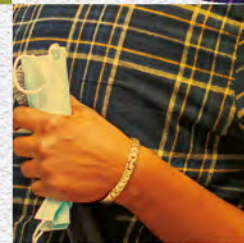


Intersectional Rapid Gender and Protection Analysis (IRGPA) Workbook and Toolkit

A youth-led research tool
for more inclusive
and safer youth programs



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This toolkit is part of the USAID-funded Youth Excel program and was prepared through collaborative efforts between **ABAAD Resource Center for Gender Equality (ABAAD)**, a UN ECOSOC accredited organization with the aim of achieving gender equality as an essential condition to sustainable social and economic development in the MENA region; **Search for Common Ground (Search)**, the world's largest dedicated peacebuilding organization operating in over 30 countries; and **IREX**, an independent nonprofit organization dedicated to building a more just, prosperous, and inclusive world by empowering youth, cultivating leaders, strengthening institutions, and extending access to quality education and information in more than 100 countries.

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This product is the result of several versions that were piloted with several local, youth-led, and global development organizations from 2021 to 2023. We collected input from adult and youth professionals from Africa, Latin America, Middle East, North America, and Europe including users of the pilot toolkit. We thank all contributors for helping us understand how to make research around gender and protection research from an intersectional approach accessible, actionable, and enticing for leaders at youth-led and youth-serving organizations.

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The final product was written by Zaira Lainez Carrasco and Rachel Walsh Taza, employees of IREX and Search. Zaira is based in Guatemala, with an educational and professional background in Central America and Mexico; she identifies as Guatemalan. Rachel is based in the US, with an educational and professional background in North America and in the MENA region; she identifies as white and is from the United States. Although it has been our intention to build a product that is accessible and inclusive for youth globally, our identities and life experiences may have influenced our work. Through the work that the organizations do through this toolkit, we hope to contribute to make visible many more diverse views and experiences from the youth.

We thank the following contributors who provided substantial feedback to this toolkit:

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Welcome to the IRGPA Workbook!

The Intersectional Rapid Gender and Protection Analysis (the IRGPA) is a youth-led research activity conducted to understand the most important gender and inclusion challenges in a community, so that programs that are implemented are sensitive and responsive to those challenges, creating safer and more inclusive programs for diverse youth participants.

The IRGPA is based on key guidance on Gender Analysis, Rapid Gender Analysis and protection resources more generally, particularly from ABAAD, Search and IREX.


The IRGPA toolkit is a key resource of the Gender Equality and Social Inclusion (GESI) and Youth Protection approach of IREX and Youth Excel. You can learn more about this approach in this [GESI Factsheet](#) and you can practice it by following this toolkit. In this sense, our work around GESI and Protection is a continuous learning and adaptation journey, as we are always facing new challenges around gender, inclusion, and youth protection in different contexts. In any project or program, this work is also not only a responsibility of the GESI or Protection focal point or the IRGPA researcher; but rather a responsibility of all of us!

The IRGPA was designed by [Youth Excel: Our Knowledge, Leading Change Consortium](#). This toolkit reflects Youth Excel's commitment to advance gender equality by using research, learning, and data to change systems and transform norms, shifting power differentials so that diverse youth—including youth of all genders in different age categories— influence development agendas and development decision making.

Who is this toolkit for?


This toolkit was designed for young leaders at youth-led and youth-serving organizations working across sectors in local and global development but can be used by leaders at any organization who are looking for new ways to better understand and strengthen their work around gender equality, social inclusion, and protection.

How will this IRGPA Toolkit walk you through that IRGPA research process?




Section 0
Preparing for the IRGPA

This preparation section contains guidance for youth-led and youth-serving organizations” (Section 0.1) and for the IRGPA facilitator and the research team (Section 0.2) before starting with the IRGPA research process.



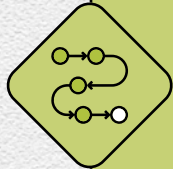
Section 1
Identifying the community and the program

This first section contains guidance for the IRGPA facilitator and the research team for conducting the demographic research (Section 1.1) and identifying the main aspects of the community and program participants (Section 1.2).



Section 2
Protection in the community and during the research

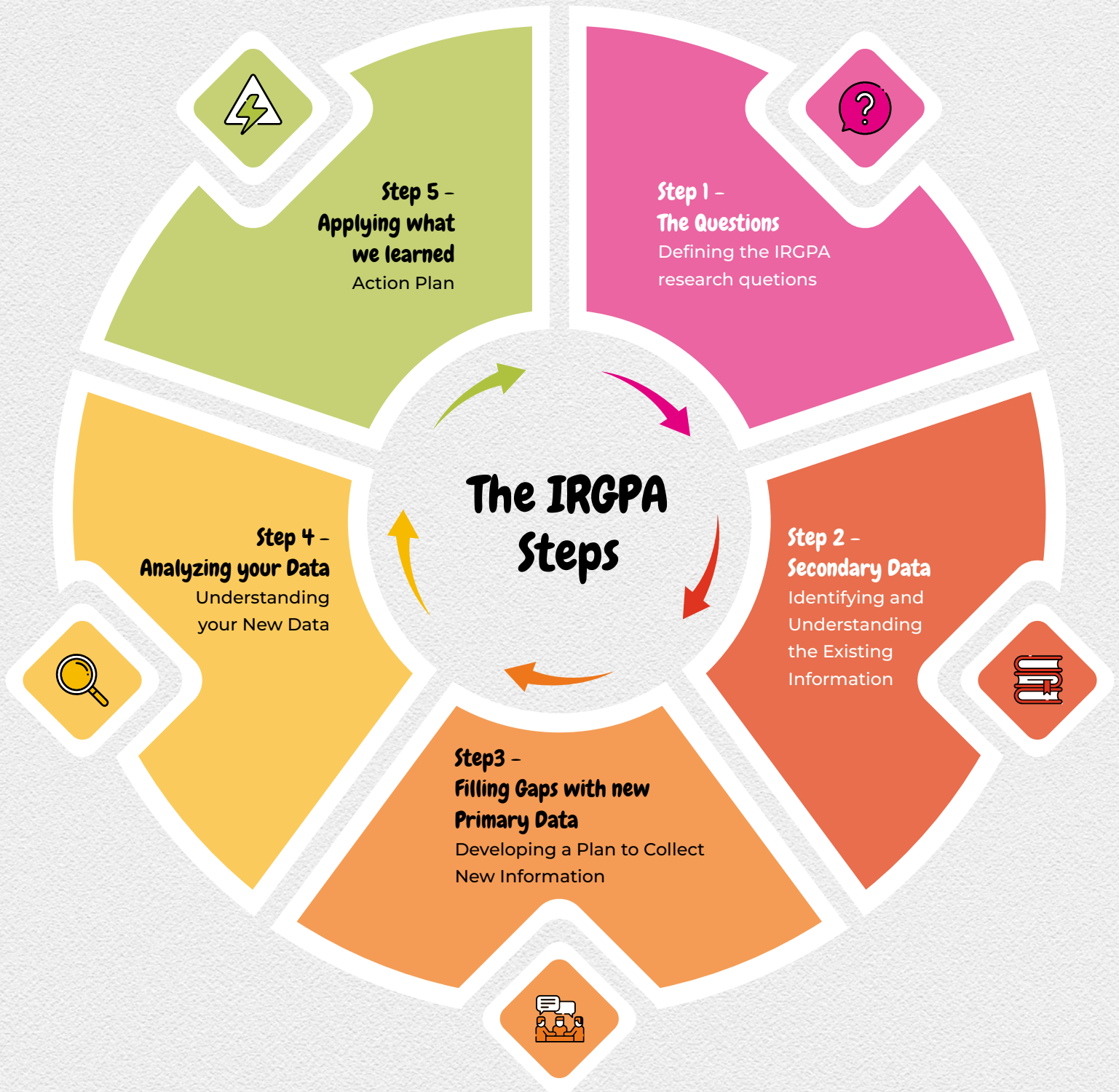
This second section contains guidance and resources for the IRGPA facilitator and the research team for working on the main protection aspects in the community and during the research (Section 2.1, 2.2, 2.3, 2.4, 2.5).



Section 3
The IRGPA research process, step-by-step

This third section contains the five step-by-step guidance for the IRGPA facilitator and the research team for conducting the IRGPA research process (Steps 1 to 5).

What might an Intersectional Rapid Gender and Protection Analysis (IRGPA) research process look like for your organization?



How to Use the IRGPA Workbook

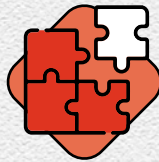
This workbook will introduce you to many different concepts and approaches. As you progress, the different sections will invite you to engage by applying these concepts and approaches to your own work. This workbook is both informational and a practical tool that walks you through the process of developing an IRGPA. As you progress through the workbook, look out for the icons below that highlight different ways that the workbook will engage you as the user.

Toolkit Visual Guide



Guidance:

This symbol means that you will find guidance for how to use the Toolkit as you engage with the concepts and approaches.



Definition:

This symbol means that you will find a definition for a key term highlighted in this Toolkit.



Interaction:

This symbol invites you to interact with the Toolkit by applying concepts and approaches to your own work. The guidance provided will detail how to do this.

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Acronym list

Abbreviation	Definiton
DNH	Do No Harm
DNMH	Do No (More) Harm
FGD	Focus Group Discussion
GESI	Gender Equality and Social Inclusion
IREX	International Research and Exchanges Board
IRC	International Rescue Committee
IRGPA	Intersectional Rapid Gender and Protection Analysis
KII	Key Informant Interviews
MENA	Middle East and North Africa
MHPSS	Mental Health and Psychological Support
PYD	Positive Youth Development
R2C	Research to Change
STI	Sexual Transmitted Infection
TOR	Terms of Reference
UN	United Nations
USAID	The United States Agency for International Development
TIA	Trauma-Informed Approach
YLO	Youth Led Organization
YSO	Youth Serving Organization

Introduction

The purpose of this workbook is to guide you step by step while you conduct your Intersectional Rapid Gender and Protection Analysis (IRGPA). The IRGPA was designed as part of the USAID-funded [Youth Excel](#) global program as a tool similar to a traditional *Gender Analysis* used in international development programs. The IRGPA is meant to provide key data on hyper-local gender issues with an intersectional approach and provide guidance in how to take action against these challenges - including gender equality and social inclusion (GESI) challenges and youth protection challenges - at the local level. However, this IRGPA Workbook can be used by any program and/or organizations outside of Youth Excel who find it useful to their work.

About the Intersectional Rapid Gender and Protection Analysis (IRGPA):

The IRGPA is a youth-led research activity conducted to understand the most important gender and inclusion challenges in a community, so that programs that are implemented are sensitive and responsive to those challenges, creating safer and more inclusive programs for diverse youth participants.

The IRGPA serves as the first step of implementing a local program. It helps the implementer to understand *“the local and relevant identity-based needs, roles, benefits, risks and resources which exist within the operating environment of a program and may affect staff, partners and/or participants as well as anticipated results”*.¹

1. Definition adapted from IREX GESI Analysis Training (2022).
2. This five areas draw from Gender and GESI (Gender Equality and Social Inclusion) Analysis, and the PYD (Positive Youth Development) framework.
3. GESI (Gender Equality and Social Inclusion); PYD (Positive Youth Development).

The IRGPA is a research process like others, but with some special characteristics:

- It is a youth-led process.
- Researchers should be local and diverse.
- It includes research skills-building (the process is as important as the product).
- It is focused on understanding the context where a program will be implemented.
- It has an established framework (which include five topics).²
- It is based on a gender equality and social inclusion (GESI), youth protection, positive youth development (PYD), and intersectional approaches.³
- The methodology compiles information through a literature review, interviews and focus groups.
- It is “rapid”. It is not an exhaustive research activity. It should provide only the most relevant and impactful information for the program. The time allocated to carry out the IRGPA should not exceed two months.
- It is not academic research. The most valuable thing is the youth-led process itself, reflecting young people’s own perspectives and knowledge and feeding those into your program design.
- The results must be applicable to the program and lead to decisions that improve protection and inclusion of team members and participants.
- There is not a final report per se. The researchers will record their findings throughout the different sections of this workbook to, finally, suggest actions for the organization to implement a more inclusive and safer program. However, the user may choose to create a final product. If that is the case, we recommend a short document (3-5 pages) including a brief introduction to the document and the main findings.

What can you do with the IRGPA findings:

1. Meet the contextual needs of diverse participants of your program and partners through the design of your program activities.⁴
2. Develop an identity-based conflict analysis and a risk assessment.
3. Provide input for developing a budget that considers GESI and protection challenges.
4. Offer inclusive and safe programming, and comply with donor and organization's requirements to do so.

This IRGPA workbook will help you to...

- Understand what an IRGPA is.
- Create a plan to conduct the IRGPA research process that will help to achieve GESI and protection goals of a new program or a program that is ready to adapt.
- Conduct the IRGPA, documenting your experience and findings at each stage of the process.
- Summarize key findings which are necessary to understand the exclusion that many people experience (related to systemic barriers, resources constraints, etc.) and then generate concrete recommendations and/or actions to ensure an inclusive and safe program.
- Ensure that participants of your IRGPA research and program are included and protected (*ethical research*).

The IRGPA is based on key guidance on Gender Analysis, Rapid Gender Analysis and protection resources more generally, particularly from ABAAD, Search and IREX. It also has considered resources from CARE International, the International Rescue Committee (IRC), Frontline Defenders, and Keeping Children Safe – leaders in the field.

You can find more information in the following documents: [CARE Gender in Emergencies Guidance Note Preparing a Rapid Gender Analysis](#), [CARE Good Practices Framework: Gender Analysis](#) UNICEF's [Risk Assessment Tool](#), Amnesty International's [Security Toolkit for Young Defenders](#), Frontline Defender's [Workbook on Security: Practical Steps for Human Rights Defenders at Risk](#), Tactical Technology Collective's [Holistic Security Trainer's Manual](#), Save the Children's [Conflict Management and Peace Building in Everyday Life Resource Kit for Children and Youth](#), Search for Common Ground's [Common Ground Approach Trainings](#), Search for Common Ground's [Safeguarding & Child Protection Policy](#), and Keeping Children Safe's [Developing Child Safeguarding Policy and Procedures](#).

This document was also informed by the Youth Excel's intersectional [Global Gender Equality and Social Inclusion \(GESI\) Analysis](#), [Desk Review on Youth Protection Standards](#), and [Global Risk Assessment Analysis](#) which guided the topics and structure of this tool.

4. This is possible thanks to the specific data that your IRGPA provides and the specific recommendations and actions proposed. This includes making visible the challenges and obstacles that marginalized groups face and that may often be overlooked.

Introducing the Youth Excel IRGPA



What is an IRGPA?

The IRGPA is a youth-led research activity conducted to understand the most important gender and inclusion challenges in a community, so that programs that are implemented are sensitive and responsive to those challenges, creating safer and more inclusive programs for diverse youth participants.

The IRGPA serves as the first step of implementing a local program. It helps the implementer to understand *“the local and relevant identity-based needs, roles, benefits, risks and resources which exist within the operating environment of a program and may affect staff, partners and/or participants as well as anticipated results”*.⁵

Why should we conduct an IRGPA?

Before implementing any youth program,⁶ conducting an IRGPA will help you to understand the context (context sensitivity) of the community to provide a more inclusive and safer process for all the people involved in your program.

The IRGPA helps understand *who is excluded* from the development sector where your program aims to contribute (e.g., youth livelihoods, mental health, education, young women’s safe mobilization, etc.), and *why*, to design and implement inclusive and safe programs for diverse youth within a specific community.

The goal of the IRGPA is to provide data and insights which are necessary to surface identity-related inequities (including systemic barriers like racism, sexism and poverty) within a specific development challenge⁷ addressed by your program, so you can understand the exclusion, discrimination and/or risks that many people suffer based on their identities⁸ and generate concrete recommendations and actions to expand opportunities for all and reduce the obstacles for meaningful inclusion and safe participation in your program.

The IRGPA helps us to ensure that all the people, especially from marginalized groups, will benefit equitably through our program. It helps us to Do No (More) Harm by helping us not to inadvertently reinforce existing disparities and discrimination.

5. This definition is adapted from the IREX Gender and GESI Analysis (2022). The IRGPA is a Youth Excel version of what is commonly known in Development as a Gender or GESI Analysis.

6. We use program or project interchangeable.

7. e.g., youth livelihoods, mental health, education, young women’s safe mobilization, etc.

8. e.g., due to age [youth/older persons], disability, ethnicity, gender identity or sexual orientation, where they live.

Who should be involved in the IRGPA team?

Youth-led or Youth-serving organizations (YL/YSO):⁹

The IRGPA researchers are recruited by the YL/YSO that is going to implement a youth program in a certain community.¹⁰

Youth-serving organizations (YSOs) whose team may not consist of youth should make special efforts to ensure youth knowledge is valued in the data collection and consulting with youth in the locality to inform the IRGPA.

