Exploring Gender and Youth Integration: A Formative Research Report

March 2023

GAYA | Gender and Youth Activity Associate Award

ACKNOWLEDGMENTS

TABLE OF CONTENTS

ACRONYMS

ADS	Automated Directives System
BHA	Bureau for Humanitarian Assistance
CIDA	Canadian International Development Agency
COPs	Communities of Practice
DRC	Democratic Republic of the Congo
DRG	Democracy, Human Rights, and Governance
FGDs	Focus Group Discussions
FSN	Food Security and Nutrition
GAYA	Gender and Youth Activity
GBV	Gender-Based violence
GESI	Gender Equality and Social Inclusion
GREAT	Gender roles, equality and transformation
HCD	Human-Centered Design
IASC	Inter-Agency Standing Committee
IDEAL	Implementer-Led Design, Evidence, Analysis and Learning
IP	Implementing Partner
KAP	Knowledge, Attitudes, and Practices
KII	Key Informant Interview
LAC	Latin America and the Caribbean
LGBTQIA+	Lesbian, Gay, Bisexual, Transgender, Queer or Questioning), Intersex, and Asexual or Agender
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MENAE	Middle East, North Africa, and Europe
PWD	People with Disabilities
PYD	Positive Youth Development

RFSA	Resilience Food Security Activity
SAA	Social Analysis and Action
SBC	Social Behavior Change
SBCC	Social Behavior Change Communications
TOC	Theory of Change
TOPS	Technical and Operational Performance Support
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VYA	Very Young Adolescents
VDW	Validation and Discussion Workshop
WFP	World Food Program

EXECUTIVE SUMMARY

The United States Agency for International Development (USAID) Bureau for Humanitarian Assistance (BHA)-funded Gender and Youth Activity (GAYA) works to improve the quality and impact of food security activities by addressing the barriers and challenges implementing partners face when integrating gender and youth within their activities. In partnership with Sayara International, GAYA conducted formative research to explore barriers to gender and youth integration in development and emergency food security, resilience, and emergency response programs. This research included a self-administered online survey for implementing partners (IPs), validation and discussion workshops (VDW), and key informant interviews (KIIs) (refer to the Methodologies section for more information). This formative research was conducted during the GAYA's first year of implementation and will serve as the baseline for the life of the activity.

Sayara International prepared this report to inform GAYA's Year 2 work plan with recommendations on key IP knowledge, attitude, and implementation gaps. This report outlines the background information, study methodology, a demographic overview of respondents, research findings, and recommendations for GAYA. GAYA will share recommendations for IPs based on the key findings in a resource guide alongside publication of this report.

Key Findings and Considerations for GAYA

1.   While gender integration can still be improved, more progress has been made in gender mainstreaming than for youth, LGBTQIA+, and disability mainstreaming.
Through the formative research, IP respondents indicated a gap between their team's knowledge of gender and youth integration. While 80% of survey respondents who identified themselves as managers indicated that their staff knew how to adapt programs to fit the local gender context, only 58% said the same for youth adaptation. Some participants in the VDWs mentioned they had never attended a training on youth integration. Those working on emergency programs were less likely than food security resilience program staff to report having internal best practices for youth participation in their organization (32%, compared to 58% overall average). Where best practices exist, emergency practitioners were also less likely that resilience program staff to be familiar with them (18% compared to 39%). Moreover, only 41% of respondents indicated LGBTQIA+ communities were a priority in their programs, and no qualitative respondents mentioned LGBTQIA+ integration.

GAYA should consider:

- Supporting BHA-funded IPs to prioritize early youth integration, ideally during the design process. This is particularly necessary for emergency programs, which require tailored strategies for their fluid, complex responses.
- Supporting BHA-funded IPs to make data-informed decisions around youth integration. This includes a) ensuring staff have access to and knowledge of the appropriate tools to adapt activities based on their youth analysis, and b) incorporating gender and youth considerations into activity monitoring, evaluation, and learning (MEL) strategies.
- Connecting gender and youth experts to the resources and content needed to train their teams on the Positive Youth Development (PYD) framework, as well as strategies for designing and adapting programs around the local youth context.

- Supporting BHA-funded IPs to increase the inclusion of marginalized groups, including people with disabilities (PWD) and LGBTQIA+ communities.

2. Senior management and technical experts often lack knowledge of or commitment to gender and youth integration, which is a key barrier to change at the organization level.
Only 58% of survey respondents strongly agreed that management in their organization always takes gender equality seriously. However, respondents regularly mentioned that when senior management prioritize gender and youth integration, it becomes everyone's responsibility and other staff make more time for it. This finding aligns with the Prosci Methodology[1], according to which executives and senior leaders play an essential role as primary sponsors of behavior change. Furthermore, gender and youth experts stated that non-gender, non-youth technical experts assume gender and youth integration are the sole responsibility of gender and youth experts, which can be a significant challenge when implementing programs. VDW and KII participants expressed there was an overreliance on gender and youth experts as the sole implementers of gender and youth integration, even though this responsibility should be collectively shared to ensure integration across workstreams.

