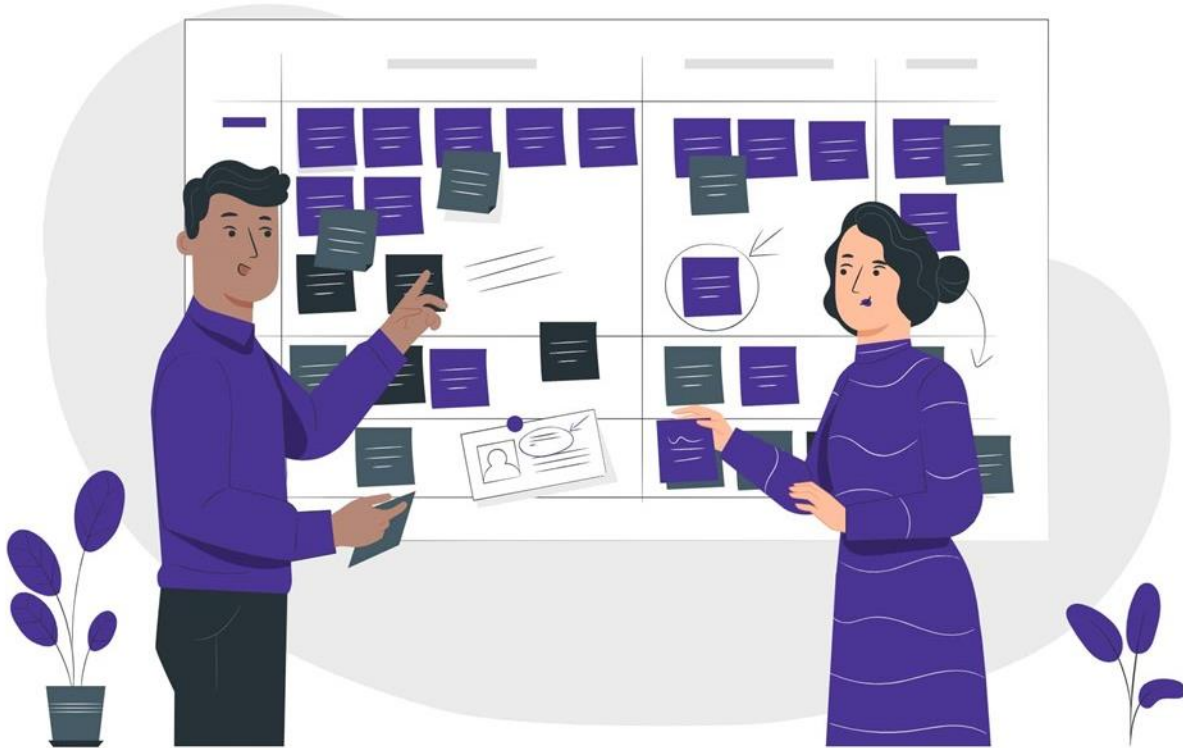


Event Report – May 2023 Stakeholder Consultation



May 2023

GAYA | Gender and Youth Activity Associate Award

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ACRONYMS

BHA	USAID Bureau for Humanitarian Assistance
CLA	Collaboration, Learning, and Adaptation
EP	Emergency Program
FGD	Focus Group Discussion
GAYA	Gender and Youth Activity
GYSD	Gender, Youth, and Social Dynamics
IP	Implementing Partner
KII	Key Informant Interview
PYD	Positive Youth Development
MEL	Monitoring, Evaluation, and Learning
RFSA	Resilience Food Security Activity
SBC	Social Behavior Change
SOP	Standard Operating Procedure
SOW	Scope of Work
SHC	Stakeholder Consultation
TOC	Theory of Change
TOR	Terms of Reference

EVENT INTRODUCTION

The Gender and Youth Activity (GAYA) hosted a Stakeholder Consultation (SHC) on May 24-25, 2023, to provide a forum to hear directly from USAID Bureau for Humanitarian Assistance (BHA) implementing partners (IPs). During this event, IPs worked to identify the ideal sequence of actions teams should take to ensure gender and youth integration within their activities, as well as the attitudes or beliefs held by IP staff that either prevent or enable gender and youth integration.