IRGPA facilitator:

The YL/YSO should have a practitioner who will be the IRGPA facilitator for the research team. The IRGPA facilitator is the person who will be the bridge between the YL/YSO that is implementing the program that will use the IRGPA, and the team of young researchers who are leading the IRGPA. They can be from the organization or from another organization.

This person has experience in GESI, protection and research, and believes that young people and communities can do valuable research. This facilitator is a youth champion! They have excellent skills working with youth, is creative, innovative, and can adapt this tool to the local context.

IRGPA researchers:

The IRGPA is led and conducted by a team of diverse and local young researchers. It's desirable that these youth have some experience in research, GESI, protection and/or the development sector of our program (e.g., youth livelihoods, mental health, education, young women's safe mobilization, etc.). However, youth don't have to be GESI or research experts, they just need to have a strong interest in research and in contributing to inclusive and safe environments in their community. For example, you may recruit university students or even senior secondary school students for your IRGPA team!

The IRGPA is primarily for internal use of the program staff of the YL/YSO. However, we highly encourage the research team and the organization to share back the IRGPA with the people who participated in the research process. If there is time and resources available, and if it is safe, we encourage to share it back also with the community, at least, some key data points.

-
9. For Youth Excel, a *Youth-Led Organization is an organization where the CEO or other leaders are under 35 and whose Board of Directors are under 35; while a Youth-Serving Organization is an organization that has a mission, mandate, or programs with an expressed priority of serving or supporting youth under age 35.*
10. In some cases, the YL/YSO might hire another YL/YSO to conduct the IRGPA due to their experience in GESI, protection and research.

Who is this IRGPA Workbook for?

Depending on the nature of your organization and program, the primary user of this IRGPA can vary:

Who you are	Situation	How you will use this IRGPA
YSO Practitioner (or IRGPA facilitator)	You are a practitioner from a youth-serving organization (YSO) who is supporting a team of <i>young researchers</i> do the IRGPA, so you are the IRGPA facilitator.	<ul style="list-style-type: none"> • You use this workbook to guide how the <i>young researchers</i> lead the IRGPA. • The <i>young researchers</i> will use this workbook with your support. • The IRGPA will provide input for a program that the YSO is implementing.
YLO Practitioner (or IRGPA facilitator)	You are a practitioner from a youth-led organization (YLO) who is supporting a team of <i>young researchers</i> do the IRGPA, so you are the IRGPA facilitator.	<ul style="list-style-type: none"> • You use this workbook to guide how the <i>young researchers</i> lead the IRGPA. • The <i>young researchers</i> will use this workbook with your support. • The IRGPA will provide input for a program that the YLO is implementing.
YLO Researchers	You are part of a youth-led organization (YLO) who will conduct the IRGPA.	<ul style="list-style-type: none"> • You use this workbook to guide how you conduct the IRGPA. • The IRGPA will provide input for a program that your YLO is implementing.

The first part of this IRGPA tool (*Section 0*) is aimed at the YL/YSO. This will help to introduce the organization to the IRGPA and their role supporting the team of young researchers who will lead the IRGPA, providing some guidance on how to prepare for the IRGPA.

The rest of the tool (from *Section 1* to *Section 3*) is aimed at the team of young researchers (the Workbook). This will help to provide an orientation to the IRGPA and the program where it will be applied.

When should the IRGPA be conducted?

The IRGPA is conducted during the start-up phase (ideally, within the first three months of a program starting) of a youth-focused program implemented by a youth-led or youth-serving organization (YL/YSO), so that the IRGPA results can inform the design and decision-making of the program and so that the results can be fully incorporated into the activities, budget, and results framework. It may also inform an on-going program that is interested in adapting how it is implemented to strengthen intersectional inclusion and youth protection.

How might an IRGPA process occur?

In general, the IRGPA is like other research processes where you have participated, with the same steps. What distinguishes gender analysis from other types of research - including this IRGPA - is that the *research problem* is built from the recognition of the existence of *gender inequalities and social exclusion* based on different identities. Based on that, gender analysis - and this IRGPA - works with an established *framework* to help researchers focus on the gender inequalities and social exclusion situations in their specific contexts, sectors, and programs. This is why it is important that the researchers are diverse youth who are familiar with the context where the program will be implemented.

The research uses qualitative and quantitative research methods. The team conducts literature review or desk research to get secondary data¹¹ first (especially recommended for sensitive programs in closed spaces, but all IRGPAs should start with a desk review); followed by key informant interviews and focus group discussions to get primary data if gaps in the



secondary data are identified. Additionally, throughout the process data and knowledge from youth-sources should be prioritized (e.g., youth as key informants). This process involves research **skills-building**.

The IRGPA research process is done through this workbook, so there is not a final report per se. The researchers will record their findings throughout the different sections of this workbook to, finally, suggest actions for the organization to implement a more inclusive and safer program. However, the user may choose to create a final product. If that is the case, we recommend a short document (3-5 pages) including a brief introduction to the document and the main findings.

Finally, the IRGPA strives to be an **ethical research**¹² process, which means that it is inclusive of diverse identities and protects the rights of participants of the research journey and program.

11. Specially recommended for sensitive programs in closed spaces.

12. For additional guidance on ethical research, we recommend exploring the [International Ethical Research Involving Children Project](#).

Section 0. Preparing for the IRGPA



Section 0

Preparing for the IRGPA

This preparation section contains guidance for YL/ YSO (Section 0.1) and for the IRGPA facilitator and the research team (Section 0.2) before starting with the IRGPA research process.



Section 1

Demographic research

This first section contains guidance for the IRGPA facilitator and the research team for conducting the demographic research (Section 1.1) and identifying the main aspects of the community and program participants (Section 1.2).



Section 2

Protection in the community and during the research

This second section contains guidance and resources for the IRGPA facilitator and the research team for working on the main protection aspects in the community and during the research (Section 2.1, 2.2, 2.3, 2.4, 2.5).



Section 3

The IRGPA research process, step-by-step

This third section contains the five step-by-step guidance for the IRGPA facilitator and the research team for conducting the IRGPA research process (Step 1 to 5).

Section O. Preparing for the IRGPA



This section is for the youth-led/youth serving organization (YL/YSO) who is implementing the program that will use the IRGPA. The organization should work to complete this section. This information will be important for the IRGPA facilitator and the IRGPA research team.



Guidance for the youth-led/youth serving organization

Before we start with the IRGPA guidance for the young researchers, we need to do some preparation. This preparation should be led by an IRGPA facilitator, and it should be filled out by the youth-led/youth-serving organization (YL/YSO) who is implementing the program that will use the IRGPA.

This section has two goals: 1) Provide some tips for the YL/YSO about how to prepare for the IRGPA; and 2) Summarize the information about the program that will use the IRGPA, so that the IRGPA researchers can have the necessary information to guide their process.

With this section ready, the YL/YSO will be ready to start with the IRGPA process and the IRGPA facilitator will have enough information to orient the IRGPA researchers to their work, which includes understanding how the IRGPA research is going to be used within a specific program.



0.1.1

Getting ready for the IRGPA

Guidance:


Use the table below to plan for the IRGPA process. Put a ✓ next to each item that your organization and the IRGPA facilitator has accomplished. Use the Notes column for any comment or observation about how you will do each step.






This section includes additional guidance on some of the items listed in the checklist below – if you have questions about how to carry out certain steps, please read on.

You can review this table through the IRGPA process and even during the implementation of your program to keep in mind the importance of integrating the recommendations from the IRGPA into your program.



Item	Description	✓	Notes
Before implementing the IRGPA			
 Decision	An organization (YL/YSO) has decided they will conduct an IRGPA to inform a program that is going to be implemented or that is ready to be adapted to strengthen youth inclusion and protection.		

 Time	The organization has considered the time that the IRGPA takes (approximately two months) before the implementation.		
	The organization has made a realistic timeline which considers tasks and responsible people.		
	The organization has considered the time to present the IRGPA findings.		
 Budget	The organization has allocated budget to:		
	<ul style="list-style-type: none"> • Hire an IRGPA facilitator. 		
	<ul style="list-style-type: none"> • Provide stipends to IRGPA researchers (according to the organization's context and local context). 		
	<ul style="list-style-type: none"> • Implement IRGPA researchers' trainings (this can be in-person or virtual. We recommend doing them in person) 		
	<ul style="list-style-type: none"> • Carry out primary data collection: key informant interviews and focus group discussions (this can be in-person or virtual. We recommend doing them in person). 		
	<ul style="list-style-type: none"> • Present the IRGPA findings, so they can be considered in the program design and implementation. 		
 IRGPA facilitator	The organization has selected an IRGPA facilitator who meets the characteristics needed for this role.		

IRGPA facilitator allocates time for contextualization.

IRGPA facilitator ensures a safe and inclusive process for young researchers. Some guidance is included later in this section.

IRGPA facilitator allocates time for research-skills building.



Recruitment process

The organization (and/or the IRGPA facilitator) has conducted the recruitment process for the IRGPA young researchers:

Creates Terms of Reference (TOR) in accordance with the context and the organization parameters;

Publish the TOR in different spaces for at least two weeks.

Intentionally maps diverse youth organizations (e.g., youth with disabilities).

Prioritize local and diverse youth.

Youth with research experience (desirable but not required).

During the IRGPA implementation

Onboarding and Training

The organization and the IRGPA facilitator have designed the IRGPA onboarding and training according to their needs and context (Can be in-person or virtual. We recommend in-person). Consider a 2-day workshop.

Get started with the IRGPA!

IRGPA researchers are ready to start and lead the research. They use this workbook to guide their process.

After the IRGPA implementation

Using the IRGPA findings

The organization makes sure to use the IRGPA findings into their program.

The organization takes time to integrate the recommendations into the program planning. Plan at least one workshop with your team to discuss the IRGPA findings and recommendations (you can find guidance on the last part of the Action Plan section).

The organization takes time to return the main findings to the people who provided information (e.g., through interviews and focus group discussions).

Bonus: If there is time and resources, and if it is safe, the organization can support the IRGPA researchers to present the main findings with the community.

Bonus: The organization takes time to assess if they can integrate these actions into other programs.

Feedback

The IRGPA facilitator collects feedback about the IRGPA process from the researchers and synthesizes it in a document that will be delivered to the organization (YL/YSO).

0.1.2

Program¹³ Overview

The program that is going to use the IRGPA can be a new program that is already designed or an existing program. In any case, the IRGPA is meant to be conducted before the implementation, during the start-up phase of the program or during the adaptation phase of an existing program.

Ideally, the organization should provide all the information that is required below about the program activities and participants, so that the IRGPA research team can better focus their search for information. However, if the organization still has not that information or it doesn't apply due to the circumstances of the program or the context, fill out all what you can, and ask the IRGPA facilitator for their support in filling it out when they have more information during the research process. Don't worry if you cannot fill out everything, just complete the spaces that make sense to your program.



Guidance:

Fill the table below with the existing information of the program that will be informed by the IRGPA.



About the program that this IRGPA will inform	Answers
What is the name of the Program that will use this IRGPA? Remember that the IRPGA will inform this program.	
Where is the Program developed? This is the place where the program is being developed. Be as specific as you can.	(Country, county/department, municipality, city, community)

13. Notice that in this workbook, we use the words Program and Project interchangeably, or it can even be referred to as Activity, depending on your organization and the context.



About the program that this IRGPA will inform	Answers
Start date for the Program	[mm/dd/yy]
End date for the Program	[mm/dd/yy]
What is the name of the organization (YL/YSO) that is implementing the Program?	Name of YL/YSO:
What development sector does this Program focus on? You can add more than one sector, depending on your program. Use bullet points to add more sectors if needed. Remember that the IRGPA helps to understand <i>who</i> is excluded from this sector, and <i>why</i> as well as <i>how</i> to ensure participation is safe for all people.	(e.g., youth livelihoods, mental health, education, etc.)
What does this Program aim to achieve? State the main objectives of the Program. Be as specific as you can. You can add bullet points to add specific objectives.	Objective 1: Objective 2: Objective 3:
What are the results you want to accomplish through this Program? State the main results of the Program. These results should be closely linked with the objectives above. You can add bullet points to add specific objectives.	



About the program that this IRGPA will inform	Answers
<p>What are the main activities of this Program? Describe the expected main activities, <u>what</u> are they and <u>who</u> is involved (e.g., workshops, local networks that will develop community solutions, research activities like literature review, focus groups, interviews, Knowledge Products like podcasts, books, comic books, plays, and final activities like Data Summit). Add a bullet point for each activity.</p>	<p>Activity 1:</p> <p>Activity 2:</p> <p>Activity 3:</p>
<p>Who are the Program's participants? Briefly describe the main characteristics of the youth that will be participating in the Program (e.g., youth between 10-29 years old who face gang violence within their communities in the periphery of the city). Think about the most important identities (e.g., their gender identity, nationality, language) that may affect the way they experience and participate in the Program.</p>	



0.1.3

IRGPA Overview



Guidance:

Fill the table below with the IRGPA information.

Note that some of this information is the same as you used in the table about the Program that will use this IRGPA.



About this IRGPA	Answers
What is the name of the Program that this IRGPA will inform? Remember that the IRGPA is specific to this program.	
Where is the IRGPA developed? This is the same place where the program is being developed. Be as specific as you can.	(Country, county/department, municipality, city, community)
Start date for the Program	[mm/dd/yy]
End date for the Program	[mm/dd/yy]



Guidance:

Use the questions below to plan the IRGPA process and clarify how the IRGPA will be used.



About the program that this IRGPA will inform	Answers
<p>What is the workplan timeline for this IRGPA? Write down the main activities and time assigned. When you think about the timeline, be very specific and realistic about the available time of each researcher, stakeholder availability, plans to share the findings, etc. (e.g., Recruit researchers (Jan); conduct onboarding (Feb), Conduct desk research (Feb-March), etc.)</p>	
<p>What is the budget for this IRGPA? Write down the general budget and main budget lines. You can use the budget part in the checklist in Section 0.1 a). Be aware of the available budget to develop this research, so the plan is in line with it (e.g., there may not be funds for travel costs of participants of a Focus Group Discussion, so you may consider doing it online. However, you should consider paying for the internet).</p>	
<p>Can the organization (YL/YSO) narrow down the knowledge gap with existing information for this IRGPA? If there is available information that can contribute to this research, you should provide it to the IRGPA facilitator and the research team for the literature review stage. This can save time and resources and we can avoid asking unnecessary questions to the community.</p>	<p>Yes</p> <p>No</p> <p>Explain:</p>



About the program that this IRGPA will inform	Answers
<p>Complete the following information: Write down the main activities and time assigned. When you think about the timeline, be very specific and realistic about the available time of each researcher, stakeholder availability, plans to share the findings, etc. (e.g., Recruit researchers (Jan); conduct onboarding (Feb), Conduct desk research (Feb-March), etc.)</p>	<p>This IRGPA will help</p> <p>[Name of the organization(s) who will be implementing the Program] to understand youth inclusion and power dynamics in the</p> <p>[Name of the development sector] sector in</p> <p>[place of the program]. These IRGPA results will inform the decisions that the organization will do to design and implement a more inclusive and safer program</p> <p>[Name of the Program].</p>

Key audience

It's important that all of the research team understand who the key audience of this IRGPA is. Here you can find some details about it.

- A key audience is nearly always the team's program that will use this IRGPA, who may have shaped the process. Ideally, the donor is a part of this program team and a part of decision-making around how the IRGPA is used.
- But beyond the donor, it is a GESI best practice to share the preliminary findings with those who provided the data so that they can contribute to its interpretation.
- Whether you do so through a draft document or an interactive activity, inclusion in this final stage is enormously useful to validate findings and measure the project team's buy-in to recommendations.
- NOTE: This may be unrealistic on narrow timelines or in closed civic spaces.

- REMINDER: The primary purpose of the IRGPA is to inform safer, more inclusive project implementation. The IRGPA may also give data about local inclusion and protection considerations to a broader audience, but that is not the primary purpose of this research activity.

Potential IRGPA benefits

Here are some examples of potential IRGPA benefits based on the information collected.



IRGPA potential benefits	Example
Reveal how different identities impact the way youth experience a situation we want to understand.	You could seek to understand the lived experience of diverse youth - of all genders, ethnicities and [dis]abilities - within a target country in order to design equitable civic engagement approaches.
Analyze the impact (positive, neutral or negative) of those different experiences.	You could explore patterns of identity-based disparities in school enrollment, graduation and employment rates of diverse youth in a target country in order to narrow the proposed target audience.
Understand ways in which identity-based differences affect participation in the proposed program activities.	You could compare how identity-based obstacles to participation in skills building trainings - such as paid and unpaid work responsibilities - vary across different target communities in order to localize strategies to mitigate those obstacles.
Understand ways in which those differences affect benefits derived from the proposed program activities.	You could surface factors in an enabling environment which support the ability of diverse media professionals to publish unbiased content.