GAYA should consider:

- Working with BHA-funded IPs to ensure that all staff members receive training on gender and youth integration as part of their job function. It is critical for technical experts who are not focused on gender or youth to understand how gender and youth integration enables them to achieve their activities' desired outcomes. This is especially relevant for emergency response practitioners, who may lack a single focal point for gender or youth and instead may delegate these responsibilities across multiple team members.
  Influencing senior leadership, particularly Chiefs of Party, Deputy Chiefs of Party, Program Directors, and Program Managers to allocate sufficient time and resources for all staff to participate in gender and youth training. This is particularly relevant to emergency response practitioners, who are more likely to deprioritize such training due to time constraints.

3. Even where gender and youth data are available, IPs are not adequately adapting their activities to meet the unique needs of different gender and age groups.
Even where there are ample resources and knowledge for gender and youth integration, IPs indicated that this does not inherently translate into substantive program adaptation. While most survey respondents reported gender and youth analyses are very useful to their work (76% and 73% of respondents, respectively), fewer reported using their gender and youth analyses regularly (27% and 18%, respectively). Further, VDW and KII respondents shared that there is a wide spectrum of success in the use of gender and youth data. Participants shared that some activities focus solely on the basic disaggregated counting of participants, rather than including regular analysis of and reflection on data.

GAYA should consider:

- Influencing MEL managers, as well as other staff responsible for data collection and analysis, to adapt their activities based on gender and youth data. GAYA should specifically target team members who collect, analyze, and formulate action plans based on data, to ensure that interventions are informed by gender and youth data.

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[1] https://www.prosci.com/resources/articles/primary-sponsors-role-and-importance

- Supporting IPs to identify new data sources in their local contexts and to access tools that facilitate data-driven adaptive management.
- Encouraging senior management to collaborate with their teams to develop and implement action plans based on gender and youth data and analysis. Inclusively created action plans can help drive buy-in, consensus, and shared ownership, and are a useful tool to indicate relevant roles, responsibilities, deadlines, and resources. GAYA may also consider supporting the action planning process, where relevant.

4.   Staff working on Resilience Food Security Activities (RFSAs) indicated that they have frameworks and tools for gender and youth integration, but do not have qualitative indicators to measure and track gender and youth impact.
Through the VDWs and KIIs, respondents highlighted that quantitative indicators do not always demonstrate the intended results of a project, as they cannot easily measure cultural changes. They shared it is hard to fully understand the "why" behind quantitative results without qualitative triangulation. However, these respondents, specifically RFSA program staff, indicated that they do not have adequate qualitative indictors to fill this gap.

GAYA should consider:

- Providing clear qualitative indicators or qualitative methods to demonstrate the true impact of gender and youth integration in the communities in which RFSA IPs work.
- Working with BHA to request that IPs propose qualitative indicators in their applications and MEL plans, then requiring IPs to report on these indicators regularly.
- Advocating for the importance of qualitative data to understand outcomes for different gender and age groups, potentially at RFSA MEL workshops during the refine and implement year.
- Working with IPs to standardize best practices in qualitative methods for emergency programs. Using RFSA guidance as a starting point, GAYA might suggest light touch, targeted qualitative methods adapted for the emergency sector; i This could help emergency practitioners better identify the differences in results between different gender and age groups.

5.   Gender roles affect women's ability to participate in activities, especially in emergency programs. Similarly, negative attitudes towards youths' decision-making capacities hinder youth integration.
A significant majority (91%) of survey respondents reported that local social attitudes make enhancing women's participation in activities more difficult, at least some of the time. Most emergency practitioners (52%) said that local social attitudes were mostly or always a limiting factor, while most (57%) RFSA staff indicated that attitudes were only sometimes a limiting factor. Similarly, local beliefs about youths' capacity to contribute to decision-making and community development were very negative, according to VDW and KII participants. This decreases the number of resources allocated to youth inclusion. Qualitative respondents also indicated that there are often negative attitudes within a community towards young men, who people often associated with violence and safety risks, whereas people perceive young women as facing more economic and social challenges.

Furthermore, respondents expressed that, internally, staff members' attitudes surrounding gender had an impact on external activity implementation. Through the survey, men reported more positive perceptions regarding the progress made in gender inequality on their teams, compared to women. VDW and KII participants shared that when men in their teams listened to the unique experiences of women, there was greater buy-in to gender and youth integration.

GAYA should consider:
- Promoting and elevating Social Behavior Change (SBC) approaches to IPs, to enable them to shift restrictive norms and attitudes that prevent different gender and age groups from fully participating in, or fully benefitting from, BHA-funded activities.
- Continuing to build a knowledge repository and creating opportunities for knowledge sharing around strategies that work for engaging with men andshifting attitudes and norms around gender equity and equality.
- Helping IPs adopt collaborative and discussion-based internal and external training strategies, to change any negative attitudes towards youth participation and leadership, or towards gender equality or equity. Doing so can change community attitudes which restrict the ability of certain gender and age groups to participate in or fully benefit from BHA-funded activities.
- Supporting IPs to ensure that internal training allocates time for staff who identify as women to share their experiences of gender inequality/inequity.