A total of 29 IPs attended the SHC from 12 implementing partner organizations and 11 countries. Of those attendees, 12 work on BHA-funded resilience food security activities (RFSAs) and 9 work on either BHA-funded emergency programs or both emergency programs and RFSAs.¹ Of those who indicated their gender, 13 attendees were women and eight were men.

To allow the SHC conversations to focus on solutions, GAYA identified key gender and youth integration challenges, along with critical steps required for gender and youth integration, via key informant interviews (KIIs) and focus group discussions (FGDs) prior to the consultation. Notably, given the rapid data collection and small sample size, GAYA aimed to use this SHC to validate or correct themes with a larger IP audience.

The remainder of this report outlines the priority barriers that IPs discussed during the two-day consultation, along with the proposed solutions. The conclusion of this report outlines next steps. [Annex 1](#) contains a list of steps that IPs originally identified during the pre-workshop KIIs and FGDs, and then adapted and sequenced during the SHC. [Annex 2](#) contains a list of the constraining attitudes that IPs prioritized for discussion. [Annex 3](#) details the methodology for the KIIs and FGDs conducted prior to the consultation.

Following the SHC, BHA reviewed and provided feedback on this report. IPs who participated in the SHC were also invited to review and comment on this report.

FINDINGS SUMMARY

Barriers and solutions discussed during the SHC are summarized in Table 1. Click the link in the barrier column to read more about this finding and the solutions proposed by IPs.

Table 1 – Overview of barriers and IP-recommended solutions

Barrier	Solution
Barrier 1: Gender and youth research tries to answer too many research questions	Conduct a thorough desk review early in the research process, using the findings to shape research questions. Complete the desk review before gender and youth consultations (for RFSAs).

¹ Remaining attendees did not register and thus did not indicate whether they primarily supported RFSAs, emergency programs, or both.

Barrier	Solution
<u>Barrier 2: Using consultants for gender and youth research often leads to disappointing results</u>	Conduct more or all of the gender analysis or youth assessment internally. If hiring a consultant, be strategic about which portions of the research they need to lead, and ensure they have successful past experiences in gender analysis or youth assessment.
<u>Barrier 3: Non-gender or youth leads and implementation team do not feel ownership of gender and youth research results</u>	Involve the program team in gender and youth research scoping, data collection, validation and analysis of findings, and development of recommendations.
<u>Barrier 4: Positive youth development (PYD) domains are overshadowed in research</u>	Separate youth and gender research if significant questions in both areas exist, and if funding and time are available.
<u>Barrier 5: Programs target youth based on age rather than profile</u>	Move beyond age to consider include life stage, marital status, school attendance, number of children, land ownership, education status, access to resources, and ethnicity, among other factors, when constructing youth profiles and designing activities.
<u>Barrier 6: Programs have gender and youth insights but do not make program adaptations</u>	IPs can plan, budget, and staff to be adaptive and responsive, and BHA can reinforce and communicate that there is flexibility for adjustments.
<u>Barrier 7: Programs do not systematically utilize disaggregated data</u>	Use qualitative inquiry to explore differences between different disaggregated categories.

DETAILED FINDINGS

Barrier 1: Gender and youth research tries to answer too many questions

According to pre-workshop data collection, IPs fear they must produce a robust analysis exploring dynamics beyond what is relevant to the program theory of change (TOC). This can lead to results which are not feasibly usable by the program, given their scope. Further, when the desk review is not conducted before the gender analysis or youth assessment research scope of work (SOW) is developed, the research questions identified may duplicate data that already exists or overlap with other ongoing or planned research. Desk reviews are also time intensive but valuable – finding existing data and analyzing raw data takes time and effort.

IPs recommended conducting a thorough desk review early in the research process, using the findings to shape research questions, and completing the desk review before gender and youth consultations

(for RFSAs). IPs also recommended that BHA and GAYA schedule the gender and youth consultation after the desk review is completed. More details about these recommendations are outlined in **Table 2**.