14. Source: IREX GESI Analysis Training Course (2022).



Guidance:

Use the examples above to think of some benefits you would like to have for your program and organization.



What are some potential benefits of the IRGPA for your program and organization?



Assembling and onboarding the IRGPA Team

The IRGPA will be conducted by a team of diverse young researchers, recruited by the organization (YL/YSO), and should represent the communities in which the IRGPA is taking place.¹⁵ It is important to consider gender balance within the team, especially in contexts where collecting data may be sensitive between genders. You can find an example of Terms of Reference in the Annex.

15. Go to the Introduction of this document (*Introducing the Youth Excel IRGPA*) to read about these profiles in 'Who should be involved in the IRGPA'.

The teams should consist of 3 to 5 youth, depending on resources and capacities. All members of the team must be able to:

- protect sensitive information collected during the IRGPA;
- speak the colloquial language of communities engaged in the IRGPA;
- represent the diversity of the youth being engaged in the local context; and
- accommodate the needs of youth with disabilities.

Onboarding and training the IRGPA Team

The organization and the IRGPA facilitator will need to design the IRGPA onboarding and training according to the program needs and context. The IRGPA facilitator is responsible for leading and delivering these sessions.

When preparing for assembling the IRGPA team, remember two principles: 1) **ensure a youth-led and youth-centered process**; it is important that the whole process centers the experience of youth and values youth knowledge by valuing and supporting youth agency and decision-making at all stages of the IRGPA; and 2) adopting a **Do No (More) Harm (DNMH) approach**. Please see Section 0.2.2 'Guidance for IRGPA facilitator and research team' to read more about this key approach for IREX and Youth Excel. Below, you can find some activities to consider when you plan and design the sessions. Based on this, you should create your own material (detailed agenda, power point presentation, printed material, resources for the workshop, etc.). Remember that you need to adapt the onboarding to your own context and circumstances.

These sessions can be in-person or virtual, but we recommend an in-person, two-day workshop. When planning the workshop, remember to use appropriate methodologies for diverse youth. It is always good to start assessing the young researchers' existing knowledge and build on it with new knowledge.

Guidance:

Use the table below to prepare for the onboarding and training process for the IRGPA researchers. This training should be led by the IRGPA facilitator. Put a ✓ next to each session that you have planned. Use the Notes column for any comment or observation about how you will do each session.





Item	Description	✓	Notes
Safe and brave spaces	Session to create a safe and brave space for the onboarding and the IRGPA process. Use the guide below “adopting a DNMMH approach”.		
Identities reflection	Session to reflect about the team’s identities and its impact on the research. Use the guide below “Reflecting about our identities and how they might impact our research process” and link it to the intersectionality concept that you can find in this workbook.		
Program overview	Session to do a program overview. Use the program’s material and explain why the organization wants to do an IRGPA based on the guide above “Program Overview”.		
Key GESI concepts	Session to review main GESI concepts (sex, gender, stereotypes, gender roles, gender equality and equity, intersectionality, etc.). You use the Youth Excel’s Global GESI Analysis .		
IRGPA overview	Session to do an overview of the IRGPA process. Use this Workbook.		
Research skills building	Session to review briefly the most basic steps and concepts of research. Remember that the young researchers are already familiarized with research and the IRGPA facilitator has experience doing research.		
Organization	Session to discuss team organization and logistics based on the team’s needs and context (E.g., discuss how is the team going to work, how many check-ins a week with the team and with the IRGPA facilitator, is the team having sub-teams, etc.)		



Item	Description	✓	Notes
Timeline	Session to develop a detailed timeline with tasks and responsibilities for the whole IRGPA process.		
Next steps	Session to establish next steps.		

0.2

Guidance for IRGPA facilitator and research team

This section is for the IRGPA facilitator and the IRGPA research team. The IRGPA Facilitator should work with the IRGPA Research Team to understand and complete this section. Before the IRGPA facilitator starts working on this section with the team, the IRGPA facilitator should take some time with the whole research team to make sure that everyone knows and understands the information that has been completed in the previous section by the youth-led or youth-serving organization.

0.2.1

Describing the IRGPA Research Team

Once the organization has recruited the IRGPA facilitator and the research team, it's their turn to start using this workbook. Now, it's time for the IRGPA facilitator and the research team to fill this information, considering the information that was provided in the previous section. The research team should remember that the organization that filled in the previous section will be using their findings to strengthen programs.

Guidance:

Fill the table below with information about the research team who will lead this IRGPA.

This table should be filled out during the first meeting of the IRGPA research team with the IRGPA facilitator.





About the IRGPA Research Team	Answers
What is the name(s) of the IRGPA facilitator who is supporting the Research Team? You can add your pronoun ¹⁶ if you want to.	
Is the IRGPA facilitator part of the YL/ YSO who is implementing the Program, or do they come from a different organization?	
What is the name of each of the young researchers? You can add your pronoun if you want to.	
What are you most excited to learn about through the IRGPA process?	

0.2.2

Do No (More) Harm approach

IREX's Do No (More) Harm approach means we take proactive steps to mitigate negative unintended consequences to beneficiaries, partners, and staff as a result of harm caused by our activities and/or past and current harm related to existing identity-based disparities and structural forms of discrimination.¹⁷

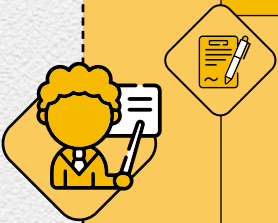
16. Why do we suggest this as an option? This gives the opportunity for each person to share the pronoun they identify with, based on their gender identity. In English, usually: they/theirs; she/hers; he/his. In Spanish: elle; ella; él.
17. [IREX's journey to a Do No \(More\) Harm approach | IREX](#)

In international development, the Do No Harm concept is well known. It refers “the potential negative impact of development efforts on conflict dynamics, the environment, and/or research staff and participants. It is also one of the eight Minimum Standards for Gender Mainstreaming. The idea is simple: don’t inadvertently make things worse for the people and communities with whom we seek to build a better future.”¹⁸

However, the addition of the word “more” seeks to provoke us and make us reflect on the implications of our only presence as international development practitioners in the different contexts where we work, especially when we represent privileged social identity groups (e.g., with access to formal quality education, recognized working positions in international organizations, etc.). These kinds of reflections better position international development practitioners to work in genuine partnership with local groups led by and for marginalized groups on ethical, effective, and safe harm reduction.


A DNMH approach recognizes that conducting an IRGPA impacts the context in which it takes place and that it may bring its own risks of harm, particularly in sensitive contexts and when directly consulting or involving members of the target community. Adopting a DNMH approach in the IRGPA involves considering the different ways that the assessment itself may bring risks of harm to the team and those they consult in the assessment and taking steps to prevent further harm.

Do No (More) Harm considerations



Item	Description
Informed Consent	<p>Ensure young people participating in the IRGPA are informed of the 1) process, 2) purpose, 3) their rights and responsibilities in participating (including consent), and 4) related risks.</p> <p>For every IRGPA activity which collects information directly from individuals in the community, informed consent must be received.</p> <p>You can find templates and guidance in Section 2.5 and in Youth Excel's Implementation Research Toolkit and research ethics guidance in that toolkit.</p>

18. [IREX's journey to a Do No \(More\) Harm approach | IREX](#)

Item	Description
 <p>Sensitivity</p>	<p>Approach the IRGPA in a considerate and culturally appropriate way, particularly for discussing sensitive issues (e.g., sexual harassment). It is also important to consider that this program and the IRGPA itself can have positive and negative impacts on existing conflict dynamics (including intergenerational divides, gender, and other types of discrimination and exclusion, etc.).</p> <p>Reflect on how power dynamics and how vulnerable identities may impact or influence experiences of protection, risks and inclusion both in conducting the IRGPA and in the IRGPA research team. See the Youth Excel Global GESI Analysis for insights. For this purpose, you can use the exercise in the next section “Reflecting about our identities and how they might impact our research process”.</p>
  <p>Data Security and Confidentiality</p>	<p>The sensitive nature of some protection and gender-based risks and speaking up about them, as well as the threat of surveillance, can put young people at even more risk. Thus, it is critically important to:</p> <ol style="list-style-type: none"> 1. securely store data collected. 2. protect youth identities throughout the IRGPA process. 3. agree on whether you will need to use secure communication methodologies.
 <p>Creating a Safe and Brave Space</p>	<p>Perceptions and personal choices towards threats, safety, and gender norms vary widely and assessing protection and gender dynamics is therefore not an objective process. It is therefore crucial to create a brave space for the IRGPA team to reflect, analyze, and take important decisions. All team members should feel respected and empowered, as well as safe from harm and retaliation for sharing their experiences and opinions. This includes:</p> <ol style="list-style-type: none"> 1. choosing a location and set up for the assessment meetings and discussions that all members of the IRGPA team consider safe 2. allowing time for youth and other team members to share emotional experiences 3. ensuring that self-care and wellbeing of the assessment team members is prioritized and not seen as selfish

Item	Description
	<p>4. emphasizing that there will never be any retaliation for sharing opinions or findings that can affect the program participants or organization (all youth are safe to disagree)</p> <p>5. creating an inclusive environment for all team members regardless of gender, sexuality, religion, ethnicity or other identities and</p> <p>6. responding to sensitive issues through an empathetic and trauma-informed approach.</p> <p>Below you will find Youth Excel's Brave Space Norms as one way of creating this team dynamic:</p> <div data-bbox="764 810 1346 1255" data-label="Image"> </div>
<div data-bbox="282 1276 396 1388" data-label="Image"> </div> <p data-bbox="435 1314 597 1493">Trauma-informed approach (TIA)</p>	<p>It is likely that members of the IRGPA team and respondents to the IRGPA will bring with them trauma and stress of some kind. The sensitive nature of some gender and protection issues and speaking about them or hearing about others' experiences can also trigger difficult memories and/or feelings. To prepare for such difficult conversations, have members of the IRGPA team reflect on how they respond to stress and their own history of difficult or traumatic experiences and to identify methods and resources for self-care and coping in advance. You can read more about the TIA concept here and find a practical guide for this approach here.</p> <p>The Resource Mapping exercise in Section 2.4 will also help identify resources and services available, including mental health, legal, and other types of support should the need arise.</p>





Item	Description
<p>Protection during the IRGPA</p>	<p>The sensitive nature of this exercise could raise some of its own protection issues, breaches, or concerns. Thus, it is important the team takes time to discuss what risks may arise and how to respond during the research.</p> <p>Coordinate with the Youth Excel point of contact (or any other protection focal point or manager in your organization) on any protection measures needed for preventing or responding to these risks.</p> <p>The Resource Mapping exercise in Section 2.4 will also help identify resources and services available, including mental health, legal, and other types of support should the need arise.</p>

0.2.3

Reflecting about our identities and how they might impact our research process

The identities of the research team, as well as the organizations' bias (conscious or unconscious, which can be influenced by the local context), may make it easy to overlook some identity groups in the community. For example, if there is no one in the team who is familiar with disabilities, the team may overlook the experience of youth with disabilities in the community. These kinds of situations could affect the IRGPA goal of including all social groups in this research, especially the most marginalized ones, so it's important to raise awareness about this.¹⁹

Take a look at how the researchers from the Youth Excel Global GESI Analysis state how their identities may influence their research:

This report was researched and written by Erika Hellsing Rydergaard and Hannah Spiers, employees of IREX in Washington, DC. We are both based in the United States and have an educational and professional background in North America, Western and Eastern Europe, and East Asia. Erika identifies as white and as an immigrant in the United States. Hannah identifies as white and is from the United States. Although it has been our intention to give a nuanced picture of barriers to equal participation for youth globally, our identities and life experiences may have influenced our research. In *Section 4* of recommendations below, we include recommendations for steps the Youth Excel project may take to build a diverse team.

19. In some context, some identity groups may not be able to participate on the IRGPA research team due to safety considerations.



Guidance:

Take some time with your team and the IRGPA facilitator to have a group discussion and reflect about your own identities and how they might affect your research journey. This exercise is similar to the *Identity Wheel* exercise which you may have experienced in other settings.

We suggest each member of the team use a separate piece of paper to do this and reflect on their own. You don't have to share all your answers with the rest of the team.

Use the questions below to guide your personal reflection. Then, the IRGPA facilitator should facilitate a group discussion, where each team member is invited to share how they felt during this exercise and what is your main takeaways.

Remember, each of us have diverse identities that interact in ways that intensify the way we experience inclusion (opportunities, advantages) or exclusion (obstacles, disadvantages). This is what we will refer to as *intersectionality*.



Questions for personal reflection exercise

What are the main characteristics (identity markers) of the IRGPA facilitator and the IRGPA researchers?

Write examples of groups you identify with and that are relevant to your context. (This can include anything: ethnicity, female, sister, athlete, student, religion, musician, teacher, activist, etc. Try to avoid using personal adjectives or characteristics, such as "adventurous" or "creative").

Now that you have listed those characteristics, reflect on them:



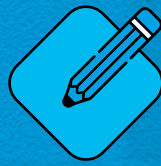
1. Insert an UP next to any characteristic that you feel this aspect of identity creates unity or connection with other groups, where belonging to this identity might "power you up", providing advantages and privilege. Think Why.



2. Insert a DOWN arrow next to any characteristic you feel or have experienced marginalization as a member of that group; if you feel that this identity "powers you down," or serves to disadvantage members of this group. Think Why.

Guidance:

Use the questions below to reflect personally and then discuss with your team. After the group discussion, someone from the team (or the IRGPA facilitator) can write down the main ideas in the table below.



Questions

Which of your identities are a birthright (sex, ethnicity, nationality)? Which ones did you choose (gender, teacher, singer, artist)? Which of your identities were assigned or expected (mother, wife)?

Would you be willing to share how it feels to be a member of a privileged or marginalized group? Please explain.

What are some common stereotypes about your identities including your culture and your country?

How have your identities impacted the work you do with the youth with whom you work or will work through this research? (specially underserved youth)

How can these kinds of learnings and reflections inform your work in this research process?

Answers

Main takeaways from the team

0.2.4

The Inclusion Continuum

This GESI or Inclusion Continuum is a very useful resource to have in mind while you conduct the IRPGA research process because it helps to identify where an organization is in their journey to building more inclusive programs. The first three stages reflect how a program is not being GESI responsive, beginning from being gender blinded, for example. The last two stages reflect how a program is GESI responsive.

As you come up with recommendations for your key audience in the last part of the process (Section 3), you should keep this in mind that, at a minimum, the recommendations should ensure that the program does not fall into one of the three categories on the left side of the graph.

In the table below, you can learn about each of the stages of the GESI or Inclusion Continuum. You can also find more detailed resources [here](#).

The GESI or the Inclusion Continuum





Continuum Level	Description
GESI Absent	There is no consideration of gender norms and unequal power relations, or potential patterns of gender equality or social inclusion in the design or delivery of program activities. There is no discussion of the gendered or inclusive dimensions of the environment where programs may be operating and how this may affect participants, partners and outcomes.
GESI Absent	Approaches that reinforce, use and/or take advantage of inequalities, harmful social norms and stereotypes are used, whether intentionally or unintentionally.
GESI Insensitive	Gender norms and social inequalities are acknowledged as key aspects of context but not brought into any aspects of program planning, delivery, or feedback.
Continuum Level	Description
GESI Accommodating/ Sensitive	Such approaches acknowledge but work around gender, disability, or other social differences and inequalities to achieve project objectives. Interventions address the practical needs of marginalized groups such as logistical accommodations but not the underlying root causes of inequality or exclusion. There is a “missed opportunity” to shift norms that reinforce inequality and exclusion.
GESI Accommodating/ Sensitive	Such approaches acknowledge but work around gender, disability, or other social differences and inequalities to achieve project objectives. Interventions address the practical needs of marginalized groups such as logistical accommodations but not the underlying root causes of inequality or exclusion. There is a “missed opportunity” to shift norms that reinforce inequality and exclusion.

Source: IREX GESI Analysis Training (2022).



Congratulations!

You just finished Section 0, which means that you are ready to start the IRGPA process!

Remember that it is important that the whole research team understands what Section 0 was about, as this is the base for building a strong IRGPA that is meaningful and useful for the program and organization that will use it to inform their activities. The IRGPA facilitator should make sure of this.



Section 1

Identifying the community and the program

Now, it's time to start the IRGPA process through Sections 1, 2 and 3!

These sections are for the IRGPA facilitator and research team to work together and complete. Sections 1 and 2 shouldn't take too much time, while for Section 3, you should allocate more time.