Next Steps

GAYA integrated many of these recommendations in its Year 2 Work Plan, submitted to BHA in October 2022. This research process, and the strong participation therein by the IP community, demonstrates the need and readiness of BHA-funded IPs to continue learning and integrating gender and youth approaches that can enhance the quality and impact of their work. The GAYA team will continue to build on this interest and draw from this research's body of recommendations for the remaining four years of implementation.

FORMATIVE RESEARCH BACKGROUND

USAID/BHA leads and coordinates the U.S. Government's disaster assistance and humanitarian aid efforts overseas, providing assistance before, during, and after a crisis. USAID/BHA responds to an average of 75 crises in more than 65 countries every year, ensuring that aid reaches people affected by natural disasters, including hurricanes, earthquakes, and volcanoes, as well as protracted crises, such as drought and conflict.

The BHA-funded GAYA is committed to conducting an annual IP survey of knowledge, attitudes, and practices (KAP) in relation to gender and youth inclusion in development and emergency food security, resilience, and emergency response activities. GAYA will use those survey results to support a human-centered design (HCD) process to deliver learning and capacity strengthening opportunities for IPs. HCD is an iterative process that engages deeply with end users' experiences—in this case, BHA-funded IP staff working in development and emergency food security, resilience, and emergency response activities. This survey effectively constitutes the baseline survey for the program, though it does not provide values for certain indicators for which a baseline will be taken in year two of the program. Subsequent annual surveys will measure changes over time.

GAYA contracted Sayara International, a social enterprise combining rigorous research and communication to create positive change in fragile and conflict-affected societies, to support this formative research. Sayara International designed and conducted this research, which included a self-administered survey, VDWs, and interviews with BHA-funded IP staff worldwide. First, Sayara International conducted a desk review of materials produced externally and of written documentation provided by GAYA (a list of documents reviewed is included at Annex 1). Based on the desk review, consultations with GAYA, and initial consultations with BHA-funded IP gender and youth technical advisors, Sayara International designed a survey tool to be adapted on an annual basis. The IP survey will be a component of GAYA's HCD approach, allowing for ongoing co-creation of learning experiences with IPs around the world and iterative adaptation of GAYA's workstreams to continuously meet the needs of IPs.

Figure 1. GAYA's Annual Research Cycle
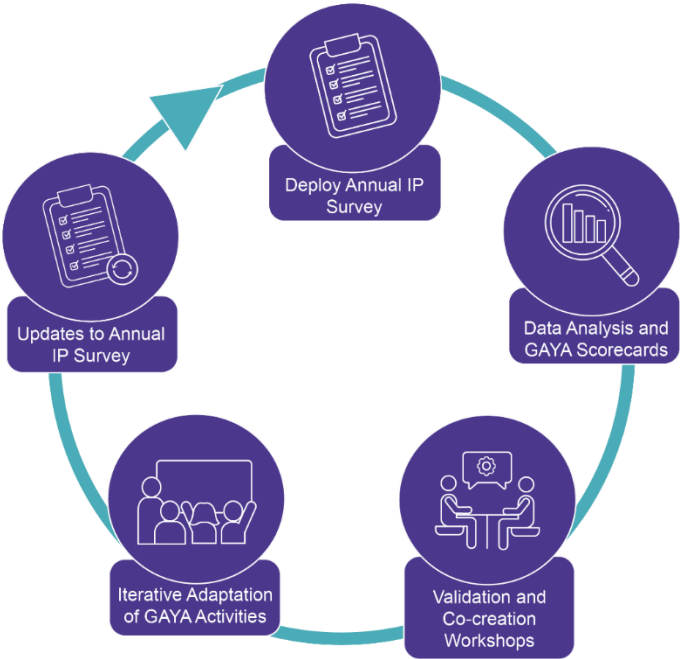
After a consultative process with GAYA, Sayara International proposed a formative research process that would transition into an annual HCD design cycle to inform GAYA's programming, as shown in *Figure 1*.

STUDY METHODOLOGY

Formative Research Framework

GAYA uses an HCD approach to understand the capacity, knowledge, and practice gaps of BHA-funded IPs focused on development and emergency food security, resilience, and emergency response activities, and to provide practical and grounded support to address those gaps. In doing so, GAYA puts the interests, voices, intersectional identities, and unique experiences of people of all genders and ages at the center of their work. The HCD approach focuses both on the seen and unseen needs of direct users (here the IPs) of any given service or product. Hence, the data collection in this study focused on the IPs' capacities and needs, and their experience in implementing gender and youth integration activities, to inform future intervention design under the GAYA award. GAYA aimed to answer several research questions through this exercise, as presented in Table 1. Respondents answered the research questions through a combination of a self-reported online KAP survey, VDWs, and KIIs.