Table 2 – IP-recommended solutions around narrowing research scopes

Who	What	How
IPs	Conduct a thorough desk review at the right time.	<ul style="list-style-type: none"> Review secondary documents, including any assessments previously done in the target area, and any monitoring or evaluation data from previous programs. Use the desk review to identify what is known and what is unknown. Allocate appropriate time for the desk review. Complete the desk review before drafting the scope of work for the gender or youth research. For RFSAs – complete the desk review well in advance of the gender and youth consultation.
IPs	Use the results of the desk review to narrow down the scope of the gender and youth research.	<ul style="list-style-type: none"> Define the SOW or terms of reference (TOR) based on gaps in secondary data (from the desk review), and the program’s TOC. Map desk review data sets and sources against the draft list of research questions, to understand where pockets of existing knowledge and data can be utilized.
IPs	Narrow down the list of research questions.	<ul style="list-style-type: none"> Establish how the answers to each research question will be used ahead of time, to ensure that research questions are in scope. Use the TOC as a framework – if the answer to a research question has limited relevance to the program TOC, consider whether it is necessary. Ensure the data collection tools generate data that responds specifically to the research questions.
BHA + GAYA	For RFSAs – provide a longer window between program award and the gender and youth consultation.	<ul style="list-style-type: none"> Schedule the gender and youth consultation after the program indicates that they will have completed the desk review. Reinforce the expectation that the desk review be done prior to the consultation.

Barrier 2: Consultant-led gender and youth research is often disappointing

According to pre-workshop data collection, IPs, particularly those working on RFSAs, sometimes fear that the gender analysis or youth assessment report that they submit to BHA has to be “perfect.” Additionally, during program start-up, IP staff do not always have time to participate in or lead the gender analysis or youth assessment, particularly for emergency programs.

Because of these factors, IPs usually hire external consultants to conduct gender analyses or youth assessments. Pre-workshop KIIs and FGDs identified that external consultants, even when they are very

informed about the operating environment and local context, can lack an important understanding of the program. Breakout group participants further noted that consultants tend to collect too much data. During the consultation, one IP also shared that consultants do not always speak the local language – and required support to translate during FGDs and to transcribe the FGD notes – resulting in limited utility of the results. Both pre-workshop KIIs and FGDs participants, and SHC participants, noted that the research produced by external consultants is often too general to be useful.

During the consultation, IPs recommended the solutions in **Table 3**. Most notably, **IPs recommended that the team completes a portion or all the data collection, analysis, and reporting for gender and youth research in-house. This can result in more specific, more context-relevant, and better findings, as well as more buy-in from the program team.**

Table 3 – IP-recommended solutions around the use of consultants

Who	What	How
IPs	Conduct more or all of the gender analysis or youth assessment internally.	<ul style="list-style-type: none"> Allocate budget, human resources, and time for IPs to conduct all or portions of the gender and youth research.
IPs	If hiring a consultant, be strategic about which portions of the research they need to lead.	<ul style="list-style-type: none"> Use consultants for quantitative rather than qualitative design, data collection, and analysis. Ask consultants to present the data, but not to write the report, and not to develop recommendations. Do portions of the data analysis in-house. Tailor the tasks delegated to the consultant based on the consultant’s background knowledge, or where the team needs support.
IPs	If hiring a consultant, set clear expectations and establish communication structures.	<ul style="list-style-type: none"> Ensure the TOR is detailed and explicitly mentions expectations. Communicate that expectation that the consultant will be essentially integrated as part of the team. Establish expectations for staff members, with specific roles and responsibilities. Set-up regular meetings with the consultant to get feedback and debriefing results.

Barrier 3: Non-gender or youth leads and implementation team do not feel ownership of gender and youth integration

Even when the gender analysis or youth assessment is done well, during GAYA’s pre-workshop data collection, IPs identified that the findings of this research are not always fully utilized. One key factor that can limit the use of gender and youth research findings is whether the program team, including non-gender or youth leads, and implementing staff, feels ownership of the research results. When these team members do not feel involved in the generation of the results, or when they do not understand or feel responsible for acting on the results, this can cause results to remain unused.