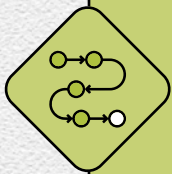


Section 2

Protection in the community and during the research

Section 1 is a small section where you will find guidance for conducting demographic research of the place of the community where the program and the IRGPA are taking place (Section 1.1). You will also find guidance for identifying important aspects of the community and program participants (Section 1.2).

In the next section, **Section 2**, you will find several protection resources for assessing risks and resources in the community and the research process (Section 2.1, 2.2, 2.3, 2.4, 2.5). This information is important for Section 3, but it's also a result itself.



Section 3

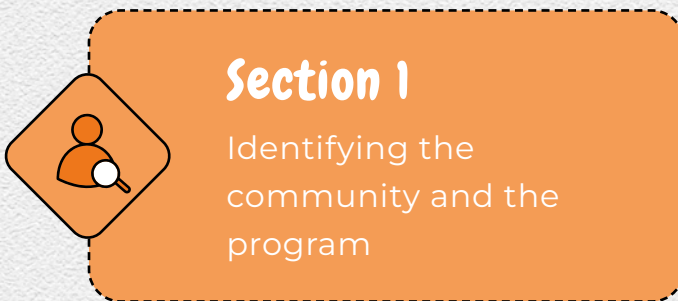
The IRGPA research process, step-by-step

In the last section, **Section 3**, you will find a five step-by-step process for conducting the IRGPA research activity.

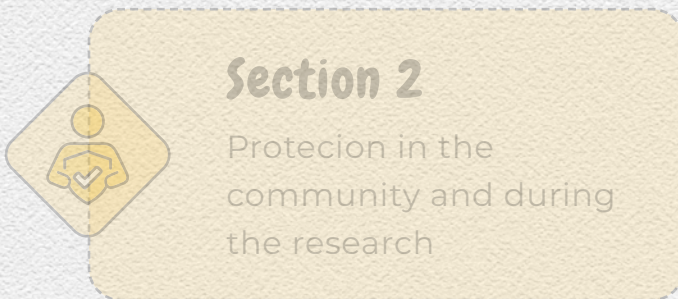
Section 1. Identifying the community



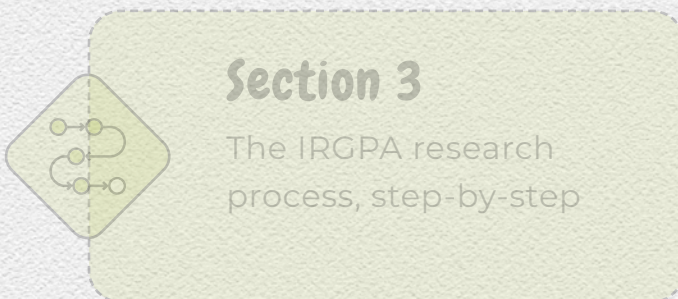
This preparation section contains guidance for YL/YSO (Section 0.1) and for the IRGPA facilitator and the research team (Section 0.2) before starting with the IRGPA research process.



This first section contains guidance for the IRGPA facilitator and the research team for conducting the demographic research (Section 1.1) and identifying the main aspects of the community and program participants (Section 1.2).



This second section contains guidance and resources for the IRGPA facilitator and the research team for working on the main protection aspects in the community and during the research (Section 2.1, 2.2, 2.3, 2.4, 2.5).



This third section contains the five step-by-step guidance for the IRGPA facilitator and the research team for conducting the IRGPA research process (Steps 1 to 5).



Section 1. Identifying the community



This first section contains guidance for the IRGPA facilitator and the research team for conducting demographic research (Section 1.1) and identifying the main aspects of the community and program participants (Section 1.2).



Demographic information

The demographic information helps understand what the community looks like and also to what extent the GESI and protection challenges you will research impact individuals. For example, child-headed households are extremely vulnerable in many ways. Thus, if you conduct an IRGPA in a community where 10% of households are child-headed, this data immediately alerts the organization to contextualize child-specific vulnerabilities with the additional responsibility of heading a household.





Guidance:

With your team, make a list of sources where you can look for demographic information. Usually, you would use the latest national census and look for community information. Use the notes column for any notes about the sources, for example, if the national census hasn't been updated for ten years ago.



Question

What are your literature review sources for demographic information in your community?

Where are you consulting these sources (e.g., internet)?

How did you choose these sources?

Answers



Guidance:

With your team, look for the information and answer the questions below. Use the sources that you have listed above for your desk research to find this information. It is important that information is collected on multiple levels (system, household, family, individual, etc.). Depending on your context, not all of this information may be available or easy to find or updated. This step shouldn't take too much of your time. The IRGPA facilitator and/or someone in the YL/YSO can guide you where to look for this information. Remember that this should be information that is useful to understand the situation of this community.



In the table below you can find a list of basic demographics that this research should consider, but you can add more. Please make a note for each statistic of what source it came from and the year when it was released.

You can use the fillable boxes below. You can scroll in the boxes if you need more space. For example, you will be adding statistics like: 51% of the population are women, 49% men; the official language is Spanish (55% of the population), while there are 22 indigenous languages (45% of the population); 15% of the population has a disability; only 5% of the youth can access university; from that percentage, 3% are men and 2% are women; only 0.5% are indigenous and 0.1% have a disability.

If you find it easier, you can collect this information in a separate word document and attached it to this workbook





Questions	Answers
Individual Level of information:	
Gender	
Age	
Ethnicities, religions, and other identities	
Disability	
Official and unofficial languages	
Other areas that are relevant to your program and context (e.g., poverty levels, education, employment, water, sanitation and hygiene -WASH-, etc.).	
Households Level of information:	
Average size of households	
Number of female-headed households	
Number of child-headed households (boy and girl)	
Number of single parent households	
Number of grand-parent headed households	

About the community and program participants

While you may have an understanding of the current participants of the Program, it is not always clear what their experiences are like within their communities. To gain a deeper understanding of the Program participants and potential participants within communities, your team will need to consider a gender equality and social inclusion (GESI) approach, which will guide this IRGPA process.

A **Gender and Social Inclusion Approach** recognizes that identity-based inequities are obstacles to positive development at all levels of society.

Identity Groups are groups of people who share a common characteristic or trait, which is sometimes, but not always changeable.

Intersectionality is the understanding that a person experiences inclusion and exclusion based on them belonging to multiple identity groups rather than just one.

A **Gender and Social Inclusion Approach** recognizes that identity-based inequities are obstacles to positive development at all levels of society. Based on this approach, we can learn about different identity groups who might experience forms of inclusion or exclusion differently based on their multiple identities.

An **identity group** is a group of people who share a common characteristic or trait which is a significant part of their identity, which is sometimes, but not always changeable. Multiple identity groups exist within one community, and every person belongs to multiple identity groups at once. **Intersectionality** is the understanding that a person may enjoy advantages, or suffer disadvantages, based on multiple identities rather than just one. Intersectionality helps us understand how the interaction of an individual's identities (gender, disability status, age, sexual minorities, excluded ethnic and religious groups, and other aspects) in certain ways can intensify the inclusion or exclusion they experience.

A GESI approach helps us to do the following:

- Recognize the importance of equal rights and opportunities for all people regardless of their social identity.
- Understand why it is that this idea of equal rights and opportunities for all is not always true by identifying inequality between different identity groups.
- Take specific and intentional actions to center the inclusion of underserved identity groups.

Identity groups vary from community to community, so your team will need to consider which identity groups are found within the community, according to the local context. Some of the key identity groups that represent some of the most underserved populations in international development and society at large are: persons with disabilities, LGBTIQA+ people, women and girls, youth, and religious and ethnic minorities.

Guidance:

With your team, please discuss and list the different identity groups living within the community where the program will be implemented.



Remember, if your organization doesn't have all of the information or it doesn't apply due to the circumstances of the program or the context, fill out all what you can, and ask the IRGPA facilitator for their support in filling it out when you have more information during the research process. Don't worry if you cannot fill out everything, just complete the spaces that make sense to your program.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.



What identity groups are present within the community where the program will be implemented?



Guidance:

With your team, please discuss and answer the questions below using the identity groups you listed above.

*If there aren't any program participants yet, think about the identity groups represented among the current youth programs under the development sector the program will focus on.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.



What identity groups are represented among the current program* participants?



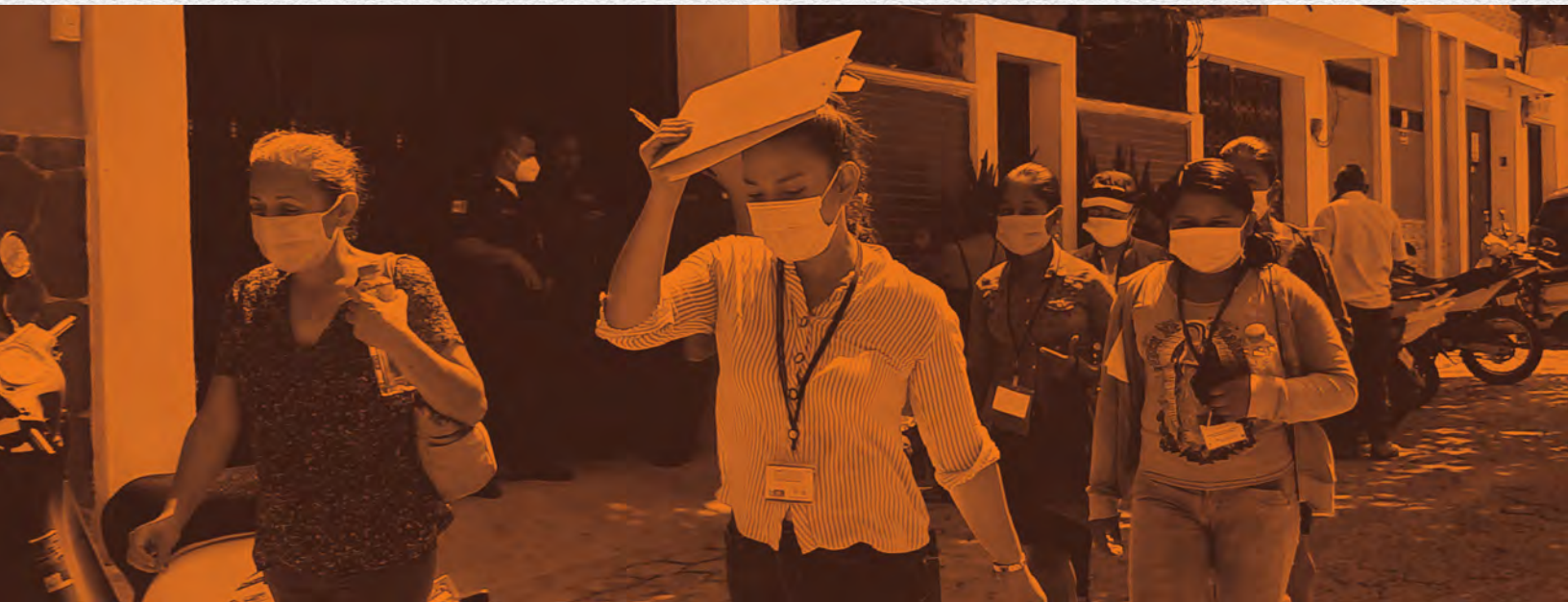
What identity groups are within the community but are underrepresented among the current program* participants?



Guidance:

With the underrepresented identity groups in mind, please discuss the different challenges and risks they may face within the community and what challenges they might face when engaging with the program.

You can use the fillable boxes below. You can scroll in the boxes if you need more space.





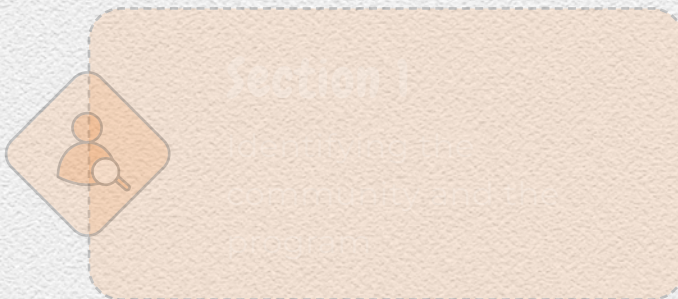
Underrepresented Identity Group	What challenges and risks might this identity group face within the community compared to other identity groups? What do you believe is the cause of these challenges? Please explain why.	What challenges and risks might this identity group face when trying to engage with the program? What do you believe is the cause of these challenges? Please explain why.



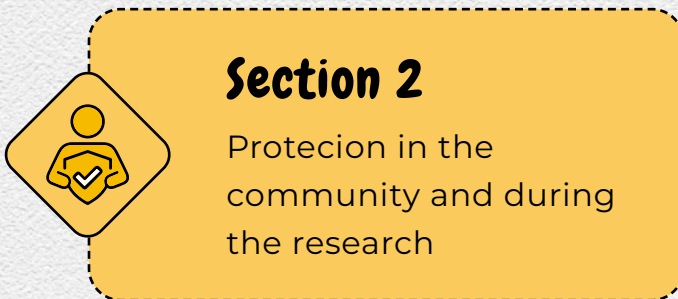
Section 2. Protection in the community and during the research



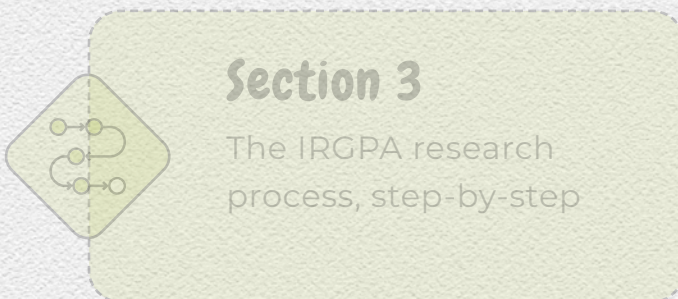
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This second section contains guidance and resources for the IRGPA facilitator and the research team for working on the main protection aspects in the community and during the research (Section 2.1, 2.2, 2.3, 2.4, 2.5).



This third section contains the five step-by-step guidance for the IRGPA facilitator and the research team for conducting the IRGPA research process (Steps 1 to 5).



Section 2. Protection in the community and during the research

This second section contains guidance and resources for the IRGPA facilitator and the research team for working on the main protection aspects in the community and during the research (Section 2.1, 2.2, 2.3, 2.4, 2.5).

In this section, you will find guidance to start by doing a Conflict Sensitivity Analysis. Then, you will do a risk mapping and a risk analysis, and you will summarize those risks. Finally, you will list the different types of protection support resources you should provide considering the context.

All this protection information should be considered when the Research Team creates the recommendations during Section 3. Also, this is a source of information per se for the organization that will use this IRGPA, a place where they can come to review this information and update it, when necessary, through the course of the program.

2.1

Conflict Sensitivity Analysis

This is a Do No Harm and Conflict Sensitivity Analysis. We use the Connectors/Dividers framework for this analysis. For more information on Do No Harm analysis – see [these resources](#).







Guidance:

With your team, please discuss and answer the questions below to provide information that will help to apply the Do No Harm principle and analyze conflict sensitivity in the community where the program will be implemented.



Connectors and Dividers	Answers
 Connectors:	Note: Think intersectionally how these elements may be different for different identity groups.
What are elements in this community that bring people together, promote peace or resolve conflict? (connectors)	
How are the program activities or operations already affecting connecting factors in society?	
How could the implementer leverage these connectors in your program or activities?	
 Dividers:	Note: Think intersectionally how these elements may be different for different identity groups.
What are elements in this community / society that pull people apart, promote conflict and violence and pose problems for different groups? (dividers)	



Connectors and Dividers	Answers
How are the program activities activities or operations already affecting dividing factors in society?	
How can the implementer ensure their program or activities do not contribute to these dividers?	

2.2

Risk Mapping

The table below provides a framework to help you think about the types of risks to consider during the IRGPA.

Types of Risks to consider during IRGPA							
Financial Adult dependence, lack of accessible funds, lack of budgeting literacy	Gendered GBV, cultural stigmas, exclusion on the basis of gender	Physical Violence, torture, abuse, imprisonment	Political Targeted persecution, disabling environment, exclusion	Legal Legislation, policies, lawsuits, freedom of assembly & expression	Sociocultural Stereotyping, pressure, stigmatization	Psychosocial Mental health disorders, PTSD, intimidation, stress, vicarious trauma	Digital Online harassment, censorship, surveillance, violation of privacy



Guidance:

Map out the different types of risks based on the following categories. You will find some examples with each question.

During this mapping, be sure to consider different risks faced based on age, role, status, and identities. Keep in mind that different types of risks may overlap in their nature and impact, so be sure to list the different types as you map.

For this mapping exercise, the team is meant to get the information from online data sources, by doing quick online research (for example, using Google), supported by their own knowledge of the community. Please make a note for each data of what source it came from and the year when it was released.



