. 3)

Understanding some key indicators from *Demystifying Data*

Indicators	1. Add data for the country specified	2. Add data for your country (if no data are available, choose another country)	A: Compare your country with country in column 1, and with other countries around the world, using the tables in the guide B: Identify issues/limitations particular to some of these indicators
In Chapter 5 – Reaching Young People			
% of women aged 15–19 who are exposed to radio Indicator # ____	Mozambique Value: _____	Name of country: Value: _____	A: B:
Number of women aged 15–19 Indicator # ____	India Value: _____	Name of country: Value: _____	A: B:
Number of women per 100 men attending secondary school Indicator # ____	Pakistan Value: _____	Name of country: Value: _____	A: B:
% of men attending secondary school Indicator # ____	Kenya Value: _____	Name of country: Value: _____	A: B:

PRESENTATION C: More on indicators from Activities 4 and 5

AIM Review and share results from group work, continue building understanding of indicators.

TIME 90 minutes

MATERIALS Worksheet from Activity 5 with data from previous session, markers, large white sheets (at least flipchart size), *demystifying data* guides for each participant, country data tables for each participant. Print from:
<https://www.gutmacher.org/report/demystifying-data-guide-using-evidence-improve-young-peoples-sexual-health-and-rights>

Full-group discussion

This activity offers the opportunity to address the definitions of indicators and ensure that it is clear where to find this definition and its limitations

Each group presents their work from last session, using the large sheets they prepared with:

- › **A.** Some revealing similarities and differences between their country and the rest of the world
- › **B.** Main issues/limitations particular to some indicators (i.e., what they do and don't tell)

The discussion will be organized in three parts, addressing first the indicators from Chapter 3, then those from Chapter 4 and finally those from Chapter 5.

STEP 1

Have all groups present their results from the appropriate chapter for A and B.

STEP 2

When all groups have presented their results for that chapter, the facilitator and the participants may discuss what has been presented (main outcomes, shortcomings, shared difficulties, etc.). Tell participants to take this opportunity to correct/improve their worksheets.

STEP 3

The facilitator may use the first part of Presentation C to provide additional explanations and synthesize the results of group work for Chapter 3. All the information that is provided in Presentation C can be found in *Demystifying Data* for the 70 indicators featured in the guide.

STEP 4

After completing steps 1–3 for each of the three chapters, hold a last round of discussion for participants to share what they learned from doing this exercise.

TIP 1 The facilitator may use Presentation C to provide more explanations and to guide the discussion. All the information that is provided in Presentation C can be found in the *Demystifying Data* guide for the 70 indicators featured in the guide.

TIP 2 In the full-group discussion, to avoid repetition of ideas, the facilitator may ask each group to present results for a different set of indicators; the other groups will add points only if they have not already been covered.

ACTIVITY 6: Identifying key issues and challenges in working to improve young people's sexual health and rights

AIM Help participants identify the issues and challenges they're facing in working to improve young people's sexual and reproductive health and rights in their country.

TIME 30 minutes

MATERIALS Markers, large sticky notes or cards, large sheets of paper. Handouts on definitions of young people's sexual rights, comprehensive sexuality education, gender issues and youth-friendly services.
Available at: <https://www.guttmacher.org/report/demystifying-data-workshop-toolkit>

STEP 1

Working in groups of 3–5, participants brainstorm about the issues and challenges they are facing in working to improve young people's sexual and reproductive health and rights in their country.

Encourage participants to work with new people.

STEP 2

Each group writes the issues and challenges they identified (one issue per card/sticky note). If they find it to be useful, they may organize sticky notes/cards in order of importance.

PRESENTATION D: Common issues and challenges in efforts to improve young people's sexual health and rights

AIM Allow participants to help shape the workshop by identifying key issues and challenges that they would like to address on Day 2. Enable participants to draw connections between the issues they experience and broader issues and challenges.

TIME 45 minutes

MATERIALS Markers, large sticky notes or cards used during Activity 6, large sheets of paper, stickers. Laptop and projector.

STEP 1

Groups take turn mentioning one issue at a time and sticking the corresponding card on a large sheet of paper.

STEP 2

Once the issues are listed and posted on the large sheet of paper, participants, group together issues that are similar, discuss relevance and priorities and agree what issues/challenges they would like to address later during the workshop.

TIP One way of selecting issues is by voting:

- Once the discussion and clarification phase is over, give each participant three small stickers.
- Give participants a few moments to silently select the three issues they find most serious or pressing.
- When everyone is ready, they place their stickers next to the issues they chose, without letting others influence them.
- Count the votes and sort the issues.

If small stickers are not available, the facilitators may ask participants to draw dots next to the issues they choose.