Table 1. Research Questions/Themes

Tool	Research Theme
1. What currently exists?	
Self-reported KAP survey	1. What is the current state of BHA-funded IPs (self-reported or reported on their team's behalf) knowledge, attitudes, and practices (KAP) around gender and youth integration? What are their needs and gaps, related to gender and youth integration in BHA programs?
VDWs and KIIs	2. What gender and youth integration frameworks and tools, and gender and youth analysis approaches are BHA-funded IPs currently using, and what is meeting the needs of IPs?
VDWs and KIIs	3. What works well in actioning gender analysis findings and incorporating gender and youth monitoring data throughout the program cycle for BHA-funded IPs?
VDWs and KIIs	4. What staffing structures and gender training curriculum or methodologies work well for strong gender and youth integration in programs for BHA-funded IPs?
VDWs and KIIs	5. What combination of programmatic approaches enables successful integration of gender and youth?
2. What does not exist?	
VDWs and KIIs	1. What do BHA-funded IPs think are the biggest gaps (including KAP and resources) in gender and youth integration?
3. How should GAYA respond?	

Tool	Research Theme
VDWs and KIIs	1. What are the preferences of BHA-funded IPs on content, mechanisms, and audience for GAYA?
VDWs and KIIs	2. What methods work best in amplifying and supporting the knowledge and capacity of the teams?
VDWs and KIIs	3. How do BHA-funded IPs currently interact with existing gender and youth-related knowledge groups, platforms, communities of practice (COPs), listservs, and so on?
4. What is getting in the way?	
Self-reported KAP survey; VDWs; and KIIs	1. What are the barriers to gender and youth integration for BHA-funded IPs, including the attitudes or beliefs held by BHA-funded IP staff that prevent or enable successful integration of gender and youth? What are their recommendations for how to change that?
VDWs and KIIs	2. Where do BHA-funded IPs see donor systems/requirements as a barrier or a facilitator of change to KAP on gender and youth, and what are potential solutions from the IP perspective?

Self-Reported Knowledge, Attitudes, and Practices (KAP) Survey

In alignment with GAYA's HCD approach, GAYA designed an annual KAP survey to provide foundational data to inform further discussions with IPs. This data allows GAYA to better recognize and understand the realities and contexts where IPs work and determine how to support them most effectively. Moreover, the survey tool may feed into ongoing monitoring and evaluation processes. Sayara International conducted a desk review of the following tools and resources to design the KAP survey tool: Gender and capacity assessment tools from other organizations:

- o Care Rapid Gender Analysis Toolkit
- o InterAction Gender Audit Handbook
- o I4ID Gender Equality and Social Inclusion (GESI) Checklists
- o Youth 2030 United Nations Country Teams Scorecard
- o Canadian International Development Agency (CIDA) Guide to Gender-Sensitive Indicators
- o Technical and Operational. Performance Support (TOPS) Program and Food Security and Nutrition (FSN) Network Core Competency Series Booklet
- USAID reference documents focused on social inclusion, including:
  - o Gender Equality and Women's Empowerment Policy - 2020
  - o Power Africa Gender and Social Inclusion Checklist
  - o Positive Youth Development Toolkit
  - o Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations Additional Help for Automated Directives System (ADS) 201 - 2018
  - o Lesbian, Gay, Bisexual, Transgender, Queer (Questioning), Intersex, Asexual, and (Agender) (LGBTQIA+) Vision for Action

- o [Policy on Promoting the Rights of Indigenous Peoples – 2020](#)
- o [Youth in Development Policy - 2022](#)

Sayara International held a kick-off meeting with the GAYA team to incorporate their input ito designing the survey tool. In addition, Sayara International met with gender and youth technical advisory staff from IPs worldwide in the tool development process to seek input on what would be most useful for IPs.

As a result of those engagements, the survey was designed to target three categories of IP staff, as shown in the figure below:

- ● Group 1: Chiefs of Party, Country Directors, and Program Managers.
- ● Group 2: Gender experts and youth experts.
- ● Group 3: Headquarters and regional staff, program staff, technical experts (not gender or youth), implementation supervisors or staff, and others.

Figure 2. Survey Respondent Groups
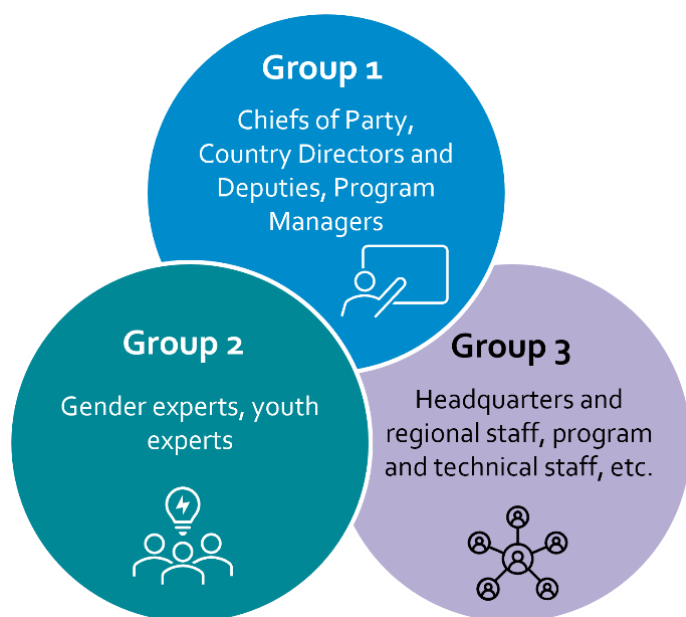
GAYA categorized survey questions into modules addressing multiple themes within the broad categories of knowledge, attitudes, and practices. Furthermore, the research team designed the survey to distinguish KAP between RFSA and emergency staff, while recognizing that many survey respondents may work on both types of programming. Specific respondent groups answered each module (see survey tool in [Annex 2](#)).