Risks



Answers

Identities or profiles of your participants or team

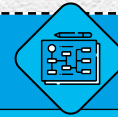
What risks are associated with the identities or profiles of the participants or team? Who or what is typically the source of these risks?

An example of a risk identified in the Global Protection Assessment: Young women, refugee/Internally Displaced Persons youth, youth with disabilities, gender and sexual minorities, and others are more likely to face discrimination, threats, and hate crimes from peers and community members from majority populations, due to increased visibility and participation.





Risks



Answers

Program context

What are the risks associated with the program context – where the activities take place? Who typically faces these risks, and who or what is typically the source of these risks?

An example of a risk identified in the Global Protection Assessment: Young people in the area where activities will take place face arrests, persecution, surveillance, and threats for their work and increased visibility due to existing dynamics between security forces and youth in this area.

Activities, approaches, communications, and/or operations

What are the risks from the organization's activities, approaches, communications, and/or operations that are either planned or ongoing?

Who typically faces these risks, and who or what is typically the source of these risks?

*Examples of risks:
The Youth Excel research will require young people to travel outside of their community to new areas and they may face harm from unsafe transportation or heat or criminal activity during travel to and from activities.*

Planned social media posts about the activities may expose certain participants with stigmatized identities to harassment or discrimination

Staff, partners, or affiliates

What are the risks that the organization's staff, partners, or affiliates pose? Who is most likely to face this risk?

Examples of risks: Unsupervised or alone time with staff may expose participants to sexual harassment or abuse, particularly for adolescent female participants



Risks Analysis

This analysis is specifically focused on the protection risks related to inclusion and protection that participants and team members may face during the program implementation.



Guidance:

With your team, take some time to discuss what protection risks, related to inclusion and protection, participants and team members may face during the program implementation.

Use the table above which shows the different kinds of risks that you can consider.

Use the chart below to list those risks and discuss with your team:

- How likely is this risk to happen? Choose between low, medium or high, depending on your assessment.
- How high would be the impact of this risk if it were to happen? Choose between low, medium or high, depending on your assessment.
- How could you prevent or reduce the likelihood and impact of this risk? Write your ideas from the group discussion.

Use the table to capture your group discussions and agreement on what the top risks are in terms of likelihood and impact, and what measures can be taken to prevent or reduce those risks. You can add as many as you want.

For example, a risk can be: *“Young women may experience sexism through comments from the young men peers.”* It is very likely to happen, so you’d choose ‘high’ for likelihood. The impact may be ‘medium’ (depending on the circumstances). And for how to prevent or reduce the likelihood and impact of this risk: you may want to propose delivering a gender training.





Type of risk	Likelihood (low, medium, high)	Impact (low, medium, high)	How could you prevent or reduce the likelihood and impact of this risk?

Summarize the Key Findings from the Risk Analysis

Guidance:

Now that you have listed the risks, review them all and take some time to reflect and discuss with your team. What surprised you? What did you learn from this activity? What are the most important findings for the program and the context?

Then, use the chart below to summarize those findings.





Top risks	Answers
Top 5 risks related to inclusion	#1
	#2
	#3
	#4
	#5
Top 5 risks related to protection	#1
	#2
	#3
	#4
	#5



Guidance:

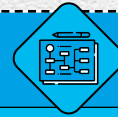
Use the table below to map out the resources and services that exist to support young people's safety, wellbeing, and rights. The resources and services are organized by type below (e.g., digital security, legal services).

This list will help the organization to know where to reference any participant or staff that needs different kinds of support. For example, where do you reference a participant who is assaulted on their way home from a training session? You may want to be ready with a list of institutions and organizations that can provide support in those cases, like the number and address of the local police, the local office of the public ministry and where/how to contact the community council.

When you start filling this table, think about the best and most accessible resources and services at the local level; what is available in the community to the community members. If you don't find anything available locally, complete the list with resources and services at the regional, national and/or global level.

For this mapping exercise, the team is meant to get the information from online data sources, by doing quick online research (for example, using Google), supported by their own knowledge of the community.





Physical and Digital Security

What resources or services exist for Physical and Digital Security - including immediate safety or protection measures to handle immediate threats, relevant physical security (gates, locks, safe lighting, safe houses etc.), cyber and digital security (firewall, encryption, password system, safe email addresses, social media guidance)?

How could someone access this service or resource?

Medical and Health Care

What resources or services exist for Medical and Health Care – including medical care, (including Mental Health and Psychosocial Support (MHPSS), treatment for Sexually Transmitted Infections (STI's), basic health safety and COVID-19 precautions (access to testing, Personal Protective Equipment (PPE), social distancing guidelines)?

How could someone access this service or resource?

Legal Resources and Services




What Legal Resources and Services exist? - Including legislation or legal guidances on the safeguarding or protection of young people (including international conventions, local police investigation mechanisms) and information on legal assistance services (legal counselling and representation)

How could someone access this service or resource?

Basic Material Assistance

What resources or services exist for Basic Material Assistance? - including organizations or services that provide basic livelihood support, such as food, clothing, shelter

How could someone access this service or resource?

 Resources	  Answers
<p>Sexual and gender based violence</p> <p>What resources or services exist for sexual and gender-based violence?</p> <p>How could someone access this service / resource?</p> <p>Note: if there are no GBV services, this is a helpful resource.</p>	
<p>Safeguarding, child protection, or youth protection</p> <p>What resources or services exist for safeguarding, child protection, or youth protection? – <i>including community members, organizations or institutions working on child protection, youth protection or safeguarding already?</i></p> <p>How could someone access this service or resource?</p>	

2.5

Protection during research

Take some time with your team to read the table below, which gives an overview of the IRGPA Researcher Ethics the team should consider for the primary data collection of the IRGPA research, described in Section 3, as part of the protection measures every research team has to prioritize.

Later, in Section 3, Step 3, called “Centering Protection from Harm in Your Data Collection Plan”, we will give you a more detailed guide for this.

Overview of IRGPA Researcher Ethics



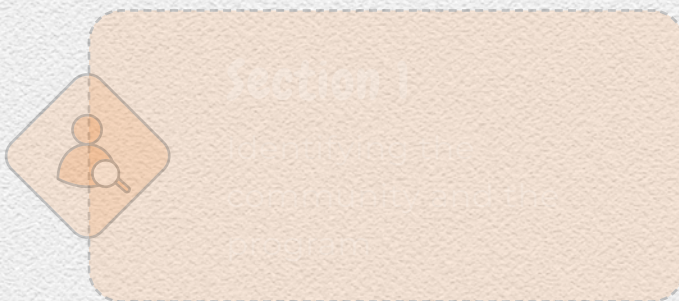
Ethics	Description
Minimizing harms and maximizing benefits	Ethical research should maximize potential benefits and minimize potential harms to participants. The potential benefits of research should always outweigh any potential harms. Having a strategy to ensure this is key to ethical research.
Ensuring privacy and confidentiality	Protecting privacy and confidentiality serves as a foundation of trust and respect between researchers and participants. Researchers must ensure that the privacy and confidentiality of participants are protected through data collection, data storage, and when sharing findings of the research with others.
Consideration of compensation	There are many different ways to consider compensation, all with their own unique ethical opportunities (e.g., expressing gratitude) and challenges (e.g., intensifying power imbalances between researchers and participants). Compensation can be financial or non-financial. Careful consideration of compensation is key to ethical research.
Establishing informed consent	Informed consent is a conversation where you can tell someone what they might expect from their participation, and they can ask questions to help them decide whether they would like to participate.
Embrace Mistakes as Crucial for Learning	During this research process, you might make mistakes and that is completely ok! Having open and honest conversations about mistakes helps the entire team to do the research better and get accurate data that can be used to inform strategies for social inclusion and protection.



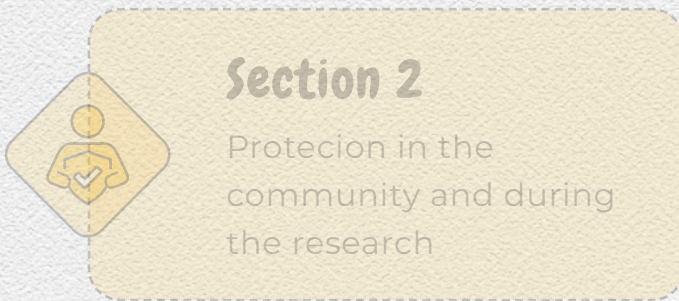
Section 3. The IRGPA research process, step-by-step



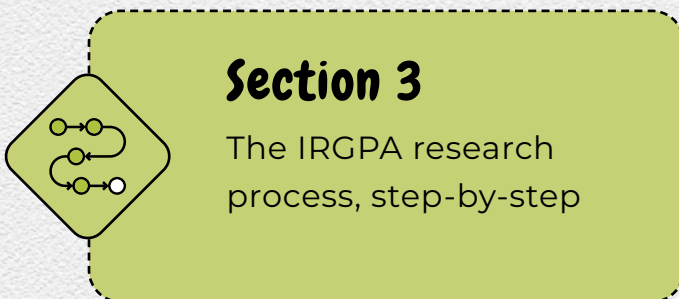
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Section 3. The IRGPA research process, step-by-step



In this section, the research team, with the support of the IRGPA facilitator, will find step-by-step guidance to complete this IRGPA. Let's start by taking a look at these five steps.

Steps of the IRGPA research process





About the IRGPA research process

There is so much information available on gender, inclusion, and protection! So having clear questions will help you to make decisions about what type of information you want to collect. Therefore, dedicating time to this step will make your work easier! Youth Excel has already established the five topics where you should focus your research. For this IRGPA, you will be guided through research about a) Enabling Environment, b) Gender roles, responsibilities, and use of time, c) Contribution and Agency, d) Capacities, Assets and Resources and e) Protection and Risks. Every IRGPA will have these five common areas to focus, and also, each IRGPA will include slightly different questions based on the program's sector and technical approach.

Once you are clear about the questions and areas where to focus your research, you will decide how to get that information. For this IRGPA, we recommend

conducting a) literature review or desk research, b) Key Informant Interviews (KII) and c) Focus Group Discussion (FGD). You will identify where to look for existing information and who you will ask questions to learn more about each of the five topics.

First, you need to review existing information and data (secondary data) in the right places. Then, you need to identify what information is missing, so you can focus the interviews and the focus groups (primary data) on finding that information.

Sharing the information found in documents and sharing the answers from the interviews and focus groups is not enough. We have to analyze all the information we collected. This means reviewing all the information collected, deciding which is more relevant for this IRGPA, and summarizing it.

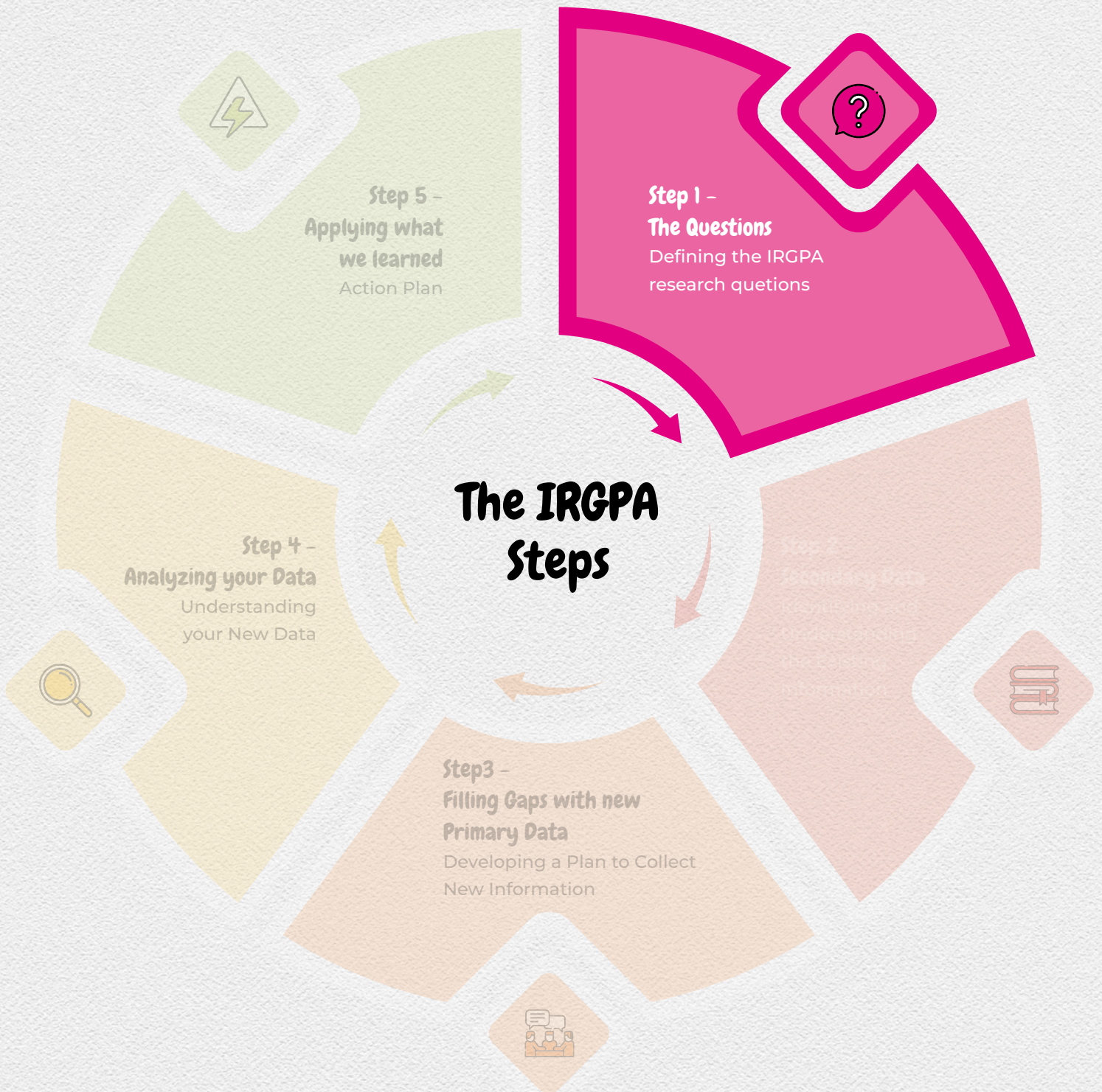
You are the experts here, since you understand the local context, the language, the way diverse youth experience challenges and opportunities within the specific development sector. We want to hear what is important for you!

The final part of the research process is the most important part of the IRGPA. After collecting and analyzing the data, is time to decide what action to take based on those findings. You will be generating actionable recommendations and specific actions that the program's team can implement to inform the program that is about to start (or is being adapted).

In this case, the important use of the findings is in adapting programming and operations to better support safe and meaningful participation of diverse youth, and not necessarily to advocate to local communities or donors. This step could include sharing findings IF awareness about certain issues is an effective measure for addressing some of the exclusion or protection dynamics.



Step 1: The Questions



This IRGPA is focused on generating recommendations for the program that has been described above to promote the social inclusion and protection of youth from diverse social identities. To do this, your team will be responsible for using research to gain a better understanding of the topics described below.