STEP 3

The facilitators review the issues mentioned at step 2, making sure that all key issues have been addressed by the participants, including: reaching everyone, encouraging the participation of young people, establishing youth-friendly services, performing advocacy or education roles, improving access to services, addressing gender, etc.. The facilitators may then lead the group in a discussion of how these issues are linked to the Sustainable Development Goals.

TIP The facilitator may use Presentation D: Common issues and challenges in efforts to improve young people's sexual health and rights.

STEP 4

After the presentation, review with the participants the list of issues they mentioned during the group work and make sure that they didn't overlook issues that are essential to their actual work or their organization's strategy regarding young people's sexual health and rights. The facilitator may need to reword some of the issues participants have mentioned to include new elements taken from the presentation.

Wrap-up exercise (see details on page 9)

REFLECTION ON DAY 1

STEP 1

The two volunteers report as instructed at beginning of Day 1, presenting a total of 6–9 bullet points on a large sheet of paper on

- › 1–3 things each that they liked particularly (organization in general, group work or dynamics, particular activities, facilitating process etc.)
- › 1–3 things each that they didn't like so much or that could have been different (same areas as above).

STEP 2

The facilitators can ask the rest of the participants if they would like to add something. Leave the sheets of paper on the wall for the duration of the workshop.

PRESENTATION E: Using data to address specific subgroups and issues

AIM Help participants gain an understanding of how to link data on subgroups with issues.

TIME 15–25 minutes

MATERIALS Laptop and projector. *Demystifying Data* guide, advocacy and country data tables: one copy per participant available at:

<https://www.gutmacher.org/report/demystifying-data-guide-using-evidence-improve-young-peoples-sexual-health-and-rights>

Facilitators present and explain

- › National country tables provide more detailed data for subgroups by:
 - Residence (urban/rural)
 - Wealth quintile (lowest/second/middle/fourth/highest)
- › Advocacy table lists indicators useful for the following advocacy issues:
 - Comprehensive sexuality education
 - Access to sexual and reproductive health services
 - Gender equality
 - Funding

TIP Facilitators may use Presentation E: Using data to address specific issues and subgroups: national country tables and advocacy table

ACTIVITY 7: Using available data to address selected issues and specific subgroups to improve young people's sexual health and rights

AIM Help participants gain the ability to identify relevant indicators for selected key issues and get comfortable with working data from the detailed national tables (urban/rural and wealth quintiles).

TIME 90–115 minutes

MATERIALS List of key issues or challenges selected at the end of Activity 6, flipcharts (one per group) and markers. *Demystifying Data* guide, participants' country data tables (or another country), advocacy table, at: <https://www.gutmacher.org/report/demystifying-data-guide-using-evidence-improve-young-peoples-sexual-health-and-rights> Handouts on definitions of comprehensive sexuality education, youth-friendly services, and gender equality and sexual rights (one copy per participant), available at: <https://www.gutmacher.org/report/demystifying-data-workshop-toolkit>

STEP 1:

Organize participants into new groups of 3–5.

STEP 2:

Assign to each group one issue (or two related issues) selected at the end of Activity 6.

STEP 3:

Using the *Demystifying Data* guide, the national country table and the advocacy table, participants select the 3–5 indicators most relevant to advocacy around the issue(s) assigned to them.

STEP 4:

They write down the indicators (with corresponding number) they selected on their worksheet and on the flipchart sheets.

STEP 5:

They discuss and summarize what the data for those indicators say about the situation of adolescents in the country and write it on the flipchart.

STEP 6:

They discuss priority goals (or activities) to respond to the situation they've described and write them on the flipchart. Goals (or activities) can be in terms of advocacy, service delivery or information & education. Goals should be SMART (Specific, Measurable, Achievable, Relevant and Time-bound).

TIP 1

Participants may reword or redefine the issue(s) assigned to them during the course of the group work to make them more relevant to their work or country context.

TIP 2

The facilitators should walk by the groups and make sure the participants don't select too many indicators and work in a way that allows them to reach step 6.

TIP 3

For step 6, the facilitators may have all groups focus on only one type of action (advocacy, service delivery or information & education) or assign different actions to each group. They may also want to give examples of SMART goals or ask participants to provide examples.



WORKSHEET FOR ACTIVITY 7:
Using available data to address specific key issues

Key issue(s):

Key indicators (from the <i>Demystifying Data</i> guide and/ or country table) to address this issue	indicator number, page, value	(a) What do the data tell about the issue and about adolescents in the country? (b) What are the implications of the data? What do the data say about adolescents' needs regarding the key issue?
1.	# p. Value:	
2.	# p. Value:	
3.	# p. Value:	
4.	# p. Value:	

(c) What needs to be done or changed? Identify priority goals or activities

ACTIVITY 7 (continued)

AIM Enable participants to present their analysis of a situation and priority goals (or activities) based on that analysis, and to get comments and feedbacks from the group.