Survey outreach and sampling

GAYA launched the first annual IP online KAP survey on August 19, 2022, which was open for responses until September 22, 2022. The targeted sample size for the survey was 500, which was exceeded by 135 (N=635). GAYA identified a series of target countries, as shown in Table 2. Between RFSA and emergency programs, BHA-funded IPs work in more than 65 countries globally. The research team targeted both emergency and RFSA program staff through direct outreach efforts, prioritizing outreach to staff in countries where BHA allocates significant funding. The research team also reached out to teams intentionally to ensure diversity of region, language, crisis type, and funding level. The survey was available in Amharic, Arabic, Bengali, English, French, Oromo, and Spanish.

Table 2. Targeted Outreach Countries

Selection Factors	Countries					
Countries	Bangladesh	Syria	Democratic Republic of the Congo (DRC)	Ethiopia	Niger	Guatemala/ El Salvador/ Honduras
Region	Asia	MENA	Africa	Africa	Africa	LAC
Prog Type(s)	RFSA & Emergency[2]	Emergency	RFSA & Emergency[3]	RFSA & Emergency[4]	RFSA & Emergency[5]	Regional emergency[6]
Language(s)	Bengali, English	Arabic	French	Oromo, Amharic, English	French	Spanish
BHA Funding (in U.S. dollars)[7]	Low ($78M in FY22)	High ($7.6B FY21/22)	High ($201M in FY22)	High ($468M in FY22)	Low ($43M in FY21)	Medium ($125M FY21)
Crisis type	Climate, conflict	Conflict	Conflict, displacement, climate	Conflict, displacement	Conflict, climate	Drought, tropical storms/ hurricanes

As discussed in the demographic section below, targeted outreach was most successful in Ethiopia, the Democratic Republic of the Congo (DRC), and Bangladesh. GAYA's HCD approach focuses on addressing the direct and real needs of program participants (in this context, IP staff) through iterative, continuous,

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[2] **RFSA**: World Vision, CARE, Helen Keller Int'l   **Emergency**: CARE, CRS, IFRC, IOM, IRC, SCF, UNICEF, WFP

[3] **RFSA**: MC, CRS, Food for the Hungry   **Emergency**: ACF, ACTED, ADRA, African Initiatives for Relief and Development, ALIMA, CARE, Concern Worldwide, CRS, DanChurchAid, Doctors of the World, Danish Refugee Council, FHI 360, IFRC, IMC, IMA World Health, Internews, INSO, IOM, IRC, Medair, Mercy Corps, NRC, OCHA, Oxfam, Première Urgence Internationale, Samaritan's Purse, SCF, Search for Common Ground, Solidarités International, Tearfund, UNDSS, UNHAS, UNICEF, WFP, WHH, World Relief International, World Vision

[4] **RFSA**: CRS, World Vision, Relief Society of Tigray, Food for the Hungry   **Emergency**: Action Against Hunger, Alight, CARE, Center for Victims of Torture, FHI360, IMMAP, MC, Concern, GOAL, IOM, Samaritan's Purse, SCF, World Vision, ZOA, CRS (consortium), IMC, ORDA, Plan USA, ACTED, Ethiopian Red Cross Society, FAO, Food for the Hungry, Mercy Corps, OCHA, People in Need, UNDSS, UNICEF, VSF/G, WFP

[5] **RFSA**: CRS, CARE, SCI   **Emergency**: MC, CARE, SCI, CRS

[6] ACH/Spain, ADRA, AmCross, Americares, Asylum Access, CARE, Child Fund International, CRS, Global Communities, GOAL, HIAS, ICRC, IFRC, IOM, IRC, Miyamoto International, NRC, PADF, PAHO, Plan USA, SCF, World Vision

[7] BHA Funding's classification does not automatically reflect the number of programs

and transparent engagement with them. The research team shared survey data with respondents to create opportunities for self-reflection and internal discussion. At the end of the survey, respondents were encouraged to review the live results as they became available online through an interactive data dashboard, *as seen in Figures 3 and 4*. The research team and the IP respondents also reviewed this survey data during the VDWs.