During the consultation and in pre-workshop KIIs and FGDs, IPs recommended the solutions in **Table 4**. Most notably, **IPs recommended that programs involve the program team in the research from the onset, including key personnel, all sector leads, the gender, youth, and social dynamics team, the monitoring, evaluation, and learning team, and the authoring consultant(s) or internal researchers.**

Table 4 – IP-recommended solutions to generate ownership of gender and youth integration

Who	What	How
IPs	Involve the program team in research scoping and data collection.	<ul style="list-style-type: none"> Consult the program team in the development of the SOW and research questions for the gender analysis or youth assessment. Consult the program team in the development of data collection tools. Debrief data collection regularly with the program team and the enumerators. Involve the program team as observers or data collectors to strengthen their capacity and support them to understand the gender and youth landscape. Coordinate gender and youth analyses with other formative research happening during the R&I year to ensure strong gender and youth dynamics are incorporated.
IPs	Validate and share draft findings with the program team.	<ul style="list-style-type: none"> As a program team, decide to accept or reject findings. Hold a validation workshop with the right team members and include significant space to brainstorm the follow-up actions. Treat validation as a multi-engagement opportunity, rather than as a one-off. Ensure the findings or report prepared for the program team is clear and concise. Consider tailoring which results are shared based on the person receiving the results, to increase the likelihood that they read and become familiar with them. Get creative – share findings repeatedly and from multiple directions and platforms.
IPs	Brainstorm recommendations and action plan steps, based on findings, together with program team members.	<ul style="list-style-type: none"> Discuss recommendations with the senior management team. Make the business case for incorporating recommendations into the program, in terms of program outcomes and sustainability. Draft short, practical gender and youth integration standard operating procedures, manuals, or guides for each team based on findings and recommendations. Summarize adjustments made to various program activities and approaches, responsible individuals, timelines, and monitoring, evaluation, and learning (MEL) implications in an action plan. Use action planning as an opportunity to introduce key programmatic gender approaches to various teams.

Who	What	How
IPs	Reinforce that the responsibility for gender and youth integration and mainstreaming lies with the entire team.	<ul style="list-style-type: none"> • Prioritize items in the action plan based on urgency and significance. • Conduct periodic in-house reflections to address team bias. <ul style="list-style-type: none"> ○ Start by helping individuals to understand and identify their own personal biases. ○ Strengthen staff capacity and unpack unconscious bias among the program team, program partners, and program representatives (volunteers, community development agents, etc.). ○ Contextualize training based on data from the gender analysis or youth assessment, rather than shelf case studies. ○ Create post-event safe spaces for program team members to continue discussions. ○ Engage with staff individually to see if attitudes are changing. ○ Include gender and youth elements in regular reporting, performance assessment, and planning. • Ensure that each program has a gender and youth focal point. • Deliver messaging about the importance of gender and youth integration, particularly how it can add value to each sector's objectives.
IPs	Ensure leadership communicates and enforces gender and youth integration.	<ul style="list-style-type: none"> • Ensure leadership consistently talks about the importance of gender and youth integration with their staff. • Elevate the gender or youth lead to the director or manager level. • Ensure the gender or youth lead sits on the senior management team.
GAYA	Convene implementing partners to share lessons learned.	<ul style="list-style-type: none"> • Hold periodic webinars to discuss ownership challenges experienced across IPs. • Develop and share action planning template, based on other IP experiences, enabling teams to brainstorm actions based on findings together. • Highlight practical steps or examples of strong gender or youth integration. • Provide guidance on sector-specific strategies and considerations for gender and youth integration, especially for emergency programs. • Provide action planning template and guidance.
BHA	Reinforce the importance of gender and youth integration	<ul style="list-style-type: none"> • Incorporate youth and social dynamics as a separate category in the proposal scoring matrix, as has been done with gender.