TIME 60 minutes

MATERIALS Flip charts, markers

FULL GROUP DISCUSSION

STEP 1 Each group has 5–7 minutes to present the indicators they chose for each issue and describe why they selected them, what the indicators say about the situation in the country and what priority goals (or activities) the group recommends.

STEP 2 The other participants and facilitators provide comments on what each group presented:

- › Relevance of selected indicators and other possible useful indicators
- › Accuracy of analysis
- › Relevance of proposed priority goals (or activities)

TIP 1 The facilitator should make sure to share the available time evenly and give each group enough time to present their work.

TIP 2 The facilitator may ask groups to present a maximum of three key indicators. Ask groups that have selected indicators that have already been presented to limit their presentation to aspects that have not yet been addressed.

PRESENTATION F: Steps to developing an advocacy strategy

This presentation describes the eight basic steps to building an effective advocacy campaign provided in “A toolkit to equip young people with the skills to become powerful advocates for youth sexual and reproductive health and rights” by Advocate for Action and Students Partnership Worldwide.

Although all eight steps are important, we will focus now on steps 1–5.

Step 1: Identify the issue

Step 2: Carry out some research

Step 3: Identify who you are going to target

Step 4: Set goals and objectives

Step 5: Establish a clear, concise message

Step 6: Build support

Step 7: Develop an action plan

Step 8: Evaluate your efforts

TIP Facilitators may use Presentation F: Steps to developing an advocacy strategy. The presentation provides more information on each of these steps and examples for some of those steps.

ACTIVITY 8: Advocate using data

AIM Help participants gain familiarity with using data to prepare advocacy messages related to one issue targeting a specific audience.

TIME 45 minutes

MATERIALS Flipcharts (blank and from Activities 6 and 7), markers, worksheet from Activity 7 on key issues and relevant indicators

The same groups as for Activity 7 continue working on the same issue(s):

STEP 1

The groups complete their worksheets from Activity 7, improving them with the comments they received in previous session. In doing so, they will:

- › Describe the current situation, using relevant data.
 - › Identify what problems are implied and how they may affect youth in their country.
 - › Select one of the goals or activities they mentioned in their worksheet.
 - › Identify actions to be taken to reach that goal or activity, using data to justify those actions.
-

STEP 2

Each group identifies a specific target audience (e.g., representatives of the Catholic Church, members of the parents' association, conservative legislators etc.) and prepares messages based on the previous analysis, to advocate in front of all other participants.

ACTIVITY 9: Role-play to practice delivering powerful advocacy messages

AIM Give participants practice forming and delivering targeted, evidence-based advocacy messages.

TIME 45 minutes

MATERIALS Flipcharts (blank and from Activities 6 and 7), markers, worksheet from Activity 7 on key issues and relevant indicators

STEP 1

Each group advocates, using the message they prepared in the previous activity to explain and justify their proposed actions.

STEP 2

The rest of participants play the role of the target audience as defined by the presenters, and challenge the group presenting, playing the role of opponents to SRHR for young people, arguing and questioning the data provided.

TIP 1 All participants should be using as much as possible the data they have identified as being relevant to their issue. Participants can also draw on their knowledge of their national context and current debates on the subject of adolescent sexual and reproductive health.

TIP 2 The facilitator can encourage participants by telling them that the result doesn't need to be perfect and that they may not be able to convince their audience: Role playing is just an opportunity to put words and numbers into action, interact with opponents (played by the other participants) and to have some fun!

STEP 3

Participants tell what they learned from this exercise.

TIP The facilitators should make sure that the following aspects are addressed:

- › Data is most powerful when the indicators are carefully selected to be most relevant to and descriptive of the situation.
- › It is important to strategically select data that will speak to your audience. You don't advocate the same way to a Catholic priest as to a father of three adolescent daughters!
- › The power of numbers is that people remember them. It is important to quote numbers that are reliable and cannot be scientifically questioned.
- › Data have gaps and limits that must also be acknowledged.

PRESENTATION G: Missing data

AIM Help participants understand the gaps in and limitations of existing data and explore how to work when data/evidence is missing.

TIME 60 minutes (for Presentation G and Activity 10)

MATERIALS Flipcharts

Groups for which data is missing in the *Demystifying Data* guide (and in the DHS):

- › Young men
- › LGBT adolescents and adults
- › Adolescents younger than 15 years old
- › Disadvantaged youth
- › Unmarried women

Issues for which data is missing:

- › The spectrum of sexual activity (DHS defines sexual activity very narrowly)
- › The actual delivery of services and education
- › The quality of services and education
- › Knowledge and awareness of sexual rights
- › Gender equality

TIP To introduce the topic, facilitators may use Presentation G – Missing data

ACTIVITY 10: Gaps in existing data in our country

STEP 1 Have a full-group brainstorm around the following questions, and list answers on a flipchart:

- › What are the data we identified as missing so far during the workshop?
- › What missing data, if available, would make our work easier?