Figure 3. Survey Results Dashboard
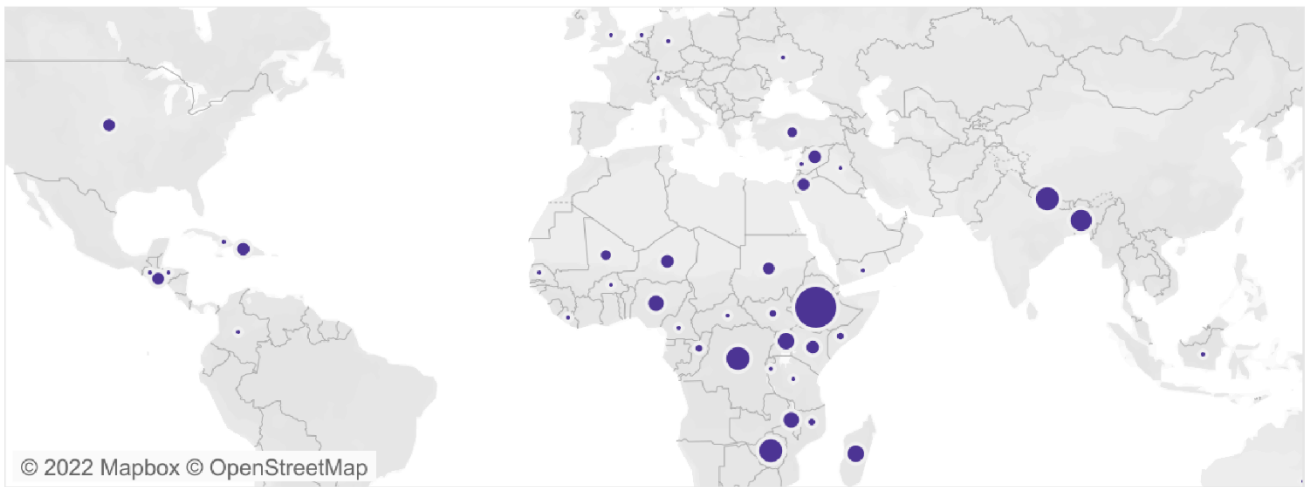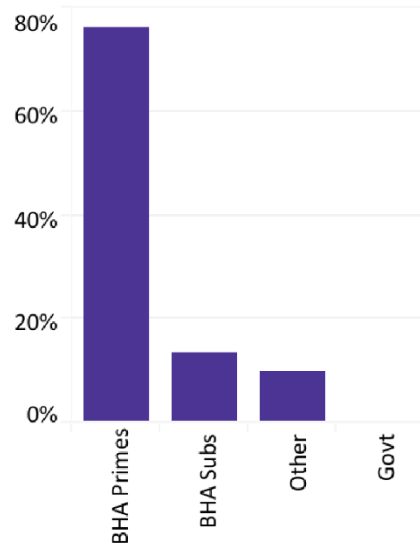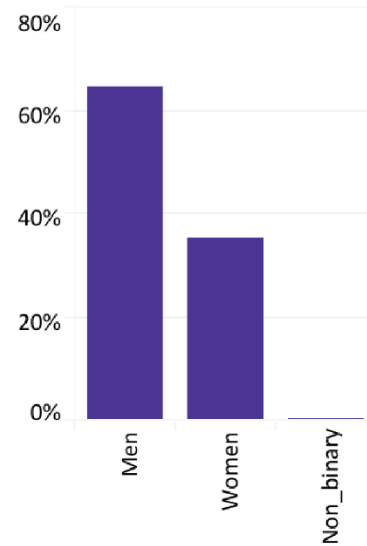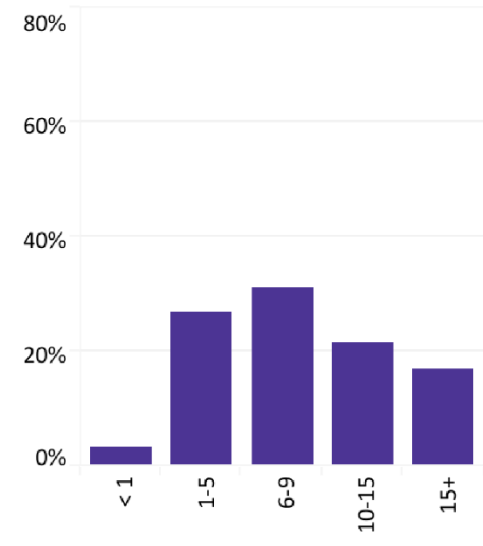
Figure 4. Survey Results Dashboard 2

How often do respondents participate in gender analysis?

What % agree that gender analysis improves outcomes?

How often do respondents participate in youth analysis?