Who	What	How
	through engagement with the program.	<ul style="list-style-type: none"> • Ask the program leadership about gender and youth issues in program visits or meetings. • Include substantial gender and youth comments in emergency application issues letters. • Require standalone gender and social inclusion analyses beyond what is required at the proposal phase, detailing specific action items and recommendations, similar to what is required for RFSAs. • Invest in research for continuous learning related to gender and youth throughout the program cycle.

Barrier 4: Positive youth development (PYD) is overshadowed in research

During pre-workshop KIIs and FGDs, interviewees noted that youth studies are often integrated with other research, which can lead to the obscuring of youth needs and issues. Initial data collection also indicated that the relevance of conducting specific youth research in RFSAs depends on whether the program aims to directly support or engage young people, based on the context. As youth research is not always mandatory or applicable in RFSAs or emergency programs, this can result in incomplete or superficial youth research, or even its omission altogether. Additionally, the requirements and approach to conducting this research differ between emergency response and RFSAs. For RFSAs, the necessity for a youth assessment is typically determined during gender and youth consultations in collaboration with BHA. Although a gender analysis can offer a useful starting point to understand general trends among young people, it may not provide sufficient detailed insights into their specific livelihood needs and opportunities.

During the consultation and in pre-workshop KIIs and FGDs, IPs recommended the solutions in **Table 5**. Most notably, **IPs recommended that BHA require IPs to disaggregate gender analysis findings by meaningful life stage categories when youth and gender research are combined. Additionally, youth and gender research should be separated if significant questions in both areas exist, and if funding and time are available.**

Table 5 – IP-recommended solutions around youth research

Who	What	How
IPs	Decide whether to conduct youth and gender research as part of the same package, or as different studies.	<ul style="list-style-type: none"> • BHA and GAYA recommend that youth and gender research be separated if significant questions in both areas exist, and if funding and time are available. • If gender and youth research is combined, balance the gender and youth aspects and identify the overlap in analytical frameworks (PYD, ADS 205) to ensure both are addressed.

Who	What	How
IPs	Ensure human resources cover both gender and youth elements.	<ul style="list-style-type: none"> For RFSAs, ensure that the gender, youth, and social dynamics (GYSD) lead has a strong sense of both gender and youth concepts and frameworks.
BHA	Where relevant, support IPs to use gender research to answer youth questions, when only a gender analysis is done.	<ul style="list-style-type: none"> If only a gender analysis is done, require IPs to disaggregate gender analysis findings by meaningful age and life stage categories.

Barrier 5: Programs target youth based on age rather than profile

In preliminary KIIs and FGDs, respondents mentioned that programs often aim to reach “youth” based on age ranges, rather than profile. Youth profiles, or youth personas, are commonly understood to be evidence-based descriptions of youth needs, feelings, assets, aspirations, and their self-perceived sense of agency, in addition to demographic factors beyond age, such as life stage, marital status, school attendance, number of children, land ownership, education status, access to resources, and ethnicity.

Consultation participants further noted that designing and implementing programs based on diverse youth profiles, rather than age ranges, is difficult and complex. Age often obscures a litany of more relevant and informative demographic information that can be used to develop a more complex understanding of who young people are, the circumstances of their lives, and what they want.

Fundamentally, IPs communicated the importance of moving beyond age to consider including life stage, marital status, school attendance, number of children, land ownership, education status, access to resources, and ethnicity, among other factors, when constructing youth profiles and designing activities. More details about the IP recommendations are outlined in **Table 6**.

Table 6 – IP-recommended solutions related to youth profiles

Who	What	How
IPs	Build youth profiles through consultation with young people.	<ul style="list-style-type: none"> Particularly for emergency programs, where it is less often standard practice, programs need to consult young people in designing their programs and creating youth profiles. Use human-centered design tools and social behavior change approaches to build youth profiles.
IPs	Consider factors beyond age to develop vulnerability or targeting criteria.	<ul style="list-style-type: none"> Important factors include life stage, marital status, school attendance, number of children, land ownership, education status, access to resources, and ethnicity, among others.
BHA	Encourage updating of the PYD approach.	<ul style="list-style-type: none"> Update the PYD approach to include brain development and social-emotional elements.