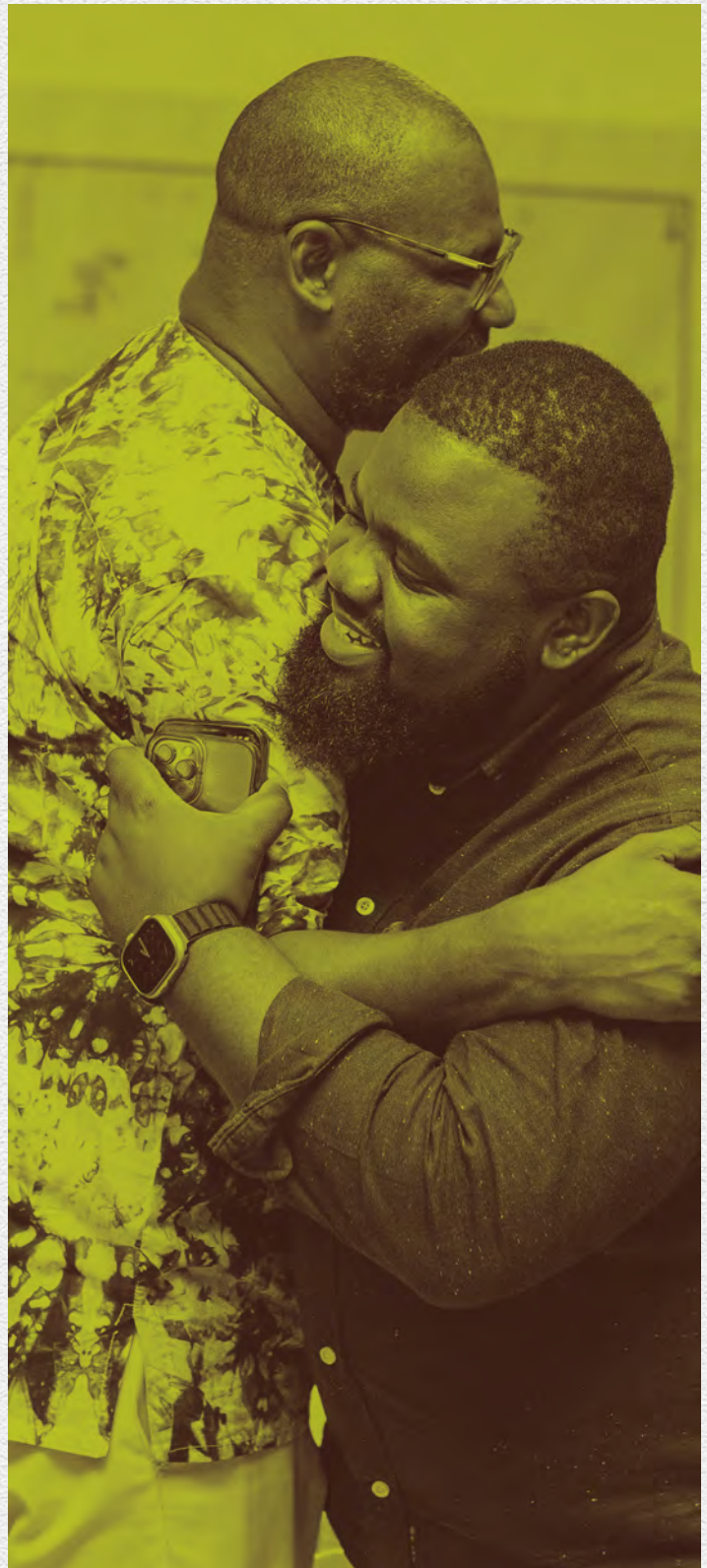
By defining the IRGPA research questions (or you can use them as research objectives), this IRGPA team will be deciding what data to collect about these topics:

- a. Enabling Environment
- b. Gender roles, responsibilities, and use of time,
- c. Contribution and Agency,
- d. Capacities, Assets and Resources and
- e. Protection and Risks.

Every IRGPA will have these five common topics, and each IRGPA will include slightly different questions based on the program's sector and technical approach. Your main task is to adapt these questions to your locality and to the program that will use this IRGPA. Ask only those questions that are most relevant and impactful for the program's team.

Understanding the Five Topics²⁰






For this IRGPA we have identified five topics (or categories of investigation) that will help you to narrow down your questions (or research objectives). In order to generate your questions (or research objectives), you need to understand what these five topics are referring to; you have to be comfortable owning these concepts and adapting them to how they look in your community, specifically related to the sector that the program focuses on.



20. These five categories of the Youth Excel IRGPA (that we could also call our "conceptual framework") draw insights from the common GESI analysis frameworks (specific input provided by ABAAD, IREX and USAID), protection assessments and conflict analysis (specific input provided by Search for Common Ground) and the [Positive Youth Development \(PYD\) approach](#) that USAID uses when working with youth.





Topic	Definition
 Enabling environment	<p>The cultural norms and beliefs, as well as the laws, policies, regulations and institutional practices that influence the context in which men, women, boys, girls and gender non-conforming persons live and make decisions. Within this area of inquiry, it is important to analyze the economic, political, legal, environmental, cultural, social, and technological contexts of local areas, as well as the allies and opponents to young people.</p> <p>Enabling environment refers to a context that supports diverse people, develops their skills, and provides opportunities, resources and access to services. It also strengthens the ability of people to avoid risks and to stay safe and be protected and live without fear.</p>
 Gender roles, responsibilities, and use of time	<p>The roles, responsibilities, and time use during paid work, unpaid work (including taking care of children and doing work in the home), and community activities. It encompasses how women, men and gender non-conforming persons live their daily lives.</p> <p>This category aims to anticipate potential constraints in regard to participation in program activities and how the gender roles of participants, responsibilities and time use also expose youth to certain protection risks in these activities.</p>
 Contribution and agency	<p>Agency is the ability of persons to use their capacities, assets and resources to make or influence their decisions and to set goals to achieve their desired outcomes without fear of violence or retribution. It speaks to their access to power and decision-making. Contribution and agency are intimately tied. Contribution is how communities then use these persons as a source of change in their own development and that of their communities.</p> <p>This section speaks to leadership, positive identity and self-esteem, civil engagement and participation in the labor market, and other aspects.</p>
 Assets, and resources	<p>Assets refers to productive resources (such as livestock, land, certain types of technology) and resources refers to other non-productive resources (e.g., income, social benefits, public services, information, digital training).</p>
 Protection and risks	<p>A persons' ability to avoid risks, stay safe and secure, and be protected from harm, including violence and retribution. Violence includes but is not limited to physical, financial, emotional, and spiritual harms.</p>

Your IRGPA Research Questions

Now, let's generate our research questions or objectives! Remember to generate those questions that will provide the most relevant and impactful information for the program's team to inform their decisions around the program to make it more inclusive and safer.



Guidance:

As a team, develop a set of research questions or objectives that you would like to explore to better understand the topics described above.

Generate 2-3 questions or objectives that will provide the most relevant and impactful information for the Program's team that will use this IRGPA.

**Remember to use your intersectional lens by reflecting on how different identity groups may experience each category differently.*



Topic	Research questions or Objectives
Enabling environment	<i>For example - What local, national and international laws affect the program's development sector in the community?</i>
Gender roles, responsibilities, and use of time	<i>For example - How is the use of time? How is it different by gender and other identities like age or ethnic group or marital status or disability? How would this impact their ability to participate in the program?</i>
Contribution and agency	<i>For example - What is the level of civic participation in the community by gender and other identities?</i>





Topic	Research questions or Objectives
Assets, and resources	<i>For example - What are the resources, skills and competencies that youth have to achieve their desired outcomes and how that varies by different identity groups?</i>
Protection and risks	<i>For example - What are forms of violence which occur on the personal, household, community and structural level?</i> <i>See Youth Excel's Global Protection Assessment for examples of research questions and findings on protection in Youth Excel.</i>

Now, use this table to enter your team's research questions or objectives:



Topic	Research questions or Objectives
Enabling environment	
Gender roles, responsibilities, and use of time	
Contribution and agency	



Topic	Research questions or Objectives
Assets, and resources	
Protection and risks	

Step 2: Secondary Data



Once you have defined your IRGPA research questions which will help you through your search, you are ready to start collecting data through research methods. For this IRGPA, we will guide you through applying the following methods: Literature review (or desk review), Key Informant Interviews (KII), and Focus Group Discussion (FGD).

Literature review is the basis of the IRGPA, so we will start with the it, which will give us what we call “secondary data”. Secondary data is data you get from another source; it is not new. It has already been collected. You will need to find, review, analyze and then synthesize all the relevant and existing data and research.

It should take roughly two weeks for your team to complete this step. Be sure to leave enough time for analysis. We recommend a one-day workshop where the team dives deep into the available data together and collects the desk research findings, or if the work is conducted online, 1-2 weeks are good for conducting desk research.

In the next step, you will identify the gaps, so you can plan what data you are going to be looking for through KII and FGD, what we call “primary data”, to complete all the needed information.



Prepare for the Literature Review stage

Below you will find some **recommendations** for your literature review.



Guidance:

Use the table below to prepare for the literature review. Put a ✓ next to each item that your team has considered.

Use the Notes column for any comment or observation about how you will conduct each step.






Item	Description	✓	Notes
Sources	Include at least 10 diverse documents, but it's desirable to review 15-20 sources.		
	<p>Existing information may include (but is not limited to) the following: reports from NGOs or foundations, reports from grassroots social organizations, reports from government agencies, academic articles, reports from local community leaders, online databases, and books.</p> <p>Use information from sources such as universities, think tanks, civil society organizations, international organizations like the UN, and the organization that will use this IRGPA (e.g., program's description, existing MEL data, donor's documents, gender analyses, protection reports, census reports, organizational reports, news articles and academic articles). Most of this information you can find on the internet.</p>		
Diverse sources	Make sure to include diverse sources to reflect as many different perspectives as possible on the problem. Include sources written by men and women researchers.		
	Consider looking for both qualitative and quantitative data (see reference below).		
Appropriate sources	Use the TRUST method to identify the quality of data sources (see reference below).		
Disaggregation	Try to ensure that this information is as disaggregated as possible, at least by age and gender identity. Further disaggregation by race or ethnicity, disability, sexual orientation, religion, etc. is desirable, according to the context and security.		



TRUST Method


T	Timeliness	When was the material published? Has It been updated? Data from over 10 years ago may not be the best.
R	Relevance	Is the information related to the topic Youth Excel Is working on? Is this the kind of data that is usually used by your sector?
U	Use	What's the purpose of the material? Is the Information evidence based?
S	Source	Is the author reliable?
T	Truthfulness	Has the material been used by others? Where and how was the primary data collected? Is the secondary data cited?

The collected data can be either quantitative (e.g., census information) or qualitative (e.g., qualitative research projects).




Qualitative Data

Anything that can be read is a source of qualitative data. Qualitative data is useful when you want to understand how events or phenomenon are affecting a community, why people act the way they do, or define the causes and effects. This is typically collected through desk research, a focus group discussion or interview, although there are many other ways to collect qualitative data.



Quantitative Data

Anything that can be counted is a source of quantitative data. Quantitative data is useful when you want to measure how relevant or widespread a problem is, measure an outcome of your program, or understand the scope, duration, or size of something. This is typically collected through a survey, although there are many other ways to collect quantitative data.





Guidance:

Take some time with your team to answer these questions below that will help you to plan this data collection stage of literature review.



Question

Sources

How will you organize within your team to review these sources and answer the questions from each of the five categories of investigation?

For example, each member of the team will be in charge of one category and after you complete your analysis you will provide peer feedback first and then, the IRGPA facilitator will provide feedback.

How often are you going to have check-ins with your team and with the IRGPA facilitator to share your progress and share doubts?



How will you work on your document?
For example, you will have a collaborative Google Doc so everyone can see everybody's progress.

How will the team and the IRGPA facilitator provide feedback?
For example, is it going to be written in an email, directly in the document using comments or track changes, in a meeting, etc.?

How long will this literature review stage take?



B

Organizing and Identifying Key Documents of Existing Information



Guidance:

To organize the existing information you will be finding, we recommend setting up one folder for each of the different categories of the IRGPA. These folders can be placed in a shared online drive where you can begin to save the existing information you find and download from the internet.

As a team, take some time to add existing information to these folders before proceeding.



Now, you must select the key documents with your team that you believe will allow you to answer your specific research questions. To achieve this, you will need to consider the reliability of the existing information you gathered (see TRUST model above), as well as that the selection of documents are representative of the various points of view on the subject.



Guidance:

Take some time with your team to answer these questions below that will help you to identify and organize your key documents of existing information.



Question	Sources
What are your sources for literature review? List the key sources you have identified for your literature review for each of the five categories of investigation of the IRGPA.	
Where are you consulting these sources (e.g., internet)?	
How did you choose them?	

If the existing information you have gathered does not meet the TRUST model or does not reflect diverse viewpoints, consider removing it from the shared folder.





Collecting data from Key Documents of Existing Information

There are several ways on how you can develop the process of collecting data and the different steps it takes, and you can have different methods on how to record your data collection journey. You can document each step (as recommended for rigorous research and with enough time available) or you can do it in a more practical way, by skipping those documentation steps, but following a similar methodology. Below, we provide some suggestions on how to do the data collection stage, before going to the analysis of the data.

Guidance:

Discuss with your team if you have any preference based on past experiences on how to do this. For this step, you will need to:

- Create separate documents to save all your collected data. You can use Microsoft Excel or Microsoft Word. We recommend using shared files like Google Docs, so everyone can access.
- List your main findings from all the key documents you reviewed and organize them under each of the five categories of investigation.
- Some information may apply to more than one category. Discuss with your team to decide where it makes more sense.
- You can put quotes or paraphrases in the abstract. You can use the APA format to guide you (<https://normas-apa.org/formato/>).
- Use a separate shared Word document (Google Doc) to build the Bibliography and add it at the end of your analysis.
- Make sure that the information you capture meets the main recommendations from the “Prepare for the Literature Review stage” part above, especially regarding having diverse and appropriate sources and disaggregated data.





Detailed process

"Shortcut"

Summarize key documents of existing information:

- Divide the selected key documents among the members of your team, looking for everyone to read a comparable number of pages. For example, 100 pages per member, so you can divide the reading load fairly.
- Each team member should make a summary of each assigned reading, thinking about the information that can answer each specific question. You can put quotes or paraphrases in the abstract. You can use the APA format to guide you (<https://normas-apa.org/formato/>). You can use the APA format to guide you (<https://normas-apa.org/formato/>).
- Agree with your team on a standard header to make each summary where it is easy to identify: author, date of publication and title of the source, among other elements that you consider important.

- Divide your team and each one (or each team) will be in charge of collecting the information of one of the five Categories of investigation. This division can be based on your topic of experience of interest.
- Collect the main information from your key documents. For example, list-out findings for each key document. You can use an Excel sheet or a Word document using bullet points.
- You don't necessarily have to summarize all the document; you can focus on the parts that are relevant for the IRGPA research questions.
- You can put quotes or paraphrases. You can use the APA format to guide you (<https://normas-apa.org/formato/>).

Classify existing information related to IRGPA questions:

- After your team finishes making summaries for each of the key documents, place these summaries into one document while keeping headers to identify each summary separately.
- Now, your team will take some time to classify the information within each summary into the different categories of the IRGPA. This will involve careful reading of each summary while you use a visual indicator to classify specific pieces of information to a specific topic. We recommend that this visual indicator be use of a color to highlight the information.
- Decide how the team will use a visual indicator for each IRGPA category to show that a specific piece of information in the summary belongs to the category.
- Take some time to review each summary carefully as a team while applying the visual indicators which will help your team classify the existing information. It will help to do this on a computer so that you can more easily organize the information once it is classified.

Organize the information you classified:

- After you have classified the information within the summaries into the IRGPA topics or categories, it is time to organize this information for analysis toward your research questions.
- To start, create a table where you will begin to place your classified information. We recommend doing this in Microsoft Excel.
- You will enter the information you classified from the existing information summaries into the table.
- Each row should be designated to a different key document you summarized. The idea is that you put the information of each reading that you reviewed (author, year of publication), and then, place the classified information within that summary into the associated column assigned for each category of investigation.





Analyzing the information you collected

For this step, where you will be sharing your key findings with each other and others, consider sharing written messages and adding some data visualizations and/or infographics. As much as you can, try to take an intersectional lens; try to avoid stating findings in terms that overgeneralize about heterogeneous groups like “youth”, “women” or present identity-based data in silos.²¹

Guidance:

After you have finished organizing your information – classified into IRGPA categories, take some time to review all the findings from each topic. Then, take some time to reflect and discuss with your team. What surprised you? What did you learn from this activity? What are the most important findings for the program and the context?

Then, use the chart below to summarize those findings.

Here is more detailed guidance:

- As you read, you can open a notebook and write down the aspects that feel significant as it relates to each research question and category.
- Next, meet with your team and the IRGPA facilitator and discuss what each member has found.
- Synthesize the main findings from each category and agree on the key findings of the desk research. Look for agreement and disagreement.



21. For example, given the way gender roles change over the life cycle, it is more helpful to present data for gender that is broken down by age cohorts than to present gender data and age data as completely separate categories.





- Use the following format to identify the main findings by research question. We propose the following format so that you can write down the group findings.
- Please copy the IRGPA research questions that you generated and then share the main findings of the data collection process from your desk research. We recommend having at least five findings per category and no more than ten. Having the questions will help you to see what you answered and what is missing, which will help you for the next step.



Topic 1: Enabling Environment



IRGPA questions	Literature review Key Findings
[Copy your questions here]	Key finding 1 with your analysis.
	Key finding 2 with your analysis.
	Key finding 3 with your analysis.
	Key finding 4 with your analysis.
	Key finding 5 with your analysis.

You can use a separate Word document if it's easier.





Topic 2: Gender roles, responsibilities, and use of time



IRGPA questions	Literature review Key Findings
[Copy your questions here]	Key finding 1 with your analysis. Key finding 2 with your analysis. Key finding 3 with your analysis. Key finding 4 with your analysis. Key finding 5 with your analysis.

You can use a separate Word document if it's easier.



Topic 3: Contribution and agency



IRGPA questions	Literature review Key Findings
[Copy your questions here]	Key finding 1 with your analysis. Key finding 2 with your analysis. Key finding 3 with your analysis. Key finding 4 with your analysis. Key finding 5 with your analysis.

You can use a separate Word document if it's easier.