How often do programs adapt activities to support youth participation and engagement?
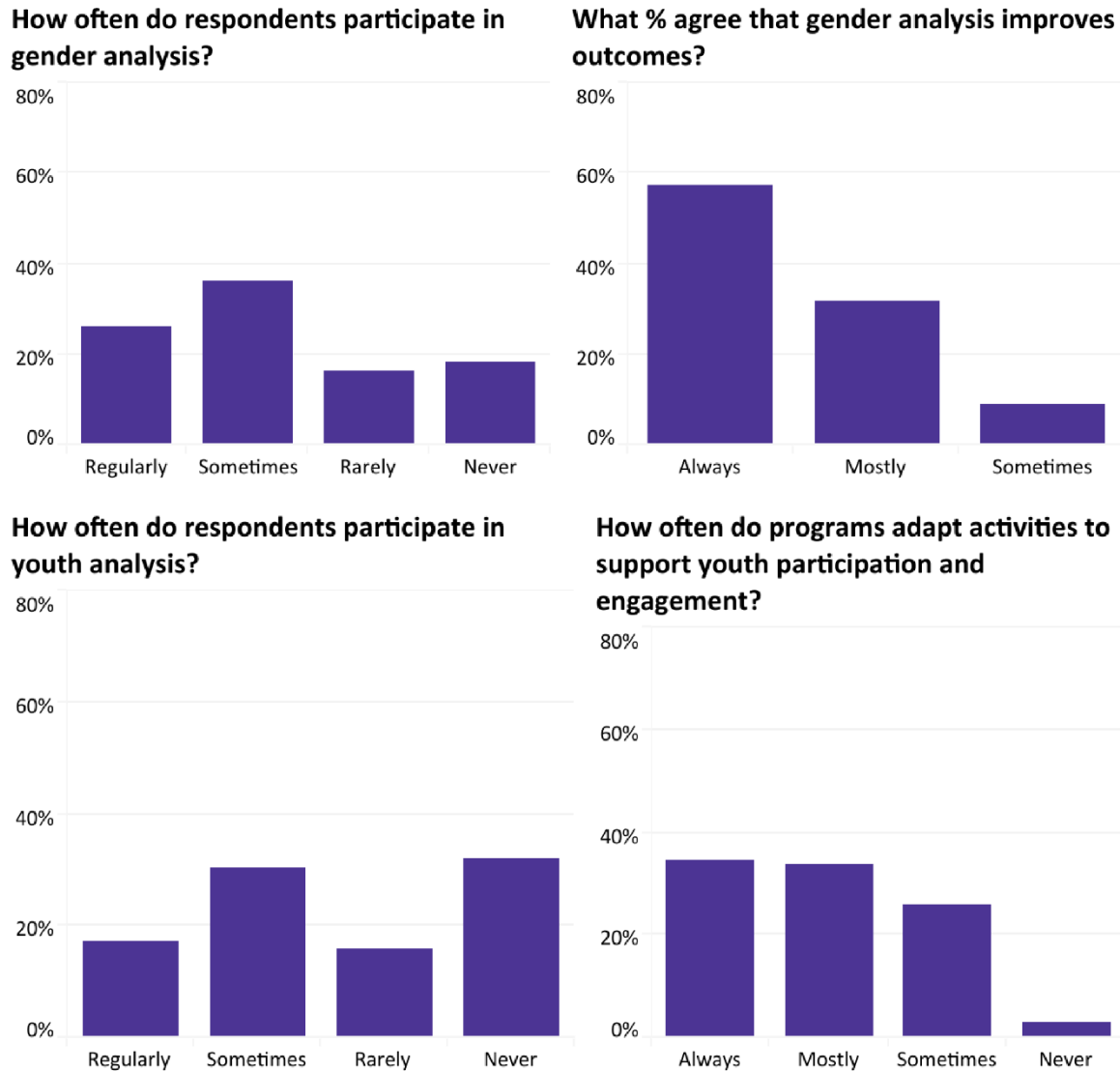
Validation and Discussion Workshops (VDWs) and Key Informant Interviews (KIIs)

The research team used qualitative methods to validate and enrich KAP survey findings by answering research questions that the KAP surveys could not adequately address, specifically:

- What gender and youth integration frameworks, tools, and gender and youth analysis approaches are BHA-funded IPs currently using?
- What staffing structures and gender-training curriculum or methodologies work well for creating strong gender and youth integration in programs for BHA-funded IPs?

- How do BHA-funded IPs know that gender and youth integration is taking place, and what is the combination of knowledge, attitudes, and practices that enables successful integration of gender and youth?
- What do BHA-funded IPs think are the biggest gaps in gender and youth integration?
- What are the preferences of BHA-funded IPs as to how the GAYA program should respond to these needs and gaps, including the content (the what) , the mechanisms (the how, such as peer-to-peer learning and capacity building), and the audience (the who) for each intervention?
- How, and to what extent (through leadership, contribution, co-facilitation, etc.) do BHA-funded IPs currently interact with existing gender and youth-related knowledge groups, platforms, COPs, listservs, etc.? To what extent are these resources effective in addressing gender and youth gaps BHA-funded IPs face?
- Where do BHA-funded IPs see donor systems/requirements as a barrier to or facilitator of change to KAP on gender and youth, and what are the potential solutions from the IP perspective?