Who	What	How
BHA	Specify the importance of moving beyond age categories in solicitations.	<ul style="list-style-type: none"> Identify what an intersectional approach might look like from BHA’s perspective in requests for application.

Barrier 6: Programs have gender and youth insights but do not adapt

Through GAYA’s previously conducted [formative research](#), the team identified that IPs collect data on different gender and age groups, but do not necessarily use their data fully to inform program activities. Additionally, pre-consultation KIIs and FGDs revealed that often, programs perceive that they do not have the flexibility to add, change, or adapt activities based on gender and youth insights. IPs perceive that, if these activities are not envisioned in the request for application, program proposal, or original design, that there is not always flexibility or mandate to adjust after conducting initial research or based on MEL data.

IPs communicated that both BHA and IPs share responsibility for ensuring and reinforcing that there is flexibility. IPs need to plan, budget, and staff to be adaptive and responsive, and BHA can reinforce and communicate that there is flexibility for adjustments during the life of the program, or between different funding cycles (for emergency programs). Details about IP recommendations are outlined in **Table 7.**

Table 7 – IP-recommended solutions related to making program adaptations

Who	What	How
IPs	Ensure program proposals include the necessary time, funding, and staffing to allow for adaptations based on learning.	<ul style="list-style-type: none"> Set aside specific budget for gender and youth research and components. Invest in MEL systems and dedicate time for regular pause and reflect sessions.
BHA	Reinforce that there is flexibility to add, change, or adapt activities based on gender or youth research findings, or ongoing monitoring.	<ul style="list-style-type: none"> Like a crisis modifier, provide an “adaptation modifier” related to incorporating learning from gender, age, and social dynamics. Where possible, continue to allow flexibility with adaptations, particularly around the inclusion of standalone gender or youth activities in emergency contexts.
GAYA	Convene implementing partners to share lessons learned.	<ul style="list-style-type: none"> Highlight examples of innovative program adaptations based on data.

Barrier 7: Programs do not systematically utilize disaggregated data

According to IPs in the pre-consultation KIIs and FGDs, there is a perception that more disaggregation creates more work for teams—both to set up automatic calculations for disaggregated categories and to conduct the comparative analysis between different disaggregated categories—especially in emergency programs. Where team members fail to see the value in disaggregating data or lack the knowledge of how to use it to improve programming, disaggregated analysis may be done for donor reporting, but is not used.

Further, IPs reported that when presented with *differences between disaggregated categories*, team members often disagree with these differences. IPs suggested that this comes from the misunderstanding that everyone in a household benefits equally from programming, when that is not necessarily the case. When program teams disagree with relevant findings, they often blame the enumerators for how the questions were asked, instead of conducting further qualitative data collection to understand the reasons behind the differences.

Interestingly, IPs reinforced a survey finding GAYA previously identified, that qualitative data is particularly useful in understanding and exploring the reason behind why different disaggregated categories are experiencing different results. More details about the IP recommendations are outlined in **Table 8**.

Table 8 – IP-recommended solutions related to disaggregating data

Who	What	How
IPs	Analyze quantitative data based on pre-identified disaggregation categories.	<ul style="list-style-type: none"> Identify disaggregation categories relevant to each indicator early-on in the program and discuss with sectoral leads. Decide how to collect disaggregated data fields. Clarify expectations and roles for collecting, disaggregating, and using data. Train team members on how to ask the necessary disaggregation questions. Set targets by disaggregated category for each indicator. Provide disaggregated program dashboards for regular program team and leadership review. Ensure the monthly or quarterly analysis of data uses pre-selected disaggregation categories. Hold quarterly reflections on disaggregated data. Demonstrate that data can be used constructively to identify opportunities for program improvement.
IPs	Use qualitative data collection to answer questions around why there are differences in disaggregated categories.	<ul style="list-style-type: none"> Use rapid qualitative data collection to further understand why the program is over-achieving or failing to fully reach different populations.