STEP 2 For each piece of missing data/evidence listed, have participants answer the following questions:

- › Is the data really missing in DHS?
- › Is there another source for this data that could be used, or another way to document the issue?
- › Are there other data that could be used to help understand the issue (such as a smaller-scale survey, clinic-based data, studies by large NGOs or a UN organization, etc.)?

→ **If yes:** Which one, how good/useful is it, and how can we use it?

→ **If no:** Do we need to collect it? Is it realistic? How could we do it?

ACTIVITY 11: Achievements: Looking back at the tree of contributions and expectations

STEP 1

Give participants 2–3 minutes to look over the tree. They can walk by and talk to each other.

STEP 2

Have them sit back down facing the tree and one by one, ask them about one thing they think was achieved during the workshop (achievements do not have to be part of the expectations identified on Day 1). Encourage participants not to repeat what has already been mentioned. Facilitators also take part in the round. At the end of the round, make sure that all achievements have been mentioned.

STEP 3

Ask the participants about one thing they wish had been achieved and was not. Encourage them not to repeat what has already been mentioned. Facilitators also take part in the round. At the end of the round, make sure that all wished-for achievements have been mentioned.

STEP 4

Ask the participants to think about the one or two most important things they've learned during the workshop, and about one or two things they particularly liked and disliked. Encourage them to use short statements and to not repeat others' answers.

Wrapping up

Have participants use one word to describe their state of mind, having reached the end of the workshop.

Official closing

References to Key Resources

1) *Demystifying Data: A Guide to Using Evidence to Improve Young People's Sexual Health and Rights* (Guttmacher Institute and IPPF, 2014)

Available at:

<https://www.guttmacher.org/report/demystifying-data-guide-using-evidence-improve-young-peoples-sexual-health-and-rights>

In addition to the guide itself, you will also find these additional resources

- › National-level data tables covering 70 indicators for 30 countries; data broken out by residence (urban and rural) and economic status (five wealth quintiles)
- › An advocacy table providing suggestions on the best indicators to use for a range of specified advocacy efforts
- › An indicators appendix explaining how the 70 indicators are calculated
- › A table on the status of sexuality education in schools in those 30 countries

2) Demographic and Health Surveys

The data presented in *Demystifying Data* were the most recent data available when the publication was prepared in 2012. New data may have become available for countries included in the guide; in addition, DHS data are available for many countries that were not included in the guide.

You can obtain national DHS data online in two ways:

1) Datasets: <http://dhsprogram.com/data/available-datasets.cfm> (registration required)

The site can be used to create customized tables showing the countries, indicators and population groups you would like to include. You may need assistance from someone who is used to working with DHS data (or similar databases) or for specific questions you may contact the organization that fields the DHS survey, ICF International.

2) Country reports: <http://dhsprogram.com/Publications/Publications-by-Country.cfm>

These data have already been selected and tabulated, which makes them easy to access, but you may not find data for all the indicators and subgroups you're interested in.

3) Comprehensive sexuality education

IPPF framework for comprehensive sexuality education

<http://www.ippf.org/resource/IPPF-Framework-Comprehensive-Sexuality-Education>

IPPF definition of comprehensive sexuality education

<http://www.ippf.org/our-work/what-we-do/adolescents/education>

From Evidence to Action: Advocating for Comprehensive Sexuality Education

<http://www.ippf.org/resource/Evidence-Action-Advocating-comprehensive-sexuality-education>

http://www.ippf.org/sites/default/files/from_evidence_to_action.pdf

4) Youth-friendly sexual and reproductive health services

IPPF definition of youth-friendly services

<http://www.ippf.org/our-work/what-we-do/adolescents/services>

Keys to youth-friendly services

<http://www.ippf.org/resources/publications/Keys-youth-friendly-services>

Provide: Strengthening youth friendly services

http://www.ippf.org/sites/default/files/inspire_provide.pdf

References to Key Resources (continued)

5) Sexual rights

Exclaim! Young People's Guide to 'Sexual Rights: An IPPF Declaration'

<http://www.ippf.org/resource/Exclaim-Young-Peoples-Guide-Sexual-Rights-IPPF-declaration>

Sexual Rights: An IPPF Declaration

<http://www.ippf.org/resource/Sexual-Rights-IPPF-declaration>

http://www.ippf.org/sites/default/files/sexualrightsippfdeclaration_1.pdf

6) Advocacy

A Toolkit to Equip Young People with the Skills to Become Powerful Advocates for Youth Sexual and Reproductive Health and Rights (YSRH&R) by Advocate for Action and Students Partnership Worldwide

<http://restlessdevelopment.org/file/final-toolkit-pdf>