Topic 4: Assets and resources



IRGPA questions	Literature review Key Findings
[Copy your questions here]	Key finding 1 with your analysis. Key finding 2 with your analysis. Key finding 3 with your analysis. Key finding 4 with your analysis. Key finding 5 with your analysis.

You can use a separate Word document if it's easier.



Topic 5: Protection and risks



IRGPA questions	Literature review Key Findings
[Copy your questions here]	Key finding 1 with your analysis. Key finding 2 with your analysis. Key finding 3 with your analysis. Key finding 4 with your analysis. Key finding 5 with your analysis.

You can use a separate Word document if it's easier.



Step 3: Filling Gaps With New Primary Data



Now, we will decide what new data we need to collect, based on the gaps from the literature review. This will provide what we call “primary data”, which is new data. It is data that you will collect. It can be collected in different ways.

We recommend conducting Key Informant Interviews (KII) and Focus Group Discussions (FGD) because these are methods that can be done in a short time, with few participants, they can be done online or in person, and you can gather valuable and meaningful information. However, methodologies can vary depending on the context, especially regarding safety concerns. Surveys are another possibility, but they may take more time. In that case, online apps like Google Forms are good options.

This new data can help us to understand the nuances of the problem with key informants from the community and the development sector, as well as having diverse youth to gather different perspectives of the problem. This is why IRGPAs do not tend to make generalizations, because we want to understand the nuances within a challenge.

Collecting primary data should take roughly 2-3 weeks with your team but consider all the planning before preparing for this, especially contacting the different participants and the logistics (2-4 weeks). We recommend 3-5 interviews, and 2-3 focus groups. Be sure to leave enough time for analysis!

Here are some considerations for this stage:

Guidance:

Use the table below to prepare. Put a ✓ next to each item that your team has considered.

Use the Notes column for any comment or observation about how you will conduct each step.





Item	Description	✓	Notes
Updated information	<p>This new data collection should seek to provide more up-to-date information and/or information to fill gaps (missing information) in your secondary data analysis.</p>		
Diversity and inclusion	<p>Include diverse people that represent different identities, especially the ones that are underrepresented or marginalized according to the local context, like youth, women and minorities.</p> <p>Make sure to include diverse sources to reflect as many different perspectives as possible on the problem.</p> <p>Make sure to provide all the accommodation necessary for diverse people to participate in meaningful ways (e.g., have an interpreter - consider that this has budget implications). Consider seeking additional support like an interpreter to ensure the analysis captures locally relevant nuances such as euphemisms.</p> <p><i>*Remember to consider safety/protection concerns with different identity groups. For example, it is important to speak with certain populations in a safe space. You may need to speak with men and women separately so that each group feels comfortable sharing perspectives openly, depending on context. You will find more guidance about these considerations in Section 3.f below.</i></p>		
Disaggregated and local information	<p>Make sure to have a good source of local and nuanced data on subgroups of women, men and non-binary persons who may experience additional forms of marginalization, for example, due to age (youth/older persons), disability, ethnicity or sexual orientation.</p>		





Identifying Information Gaps

Considering your key findings from existing information, your team will need to identify gaps in information that are still needed to answer your research questions. This will help you in planning what new information might need to be collected by your team.



Guidance:

For each of your research questions, take some time with your team to identify what information might still be needed to fully answer each specific research question. Remember to consider all of the five topics.

You can use the fillable box below. You can scroll in the box if you need more space.



Your Specific Research Question(s)	Considering your key findings from existing information, what new information might be needed to answer each research question?





Identifying People to Engage and Methods to Engage Them

Now that you have identified information gaps, you will need to identify people your team can talk with to learn more about those gaps for each specific research question. When thinking about the people you want to talk to, consider having diverse perspectives and ensure that disadvantaged persons are included.

You can collect data by asking questions to people and recording their answers as data. These people are known as a data source. There are many people who you might engage as a data source and who you plan to engage will ultimately depend on your specific research questions. **We recommend you NOT to directly involve minors (people under age 18) due to the risk that this entails. If you want to learn about the perspectives of minors, we suggest you engage with parents, teachers, or others who work with minors.**

Once you have identified people who you would like to engage as your data sources, think how you will plan to engage with them. You could consider having an interview with this person, where you can ask your questions to this person privately. You might also consider having a focus group discussion, where you can ask your questions to a group of people you are planning to engage.

For sensitive topics, we recommend interviews so that people can feel comfortable to share in a private setting. There is no perfect way to collect data and it is up to your team to decide which data collection approach will help you achieve your research questions.

Guidance:

Identify the groups of people you will be engaging for each research question. For example, “Program’s teachers”. For each group of people, decide what method you would like to use to engage them using the table below.

You can use the fillable box below. You can scroll in the box if you need more space.





Your Specific Research Question(s)	Which groups of people do we need to talk with? List them.	Should we engage through an interview or a focus group?





Guidance:

Take some time with your team to read carefully all this information about methodologies and data collection. Then, take some time to answer all of these questions below that will help you to prepare for your data collection.



Data collection plan	Answers
KII Who are you interviewing? How many people are you interviewing? How did you choose them? How are you going to contact them? Do your interviewees reflect diversity? Are you collecting qualitative data? Are you collecting quantitative data? How long will this take? What are your ethical considerations for this?	
FGD How many FGD are you doing? Who are you inviting to participate? How many people are you inviting? How did you choose them? How are you going to contact them? Do your participants reflect diversity? Are you collecting qualitative data? Are you collecting quantitative data? How long will this take? What are your ethical considerations for this?	



While you do this exercise, reflect with your team about the following prompts²² to help you go deeper in your analysis:

- Was there diversity and GESI expertise among the team? It is a good practice to check for differences in identification of themes or interpretation of findings based on their own identities, such as gender.
- Were the sources limited to being identified as binaries, such as male/female or abled/disabled? If yes, was this justified by the lack of respondents who self-disclosed as non-binary in the raw dataset or Do No (More) Harm principles?
- If you did surveys, were identity-based differences revealed by the analysis statistically significant? How do they compare to national baseline data, if available?



Developing Data Collection Tools for the Methods You Identified

After identifying the appropriate data collection methods to achieve your research goals, now you will think of specific questions you need to ask the groups of people you want to engage. These questions will be used to develop your data collection tool. By 'data collection tool', we mean a document (e.g., interview guide or focus group guide) that you can use to consistently collect data when engaging different people.

When creating any data collection tool, keep the following in mind:

- Respect the time and privacy of the person participating in your research.
- Limit the collection of sensitive or personally identifiable information.
- Use clear, easy-to-understand language in the participant's native language.
- Make sure the tools match the perspective and language level of the participant.
- Ask only the questions you need for your research questions. Doing this will show respect for your participant's time.
- Avoid words that make your participant feel like they have to give a certain answer. This requires your team to write questions using neutral language.
- Ask one question at a time so that the participant clearly understands what you are asking.

22. IREX GESI Analysis Training (2022).



Guidance:

For each group of people you plan to engage for data collection, brainstorm some questions you will need to ask them given the information you need to know for your research questions. We recommend asking no more than 5 questions for each group of people you will need to talk with.

You can use the fillable box below. You can scroll in the box if you need more space.



Groups of people you need to talk with	What questions do you need to ask when you engage this group of people?



Now that you have listed questions you plan to ask each group of people you plan to engage, you will need to make your data collection tool for each specific group.

Guidance:

Using the questions you listed above, develop a data collection tool for each specific group of people you plan to engage below.

To do this, copy the template below and fill it out for each specific group of people you plan to engage.



Questions	Answers
Group of people:	
What data collection method is this? (interview or focus group discussion):	
Question 1	
Question 2	
Question 3	
Question 4	
Question 5	



NOTE: You should not ask any participant about their own experiences with violence. This is a highly sensitive topic and can cause harm.

Developing an Outreach Plan for the People you Plan to Engage

Reaching your research objectives does not require you to collect data from the entire population (e.g., all Program's teachers) that you are trying to learn from. To save time and resources while reaching your objectives, you will need to think strategically on how to identify and gather data from a smaller group within this population so that the data you gather can be representative of the entire population.

When determining how many people you would like to speak with from the group you identified, you will need to consider the point at which you believe that the people you are speaking with will not provide any new information. This will be generally higher for interviews in comparison to focus groups. For focus group discussions, organize it so that you have no more than 8 people within a focus group, ensure that the people within each focus group are matched by specific groups (e.g., rural youth focus group, urban youth focus group). There might be some situations where you'd prefer to have focus groups separated by gender or age, for example, so individuals feel more comfortable speaking within the group. Hold 1-3 discussions per specific group you are engaging.

*NOTE: Remember that *ethical research* during your primary data collection is crucial. Please go to number "f", called "Centering Protection from Harm in Your Data Collection Plan" and carefully and make sure to have a protection plan before starting your outreach.



Guidance:

Using the questions below, describe your sampling approach for each data collection method that you selected.

You can use the fillable box below. You can scroll in the box if you need more space.





Group of people and method for data collection (focus group or interview)	How will we conduct outreach to these people to ensure diverse perspectives are represented?	If interview, how many people would you like to speak with? If focus group, how many groups would you like to have and how many people per group?





Documenting and managing your data

During data collection, you will need to document what is being said by participants so that it can be organized and stored as data. Strong systems of data management will help to set your team up for success when it comes time for data analysis and synthesis.

To document your data as it is being collected, the most accurate form of data documentation would be to record the conversation with an audio recorder and transcribe (type word for word) into a document as data. Whether or not you are able to take an audio recording of the conversation, you will need to take detailed notes of what is being said and store these notes as data. It is up to your team to decide how to document and manage your data. Keeping your data well organized will help your team to examine and learn from the data more easily. Below, we share some guided prompts for you to plan for this.

We recommend transcribing all interviews and FGDs precisely.



Guidance:

Use the questions below to guide you through documenting and managing your data.



Question	Answers
During data collection, do you plan to take an audio recording of the conversation? Please explain why or why not.	





Question	Sources
How will you ensure that notes are taken and organized alongside the specific questions you ask?	
How do you plan to organize the data that you collect so that it is clear where each data collection came from? We recommend including key information about the data source with each new data entry (e.g., group of people this data collection came from, location, role, etc.).	
Where do you plan to store the data you will be collecting?	



Centering Protection from Harm in Your Data Collection Plan²³

Any time that you gather data from someone, there is potential to introduce risk of harm. With your team, you will need to think through the different types of harms that may occur and think of strategies to reduce risk of harm. Ethical research ensures that any potential for harm is minimized prior to data collection and monitored throughout the research process.

In this section, you will learn about protection from harm during your research, when dealing with other people (and not documents). The main idea is for you to identify and mitigate potential harms through your research.

Remember to review the information you gathered in Section 2 regarding protection and also the information under topic #5 (Protection and Risks) during your desk research.

23. This section draws from the ethical research guidance from the Youth Excel's Implementation Research Toolkit.



In the next table, you will learn about four considerations for preventing harm during your research. These are: burden and expectations, distress, data collectors and privacy and confidentiality.

Harm Prevention



Item	Description
<p>Burden and Expectations</p>	<p>When we are engaging someone in data collection, we are requesting their time and effort to participate. This can create an unfair burden on the participants if it is not paid attention to carefully.</p> <p>Additionally, when someone participates in data collection, they may have expectations of what will result from the information that they provide. If expectations are not clearly established with participants, it can create a sense of disappointment among them when their own expectations are unmet.</p> <p>With your team, you will need to consider how to set clear expectations with participants and develop strategies to mitigate any potential burdens to participant's time and effort. For example, one way to counteract this burden is to compensate them (compensation may be financial or non-financial, like transportation reimbursement, and refreshments, depending on the context and situation).</p> <p>Make sure that:</p> <ul style="list-style-type: none"> • The time that a participant spends during data collection is fair. • The time and effort that a participant spends traveling to the location of data collection is fair, accessible and safe. • The time of data collection is convenient. • There are no unrealistic promises made to research participants. • Participants feel that their perspectives are important and meaningful to your work. • The time, place and method of data collection does not present gender-related obstacles. For example, can caretakers of young children participate (disproportionately women)? Can those employed in the formal economy (disproportionately men)? Can those with low functional or digital literacy (disproportionately women)?





Item	Description
<p>Distress</p>	<p>Whenever we ask someone a question, there is potential to cause distress if the question is not asked carefully. Special concern needs to be paid to questions that ask about <i>potentially sensitive information</i> such as past traumatic experiences, deeply private information, stigmatized topics, and more.</p> <p>Make sure to:</p> <ul style="list-style-type: none"> • Limit the collection of these data. • Monitor emotional distress from participants during data collection • Have a plan to know how to respond if a participant experiences a negative emotional response during data collection. • Create safe spaces so diverse participants feel comfortable sharing information in a group setting. • Mitigate identity-based power dynamics between the data collector(s) and the respondents. For example, to what extent does the gender of the facilitator(s), interpreter and respondents within FGD affect participants' willingness and ability to be open and honest? Depending on the research questions and local gender norms, it may or may not be appropriate to conduct mixed gender focus group discussions.²⁴
<p>Data Collectors</p>	<p>Data collectors face some risks given their interactions with the community and your team will need to think creatively on how to mitigate those risks.</p> <p>Make sure to:</p> <ul style="list-style-type: none"> • Reduce the likelihood of community members enacting harm on data collectors. • Mitigate emotional distress for data collectors. • Here you have important information on researching SGBV safely: • How to consider safeguarding in research: https://safeguardingsupporthub.org/sites/default/files/2021-08/How-to%20Note_Safe%20ME%20and%20research_Final.pdf • How to research SEAH safely: https://safeguardingsupporthub.org/sites/default/files/2021-08/How-to%20Note_research%20SEAH_FINAL.pdf
<p>Privacy and Confidentiality</p>	<p>Protecting privacy and confidentiality serves as a foundation of trust and respect between researchers and participants. Researchers must ensure that the privacy and confidentiality of participants are protected through data collection, data storage, and when sharing findings of the research with others. Careful attention should be given to <i>personally identifiable information</i> (i.e. name, address, email, other personal information).</p> <p>Make sure to:</p> <ul style="list-style-type: none"> • Limit the collection of these data. • Keep your data safe and secure! Before you collect data, ensure that your data can be stored in a safe and secure location (digital or physical data).

24. From IREX guidance.



Connecting participants to needed resources

During data collection experiences, you may discover challenges that participants are facing outside of your work. Ethical research responds to these challenges by providing connections to participants with resources that may be helpful. Identify resources which can be shared with participants, like mental health services, medical care, basic material assistance, security services, legal services, etc.

Use the **Resource Protection Mapping** that you developed in Section 2 to respond to this. You can complete that mapping now if something is missing.

Informed Consent

Obtaining informed consent to participate in the research is central to the research relationship. Consent signals respect for the participant's dignity, their capability to express their views, and their right to have these heard in matters that affect them. Informed consent is a conversation where you can tell someone what they might expect from their participation, and they can ask questions to help them decide whether they would like to participate.

Written and signed consent forms provide the best documentation of consent, but if this is not possible, you may try to establish and document consent verbally.

Every data collection method will need its own unique consent form. Additionally, every group of people you engage will need its own unique consent form. Finally, if you will be engaging minors (under age 18), an additional informed consent form will be needed for guardians of that minor.

Create your own informed consent:

Guidance:

Following the step-by-step process below, please write out what you might say when engaging someone in an informed consent process. You can open a different document and save it with your team and your IRGPA facilitator.

Remember to keep the specific person you will be engaging in mind and write in a way that they will understand.





Steps for writing an informed consent	What information to include
Step 1. Introduce yourself.	<ul style="list-style-type: none">• Share your name, where are you from, your organization, your role, the program, etc.
Step 2. Provide an overview of the purpose of this IRGPA.	<ul style="list-style-type: none">• Explain that you are conducting research. Make sure to mention that they can stop you at any time to ask any questions they might have.• Tell them that after the conversation, you will ask whether they would like to participate in your research.• What do you hope to learn through your research?• Where is your research taking place?• Who else are you asking to participate in your research?
Step 3. Tell them what they can expect during their participation.	<ul style="list-style-type: none">• What types of questions (topics) will the participant be answering should they decide to participate?• How much time will their participation take?• Tell them how their responses will be recorded.
Step 4. Explain the rights they have as participants and what efforts you have taken to protect their rights.	<ul style="list-style-type: none">• Explain any potential harms and benefits that may come from their participation.• Will there be any compensation for their participation? If yes, please explain.• Make sure to mention that they have a clear alternative to not participate in your research and that their decision will not impact their access to any services.• Make sure to mention that they have the right to stop participating during data collection if they choose to do so.• What have you done to ensure the privacy and confidentiality of their information?• Make sure to share contact information of staff who can address any concerns that they may have surrounding their participation.• Make sure to share any contact information for helpful resources they may need for additional support.

