

# Looking at gender, LNOB and non-traditional data sources from the demand side

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Equal Measures 2030

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# Equal Measures 2030 Partners



The African Women's  
Development and  
Communication Network





# Role of Equal Measures 2030

connecting data  
and evidence  
with advocacy  
and action

Equal Measures 2030 works to ensure that girls' and women's movements, advocates and decision makers access and use relevant data and evidence to guide efforts to reach SDGs by 2030



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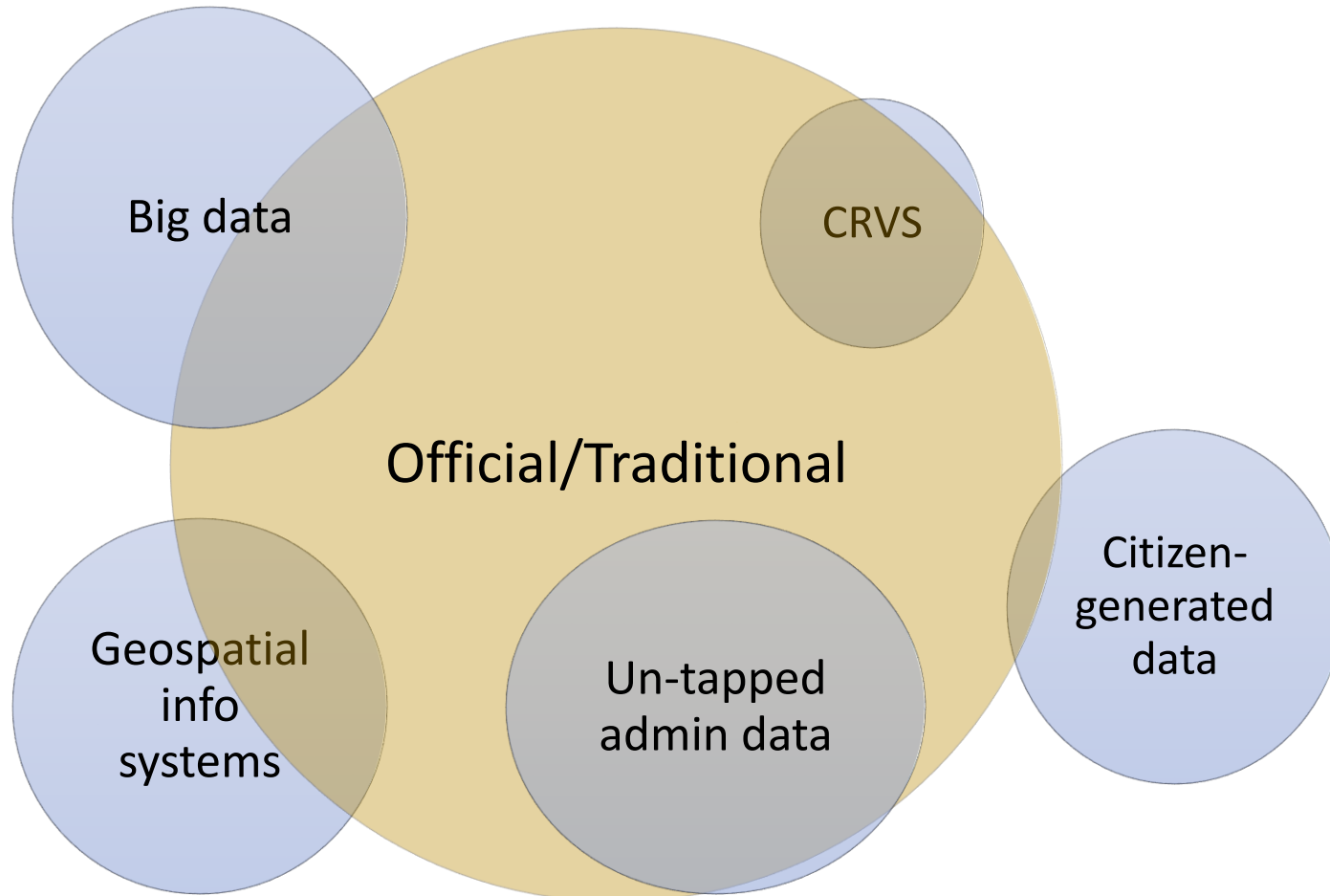
**Stories moved  
me, but data  
changed me.**

Advocates Survey Respondent, EM2030 and Ipsos MORI study

”

 **EQUAL  
MEASURES  
2030**

# What do we mean when we talk about non-traditional and citizen-generated data sources?



## Citizen-generated data

- Collects/disseminates data
- Different/same audiences
- Addresses different/same content
- Adheres to different/same standards