Who	What	How
IPs	Engage team members to get their buy-in into the findings.	<ul style="list-style-type: none"> Involve the program team as observers or data collectors for monitoring or evaluation exercises. Send disagreeing team members into the field to investigate differences in disaggregated categories using qualitative methods.
GAYA	Reinforce the importance of data disaggregation.	<ul style="list-style-type: none"> Develop standard questions to be used when probing differences between disaggregated categories. Highlight examples of how disaggregated data and reflection can lead to program improvement (see GAYA Nourishing Inclusion blog posts here and here). Develop guidance to support teams to do stronger data disaggregation.
BHA	Reinforce the importance of data disaggregation.	<ul style="list-style-type: none"> Institute the Washington Group questions as the standard for asking about different disabilities. Ask questions to clarify why differences between disaggregated categories are being observed, which encourages implementing partners to further investigate these issues.

NEXT STEPS

Based on the results of this SHC, GAYA aims to carry out the following next steps:

- GAYA will use this description of barriers and solutions to define GAYA’s Year 3 Work Plan and to tailor the focus of GAYA’s workstreams.
- GAYA will measure the prevalence of the attitudes discussed in the SHC through GAYA’s Year 2 Annual IP survey. Using this data, GAYA will design a subsequent SHC to explore the results, to understand the factors that enable or counteract these attitudes, and to brainstorm solutions, together with BHA.

DISCLAIMER

This report is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of the Gender and Youth Activity (GAYA) and do not necessarily reflect the views of USAID or the United States Government.

ANNEX 1 – LIST OF STEPS

Step-by-step: A Roadmap to Gender and Youth Integration in Food Security and Resilience Programs

Prior to the consultation, GAYA identified critical steps required for gender and youth integration via key informant interviews (KIIs) and focus group discussions (FGDs). During the stakeholder consultation, participants were invited to put this series of previously identified steps into an ideal sequential order, or suggest additions and adaptations. This document outlines the steps and sequence identified by IPs both prior to and during the SHC.

ANNEX 2 – LIST OF PRIORITIZED ATTITUDES

During the SHC, participants were asked to choose the most *important* and most *difficult to address* attitudes from those identified through pre-consultation KIIs and FGDs. **Table 9** presents the results of that poll.

Table 9 – Attitudes ranked by importance (top to bottom) and difficulty to address (dark to light)

Constraining Attitude	Important	Difficult
Leadership or donor does not prioritize gender or youth integration*	50%	13%
Gender or youth integration is not my responsibility	17%	13%
Gender or age dynamics are fixed*	17%	0%
Gender or youth integration has no benefit*	8%	38%
Other participant needs are more important*	8%	25%
Marginalized groups cannot be effective participants	0%	13%
I am not able to make a difference on gender or youth integration	0%	0%
Gender or youth integration makes my work harder	0%	0%

**Attitude was discussed as part of the stakeholder consultation*

Based on the results above, and the fact that SHC attendees already discussed “gender or youth integration is not my responsibility” in detail, the attitudes indicated with an asterisk (*) above were explored during the consultation. Participants shared many examples of situations where these attitudes had arisen in their work.

IPs identified the following solutions for BHA:

- For emergency programs, require a standalone gender analysis after the program is awarded, beyond what is currently required in the application.
- Provide more comments on proposals through a gender, youth, and social dynamics lens.
- Require more programs to be “youth-focused” rather than just “youth-inclusive.”
- Request a specific youth-dedicated budget under each sector.

IPs identified the following solutions for GAYA:

- Provide guidance on recruitment for more gender-balanced teams.
- Develop minimum standards for gender and youth integration in emergency programs.

IPs identified the following solutions for both BHA and GAYA:

- Develop and circulate tools to support IPs to develop a wider range of youth profiles.

GAYA’s Year 2 Annual IP survey will measure the prevalence of these and other attitudes. Using this data, GAYA will design a subsequent SHC to explore the results, to understand the factors that enable or counteract these attitudes, and to brainstorm solutions, together with BHA.