Your team has now contributed significant effort toward ensuring the prevention of harm through your research. During data collection, please continue to discuss this topic with your team to ensure that instances of harm can be prevented and responded to accordingly. Now that you have your data collection plan in place in addition to your approach to preventing harm, please confirm this plan with your IRGPA facilitator before proceeding with data collection.



Step 4: Analyzing Your Data



The information you have collected needs to be analyzed in order to make sense and be able to be put to best use. Doing the data analysis means reviewing the collected data, reflecting and expressing how you are interpreting the findings. Data analysis helps you to use the information that you collect by revealing patterns, themes, and trends from your data.

The primary data you collected can provide nuance to the data discovered in the desk review. Your key informants and your desk review data may not agree and that is okay! It is important to not force agreement. If there is disagreement, mention that in your findings.

Below, we provide a step-by-step guide that you can use with your team and with your IRGPA facilitator support to guide you through this process. Discuss with your team how you would like to conduct this analysis.

Suggested Steps for Qualitative Analysis of Primary Data

- 1 Read and analyze the transcripts and/or detailed notes.
- 2 Discuss the notes with your team. For example, think – Do key informants contradict or agree with each other? Compare and contrast with the desk research's main findings.
- 3 You can take notes, for example, write down the aspects that feel significant as it relates to each topic.
- 4 Discuss the main findings with your team. What you have learned and what it means for the program.
- 5 Synthesize the main findings from each topic and agree on the key findings of the primary data collection. Look for agreement and disagreement.
- 6 Compare and contrast with the findings and analysis of desk research. Collect points of agreement, disagreement and nuance between the different forms of data for each five topics.





Protection and safety data

Understand and recognize that protection and safety is often subjective and personal, and it affects our ability to identify and understand different risks.

Some of the standard steps when doing *data analysis* are “cleaning” your data (e.g., remove incorrect data) and triangulation of findings (using different sources of data to corroborate information).

For this IRGPA, we recommend focusing on reflection and discussion with your team based on all the data you have collected instead of a series of *rigorous academic methods* that are followed during traditional research. We recommend that you take time with your team (and with your IRGPA facilitator support) to think about **what you have learned and what it means for the program.**

In analyzing the data, consider the following questions:

- What are the most common recurring themes and issues around protection and inclusion?
- What are some of the interesting linkages we have found between the issues raised, the terms and language used, and the different locations where data was collected?
- How do themes interact and relate to one another? Where are the links?
- Are these themes reflective of a certain group with a specific social standing or background?
- Were there any issues or locations that didn't follow the trend of the rest of the data? Why?
- How do you address important themes that came up but do not apply across board?
- How are we interpreting what people said? Is this valid and how do we know?
- Are we giving more weight to our conversations with certain people and groups over others? Why?
- What are some of the most commonly proposed recommendations or solutions in the data or from the team members or participants?
- Does what we heard imply any action to be taken?”



Consider also creative ways to analyze the data with your team and your IRGPA facilitator. For example, use posters, flipcharts and sticky notes.

Remember, are there security concerns with acknowledging any primary or secondary data sources, such as Key Informants or activists? If yes, then you can use anonymized illustrative personal stories, quotes or even redaction before sharing findings. In general, the informed consent requested of respondents at the data collection stage must be honored during the data sharing stage.²⁵



A

Your Key Findings from the Primary Data Collection



Guidance:

Now that you have collected all the primary data, review it and take some time to reflect and discuss with your team. *What surprised you? What did you learn from this activity? What are the most important findings for the program and the context?*

Use the checklist below to review some important considerations we recommend when doing your analysis and writing the key findings. Put a check in those recommendations that resonate with your team and write any comments.

Then, use the chart below to identify the main findings by research question. We recommend having at least five findings per topic and no more than ten.

25. Guidance from IREX.





Considerations for writing your key findings	✓	Comments
Explicitly acknowledge potential biases (and try to adjust as much as possible during the research) and limitations to the research process.		
If it is easier, use bullet points for each idea or message. That way, you don't have to write a "full report".		
Consider adding data visualization and infographics to your message.		
Make sure to use an intersectional lens. For example, try to avoid making general statements and overgeneralizations about heterogeneous groups (e.g., "youth"), and try to reflect on the differences in the experiences of diverse people, based on their identities.		



Topic 1: Enabling Environment



IRGPA questions	Primary Data Collection Key Findings
[Copy your questions here]	Key finding 1 with your analysis. Key finding 2 with your analysis. Key finding 3 with your analysis. Key finding 4 with your analysis. Key finding 5 with your analysis.

You can use a separate Word document if it's easier.





Topic 2: Gender roles, responsibilities, and use of time



IRGPA questions	Primary Data Collection Key Findings
[Copy your questions here]	Key finding 1 with your analysis. Key finding 2 with your analysis. Key finding 3 with your analysis. Key finding 4 with your analysis. Key finding 5 with your analysis.

You can use a separate Word document if it's easier.



Topic 3: Contribution and agency



IRGPA questions	Primary Data Collection Key Findings
[Copy your questions here]	Key finding 1 with your analysis. Key finding 2 with your analysis. Key finding 3 with your analysis. Key finding 4 with your analysis. Key finding 5 with your analysis.

You can use a separate Word document if it's easier.





Topic 4: Assets and resources



IRGPA questions	Primary Data Collection Key Findings
[Copy your questions here]	Key finding 1 with your analysis.
	Key finding 2 with your analysis.
	Key finding 3 with your analysis.
	Key finding 4 with your analysis.
	Key finding 5 with your analysis.

You can use a separate Word document if it's easier.



Topic 5: Protection and risks

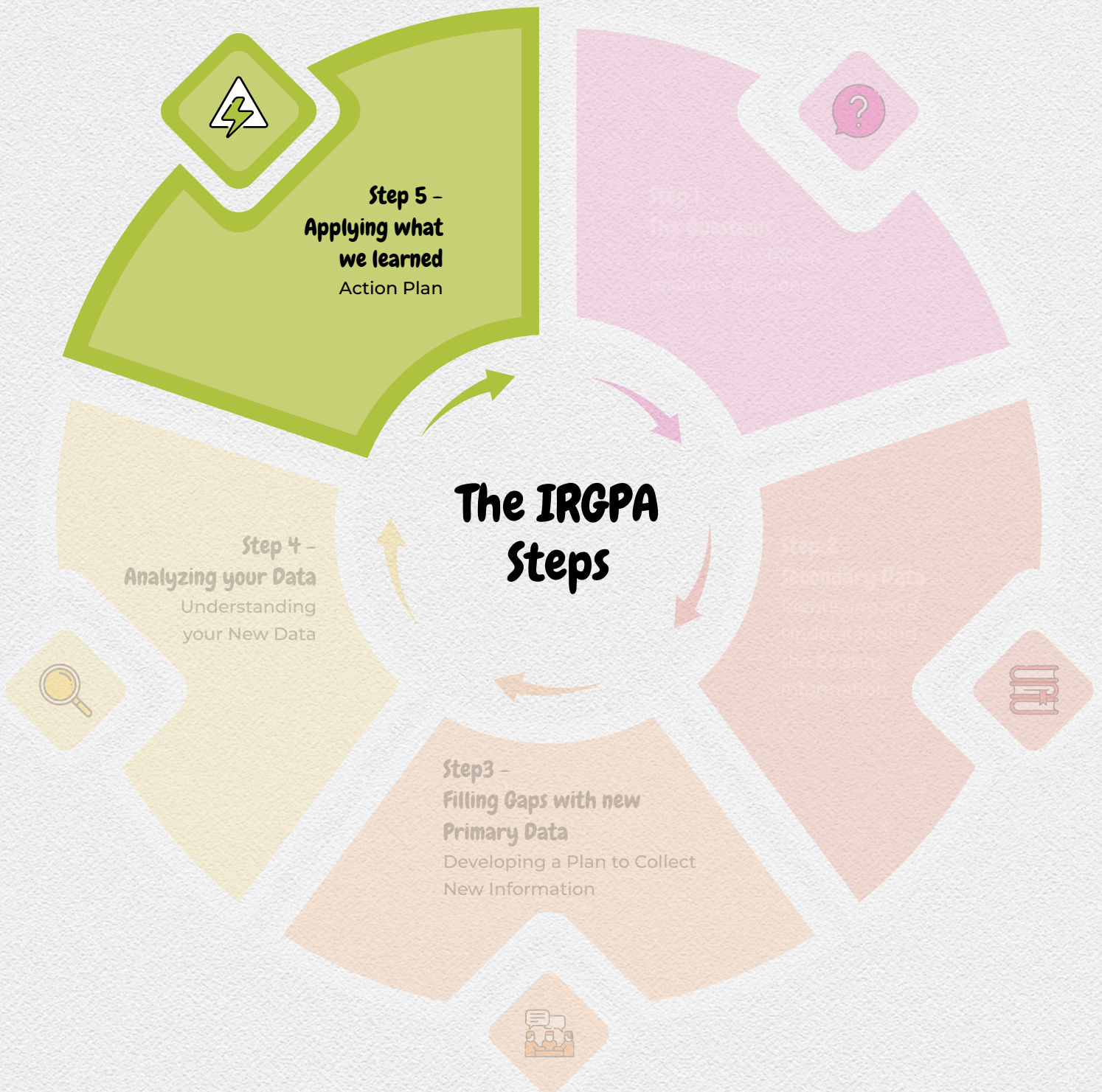


IRGPA questions	Primary Data Collection Key Findings
[Copy your questions here]	Key finding 1 with your analysis.
	Key finding 2 with your analysis.
	Key finding 3 with your analysis.
	Key finding 4 with your analysis.
	Key finding 5 with your analysis.

You can use a separate Word document if it's easier.



Step 5: Applying What We Learned





In this final step, besides the IRGPA research team and the IRGPA facilitator, you will also need the participation of the point(s) of contact of the youth-led or youth-serving organization that is using the findings from this IRGPA.

With all this research and data collected, your team has shown how identity-based opportunities and constraints may affect the ability of diverse youth to participate in, contribute to and benefit from the program. Now is the time to decide what actions your team recommends taking based on your findings from Section 2 (findings about protection risks) and Section 3 (findings from secondary and primary data). With all this data, it's time to apply those insights to design a program that Does No (More) Harm and is GESI responsive, or in other words, a more inclusive and safer program to promote meaningful participation of diverse youth. Think:

- *How can the findings be applied to improve the expected program results?*
- *How can the findings be applied to improve locally relevant equity and inclusion priorities?*



Create your own Action Plan

We have created a simple table where you can organize the recommendations, add the timeline, who is responsible, and how to know if it is a success and how to track progress. Remember that these recommendations are made by the research team for the youth-led or youth-serving organization (YL/YSO) who implements/will be implementing the program.

As you will see in the guidance, it's important that these recommendations consider both GESI and Protection issues relevant to the program and context. Even though we have provided different spaces for reflecting about GESI and protection, this is only a way to help you to think through different measures and not forget anything, since in reality, many of these actions can go together.



Guidance:

Use the checklists below to review some examples of actions towards inclusion and protection. The first checklist focuses on GESI actions and the second one on protection actions. Put a check in those actions that you think that apply and write any comments.

Then, use the table below to create a simple and useful action plan. With your team, please discuss and share your recommendations and actions needed. Consider the key areas of protection risks and inclusion needs identified in the analysis above and create a plan for how to address them. You can use the examples from the checklist, and we also encourage you to think of more actions, based on your unique experience through this research.

Remember that these are actions that you are recommending to the organization that is implementing the program. Depending on the case, you may not have all the information (e.g., who is responsible in the organization for certain activities), so just fill in as much information as you can.



Checklist for Action Plan – GESI Actions



Examples of GESI Actions needed	✓	Comments
Planning and organizing program activities		
Ensure that hiring decisions for new staff and consultants as well as procurement processes for vendors consider diversity and equity commitments.		



Examples of GESI Actions needed	✓	Comments
Planning and organizing program activities		
Ensure that hiring decisions for new staff and consultants as well as procurement processes for vendors consider diversity and equity commitments.		
Designate an inclusion focal point on the team (if not already done).		
Consider adding stand-alone GESI-focused activities in the program work plan. <i>For example, do this as a strategy for sensitive efforts, like expanding human rights advocacy to be inclusive of LGBTQI+ rights and disability justice in ways that Do No (More) Harm.</i>		
Train team on how to report any inclusion concerns that arise during the activities.		
Identify any additional needs for team training related to inclusion – and request inclusion or accommodation funds (<i>Youth Excel offers funds to support youth inclusion in each subgrant</i>).		
Revisit IRGPA findings and action plan each month in team meeting – 30 minutes to one hour.		
Revisit the design of program activities to better address harmful norms, behaviors and structures that serve as barriers to equity for diverse members of the target audience.		
Revisit participants' inclusion. Program design should engage people FROM the target identity groups as more than passive participants as well as people OUTSIDE those groups as allies and bystanders. <i>Examples include user-focused design sessions, Advisory Councils, and strategies for engaging men and boys.</i>		
Improve MEL disaggregation targets and indicators to connect the data presented in the IRGPA. As the saying goes, “what gets measured gets managed.” <i>For example, if labor market statistics show strong gendered segregation within occupations, a workforce project should tie its outcome targets to those and aim for reducing selected disparities each year.</i>		
Include a GESI section in templates for donor & internal reporting. The IRGPA is an ideal time to push program teams beyond tracking and reporting outputs such as participation percentages which are important but do not tell the full story of GESI dynamics and potential project impact experienced by diverse people and social identity groups.		





Checklist for Action Plan – Protection Actions

NOTE: Some of the recommended actions are in line with Youth Excel's Youth Protection policy and resources. You can learn more [here](#).



Examples of PROTECTION Actions needed	✓	Comments
Planning and organizing program activities		
Designate a protection focal point on the team (if not already done).		
Customize a relevant Protection Policy Summary by adding your focal point contact information and Accountability Lead contact (if applies).		
Ensure all team members and partners have read and signed a protection acknowledgement form (if applies).		
Train team on how to report any protection concerns that arise during the activities.		
Identify any additional needs for team training related to protection – and request protection funds (<i>Youth Excel offers funds to support youth protection in each subgrant</i>).		
Create awareness materials for participants and team members on how to report concerns.		
Contact each Protection Resource/Service to confirm availability and accessibility, confidentiality and sensitivity of services (<i>a Protection Focal point should do this</i>).		
Revisit risk mapping and assessment after 3 months.		
Include a protection section in templates for donor & internal reporting.		
External outreach		
Decide whether / which findings to share with the community or other audiences? Consider this only if awareness about certain issues is an effective measure for addressing some of the exclusion or protection dynamics.		





Congratulations! You completed the IRGPA research process!

Thank you for joining us in this exciting journey to working for more inclusive and safer programs for all, especially for the youth from marginalized and underrepresented groups!

As noted earlier in this document, you may decide to prepare a summary product or report to share with external stakeholders such as community members, donors, or another audience. Please remember that an external product is the secondary purpose of the IRGPA. We recommend a brief document rather than a longer report that uses visualizations and stories to share your findings. For examples of products created by Youth Excel partners, you can look [here](#) and [here](#). Remember to keep youth protection in mind with any summary public product you create!





B

Action Plan: Final guidance for the YL/YSO who will implement it

These questions are for the organization that received this IRGPA.

After you receive this IRGPA, take time to read the findings individually and plan a workshop with your team to discuss it.



Guidance:

Plan a workshop (e.g., four-hour workshop) with your team to discuss this IRGPA. Make sure that everyone reviews the main findings previously and use the prompts below to guide your conversation.



Questions	Answers
What caught your attention from the IRGPA?	
How is this important to your organization?	
Are you planning to use some of these findings or recommendations beyond your program? Yes/No and explain Why.	
What is new from the IRGPA?	



Questions	Answers
What things are reaffirmed from what you already knew?	
What's missing from the IRGPA?	
Review the Action Plan (the checklist and the action plan made) and discuss	



Guidance:

Review the Action Plan (the checklist and the action plan made) and discuss with your team using the following prompts:



Questions	Answers
What caught your attention from the action plan?	
How is this important to your organization?	



Questions	Answers
Are you planning to apply some of these actions beyond your program (or Youth Excel activity, if the case)? Yes/No and explain Why.	
What is new from these actions?	
What things are you already doing?	
What would you add to those actions?	

R2C process and the IRGPA

This last question is for organizations who will be implementing a Research to Change (R2C) Process. You can learn more about the [Research-to-Change approach here](#).



Guidance:

With your team, use the questions below to plan how to follow up this process during your Research to Change (R2C) journey.





Questions	Answers
Based on what you have learned and the gaps you have seen through this IRGPA - What would you like to address through the Youth Excel Research to Change (R2C) Process?	
Develop a learning goal related to GESI and protection ["I would like to know... so I can..."]	



Congratulations! You are in the right track for your GESI and protection journey.

Thank you for joining us in this exciting journey to working for more inclusive and safer programs for all, especially for the youth from marginalized and underrepresented groups!