Note the difference between one-off data and those data that are required to monitor SDG related targets over time in a regular and consistent way



# Senior policymakers in five countries gave gender equality given a high priority in “traditional” gender domains

Priorities for gender equality based on the responses of policymakers

In 2017 Equal Measures 2030 surveyed 109 senior policymakers on their policy priorities and data preferences in Colombia, India, Indonesia, Kenya and Senegal

Percentage of policymakers who said gender equality is given a “very high” or “high” priority in each policy area

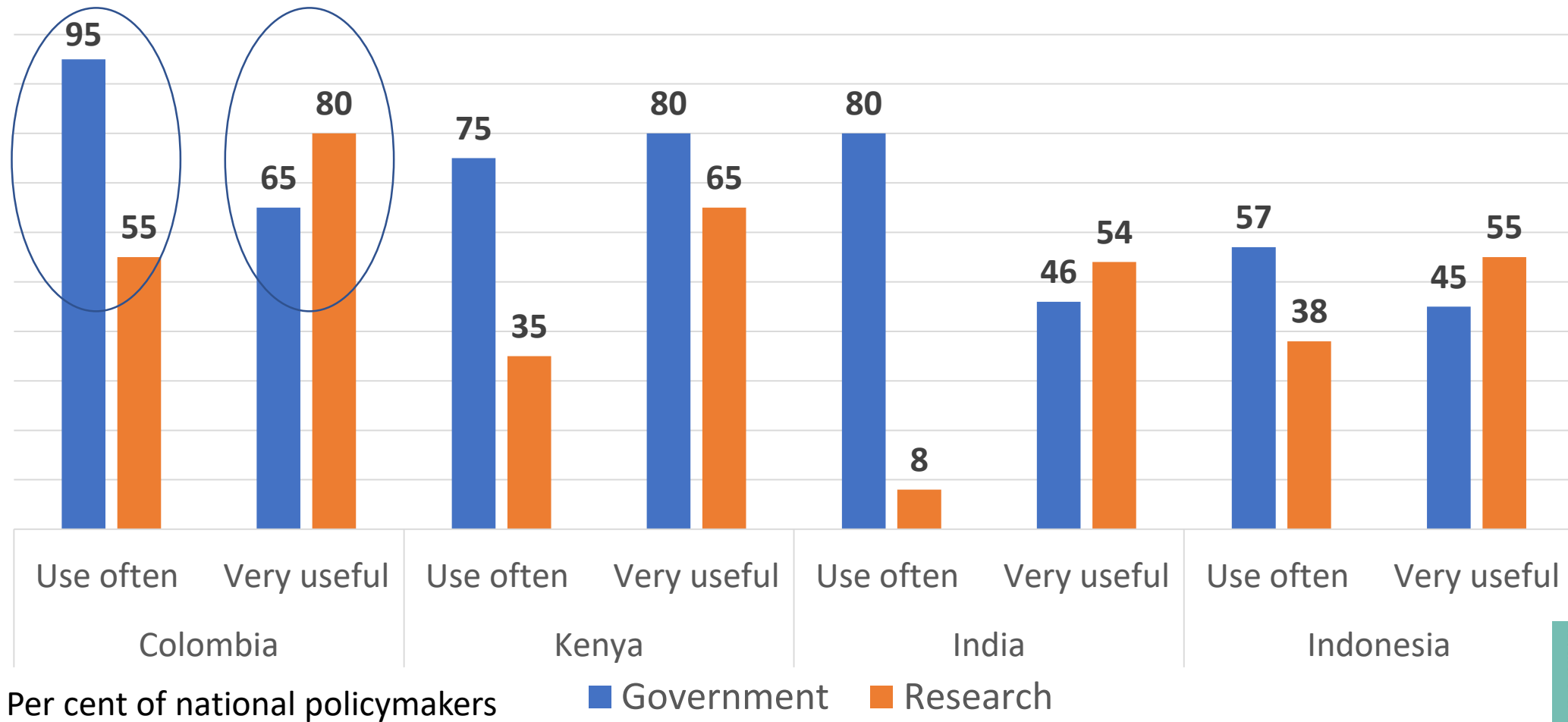


Source: Equal Measures 2030 | Base = 109 | July to September 2017





## Policymakers in four countries relied *often* on official data sources, but more likely to find research data *very useful*



Source: Equal Measures 2030, Ipsos MORI, 2017



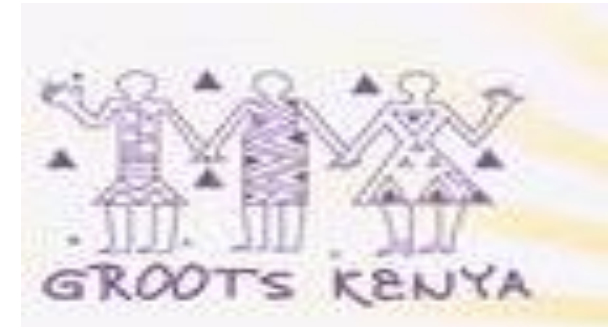
# Are traditional data sources serving gender, LNOB and policymaking stakeholders?