ANNEX 3: DATA COLLECTION METHODOLOGY

In April 2023, GAYA conducted key informant interviews (KIIs) and mini-focus group discussions (FGDs) with 20 IPs. Interview questions were developed based on GAYA’s two key learning questions for this stakeholder consultation:

- What are the ideal sequence of actions IPs need to take to ensure gender and youth integration?
- What attitudes or beliefs held by IP staff that can prevent or enable gender and youth integration?

In addition to these questions, GAYA added an area of inquiry around “key barriers” to gender and youth integration, to enable solution brainstorming to key barriers during the stakeholder consultation.

After the questions were developed, GAYA scheduled 60-90 minute KIIs or mini-FGDs with 20 IPs who had committed to attending the stakeholder consultation. These interviews allowed GAYA to understand the initial answers to the two learning questions above, as well as the area of inquiry around key barriers. Representation of KII and FGD participants is presented in **Table 10**.

Table 10 – Program types and roles of KIIs and FGD participants

Program Type (Emergency vs RFSA)	Number Interviewed	Role
Emergency	3	Gender Lead
	3	MEL/Community Accountability Lead
RFSA	10	Gender/Youth Leads
	4	Non-Gender/Youth Leads or program leadership (SBC, CLA, sectoral)

Qualitative data was reviewed and analyzed iteratively, given the limited scope to reach saturation. Where interviews did not go into detail around key topics where GAYA had subject matter expertise, GAYA conducted desk review of best practices research to complement the qualitative results, using the below documents:

- GAYA’s [Exploring Gender and Youth Integration: A Formative Research Report](#)
- CARE’s [Better Gender Outcomes in Food Assistance through Multi-Modal Programing](#) report

KII/FGD Questions

Role and Engagement in gender integration/effective youth participation

- What has been your role in gender integration/effective youth participation (could be current role or a previous role if more relevant)?

Gender/youth analysis and/or assessment

- What key processes, steps, or actions would you recommend to a program conducting a gender analysis or youth assessment that provides information about differences in the lives of women, men, boys, and girls?
- What processes, steps, or actions would you recommend to ensure a program's gender analysis or youth assessment informed your program design/intervention design?
- In your experience, what barriers prevent programs from using the gender analysis or youth assessment to inform program/intervention design?
- What processes, steps, or actions would you recommend to ensure a program's gender analysis or youth assessment informed their MEL strategy?
- In your experience, what barriers prevent programs from using the gender analysis or youth assessment to inform the MEL strategy?

Integrating gender/youth into activities

- What processes, steps, or actions would you recommend to design gender equity/positive youth development activities (activities with the primary objective of advancing gender equality/equity or positive youth development)?
- In your experience, what barriers prevent programs from making activities gender/age-sensitive, or from adopting gender transformative/positive youth development activities?

Gender integration/effective youth participation in MEL

- What types and categories of data disaggregation would you recommend a program use?
- What processes, steps, or actions would you recommend for a program to take in disaggregating data and reflecting on disaggregated data?
- In your experience, what barriers prevent programs from regularly reflecting on disaggregated data?
- What processes, steps, or actions would you recommend to ensure that an M&E system captures data on changes in gender equality/equity or positive youth development outcomes?
- In your experience, what barriers prevent programs from capturing data on changes in gender equality/equity or positive youth development outcomes?
- What processes, steps, or actions would you recommend to ensure your M&E system captures data on unintended positive/negative consequences around gender/age dynamics?
- In your experience, what barriers prevent programs from capturing data on unintended positive/negative consequences around gender/age dynamics?

Enablers and Challenges to Gender and Youth Integration

- Thinking about all of the ideal steps we just discussed for strong gender and/or youth integration, what implementing partner attitudes improve the likelihood of strong gender and/or youth integration?
- Thinking about all of the ideal steps we just discussed for strong gender and/or youth integration, what implementing partner attitudes prevent strong gender and/or youth integration?
- Thinking about the implementing partners you've worked with, do your colleagues perceive value in doing strong gender and/or youth integration? Do they perceive consequences for not doing strong gender and/or youth integration?
- Thinking about the implementing partners you've worked with, do your colleagues perceive that it is convenient to do strong gender and/or youth integration? Why or why not?