- Data 2x reports that only 21% of the data needed to monitor the gender-related SDG targets are currently available translating into critical blind spots for policymakers
- UN Women notes issues in coverage and timeliness - 23% of the available data is from 2010 or later and only 16% is available for two or more points in time
- Observers, like Criado Perez, note that data gap is due to not considering if women's needs are different and to not engaging women as part of design stage – so discussions only at the stage of data production are too late!



# From citizen-generated data to action on use of unclean energy for cooking by rural women in Kenya

- GROOTS, a grass-roots women's network, undertook multiple data collections in Kitui - a largely rural county in Kenya
- They found that two-thirds of families used firewood for *three stone* cooking and that women and children, who spent most time in kitchen, were worst affected as validated by local clinic visits
- Awareness of the use of clean and efficient cookstoves was high among women, but they noted significant cost barriers
- Women from Kitui took this evidence to public hearings on country budgets and made the case of purchasing clean cookstoves which led to new funding by the County for technologies, clean briquettes and training/promotion



\*As reported in BMGF The Optimist 2020 Annual Letter

# Citizen-generated data on rural girls and boys and reading skills in India

Addressing gender data gaps in education

- ASER measures emergent reading skills amongst 5-16 year-old girls and boys living in rural areas
- Easy to implement tool
- Volunteer enumerators
- Publish annual report with results
- Government policies have used findings
- Built the PAL network - a south to south CoP for like-minded citizen-generated data groups in South Asia and Africa

The screenshot displays the ASER 2019 Rural website. The top navigation bar includes links for Home, About Us, ASER Survey, Research & Assessment, MME, Capacity Building, Publications & Reports, Data Query, and Impact. A banner at the top features a group of children and the text "ASER 2019 Report Release - Jan 14, 2020 - live" with a "Copy link" button. Below this is a large graphic for the "Annual Status of Education Report AGE 4-8 ASER 2019 RURAL Facilitated by PRATHAM".

The main content area is titled "Annual Status of Education Report (Rural) 2019" with the date "January 14, 2020" and the subtitle "'Early Years'". To the left, under "ABOUT ASER CENTRE", it states: "ASER Centre was established in 2008 as an autonomous assessment, survey, evaluation and research unit within the Pratham network. [More](#)". To the right, under "ASER 2019 : KEY DOCUMENTS", there are links for "[ASER 2019 Full Report](#)" and "[ASER 2019 National Findings](#)".

At the bottom, the "PAL NETWORK" logo is visible with the tagline "People's Action for Learning". The navigation bar for the PAL network includes links for ABOUT US, ASSESSMENT, COMMUNICATION, CONFERENCE, BLOG, ACTION, LOGIN, and CAREERS. The bottom of the page features a large illustration of a community meeting in a rural setting, with a woman in a red sari presenting to a group of people. In the bottom right corner, there is a logo for "EQUAL MEASURES 2030".

# What's the role of citizen-generated data?

It's imperative for NSOs facing greater demands and fewer resources, especially in relation to LNOB, to consider the value proposition of engaging non-official actors (quite common already in natural sciences!)

Learn the stories to understand lived realities of LNOB groups, insufficient NSO budgets, big data not yet covering those most left behind

Learning from small-scale community level research that can be replicated (GROOTS) or integrated into existing official data tools

Learning from examples of large-scale networks of trained volunteer enumerators (PRATHAM ASER) to see where support re standards and techniques could be applied

# Good practices in fostering partnerships and creating an enabling environment

- Promote consultation and dialogue through engagement
  - UN Women / BMGF support for NSO/CSO committees, like the one that GROOTS Kenya is a part of with the Kenyan National Bureau of Statistics, which includes consulting on data collection and training of civil society staff
- Recognise the assets that each partner brings to the table, being sensitive to differences in epistemologies (qualitative vs. quantitative)
- Be responsive to user needs and recognize producer constraints
- Build relationships that link to a ladder of further collaboration, for example, in relation to standards and definitions
- Document good practices from existing efforts (e.g., UK, Ghana, Kenya, et al) that go beyond simple user outreach