Sayara International planned a series of virtual VDWs targeting different groups of IP staff in multiple languages. Facilitators used a tailored guide in each workshop (see Annex 5) to raise findings from the survey for discussion and provided a space for IP staff to discuss challenges in relation to gender and youth integration. The research team held 10 VDWs in English and French, with 37 participants. Due to scheduling and technical challenges, the online VDWs did not reach the targeted number or diversity of participants from IPs globally. Accordingly, the research team agreed to conduct targeted KIIs with IPs from positions and geographic regions that were underrepresented in the VDWs. The workshop guides were adapted into an interview guide, and the research team invited those participants to a KII who had expressed interest in joining the workshops but were unable to attend. Ultimately, 16 individuals participated in KIIs in four languages (English, Spanish, Bengali, and Amharic). In total, GAYA reached 53 participants through qualitative engagements, including both IPs who mainly support development activities and those who mainly support emergency activities.

Iterative Analysis Process

Sayara International used a hybrid thematic analysis to analyze this quantitative (survey) and qualitative (VDW and KII) data. In the first iteration, the research team deductively coded the data through an analysis matrix based on the study research questions. During subsequent iterations of analysis, the team reviewed the data inductively to incorporate emergent themes in the participants' experiences into the coding framework. Finally, the team examined the data for outliers, unexpected results, and noteworthy quotes that best reflect the perspectives of research participants. Outliers in qualitative research can provide important information about minority viewpoints, potential spoilers of programmatic success, or unique experiences that should be accounted for in program design. The composite variable breakdown is detailed in Annex 4.

Challenges and Limitations

The most significant challenge was reaching a diverse, global sample, both in the survey and qualitative research processes. Outreach in certain countries and regions, (such as Ethiopia, DRC, Nepal, and Bangladesh) was more successful than in others,(such as countries in LAC and MENAE) . This was the case, despite the GAYA team's significant effort to encourage participation and use of translated

outreach materials. As a result, findings for certain countries and regions can be presented with more confidence than others. Although the final respondent total for the survey did exceed the target of 500, the sample is heavily skewed towards Africa (N-443; 72%) and, more specifically, towards Ethiopia (N=156; 25%). Due to the limited number of respondents outside Africa, any cross-regional comparison would be a challenge. Similarly, qualitative data disaggregation and comparison between regions or program types was not possible due to the limited number of respondents. Throughout the research, disaggregated comparisons were drawn each time there was a significant difference between values, particularly between emergency programs and RFSAs. Disaggregated results which were insignificant are not presented in this report.

Self-reported survey data carry additional limitations, in general. Respondents completing surveys online of their own initiative, are known to make data entry errors. Although pre-distribution survey testing and data cleaning addressed many of these issues, it is important to note that the data remain unverified. Therefore, the self-reported KAP surveys potentially biased by respondents entering their perceived knowledge of their own situations (which may not reflect reality). Furthermore, self-report surveys often create a social desirability bias, as some respondents might report an answer that they deem more socially acceptable than their "true" answer. Triangulation of data is key to notice social desirability bias, and to exclude it from the analysis. As such, the research team took social desirability bias into account when cleaning and analyzing the data. Self-reporting can also vary based on gender, race, class, ethnicity, and other personal factors.

Finally, some of the originally-proposed research questions were de-prioritized due to time constraints and other considerations. These research questions may be taken up by future research planned by GAYA, and include:

- Which gender and youth integration frameworks and tools (used by BHA-funded IPs) have already been adopted?
- Where does BHA see donor systems/requirements as a barrier or a facilitator of change to KAP on gender and youth integration? What are potential solutions to these barriers?
- To what extent do BHA-funded IPs find GAYA's learning questions useful and relevant to their work, and what are their recommendations for new questions?
- What does BHA think are the biggest gaps in gender and youth integration?

DEMOGRAPHIC OVERVIEW

Demographics of the KAP Survey

Key Highlights
- Nearly two thirds of survey respondents were men.
- 72% of responses were from staff based in Africa, with a quarter of all responses from those based in Ethiopia.
- Half of respondents reported that they worked on a USAID/BHA-funded RFSA.

> • 78% of respondents reported the organization they worked for was a global organization that received funding directly from USAID BHA as a prime awardee.

Among the 635 responses[8] to the survey, close to two-thirds came from men (64%),[9] 79% from individuals aged 30-49, and more than half (58%) from someone with between one and ten years of experience in the sector. Participants who self-identified as non-binary (N=3) were not presented in the dashboards, in line with 'do no harm' protocols based on safety concerns in their countries of origin. Furthermore, respondents were asked to report their own job type, and the vast majority indicated that they were program staff or technical staff (meaning they were not focused on gender or youth), *as shown in* Figure 5.

Program types

Staff from 76 organizations around the world participated in the survey. A majority (69%) of respondents reported that they worked on development programs (longer-term responses and resilience building), and 48.5% on humanitarian and emergency program types.

Figure 5. Survey Respondents Job Type Breakdown

Job Type	Percentage
Youth expert for a group of countries or at global level (5)	1%
Gender expert for a group of countries or at global level (9)	1%
Country director/deputy country director (12)	2%
Chief of party (13)	2%
Youth expert for a for a single country or program (15)	2%
Headquarters staff (24)	4%
Other (33)	5%
Implementation staff, non-supervisor (41)	6%
Gender expert for a single country or program (45)	7%
Implementation supervisor (48)	8%
Program director/manager (90)	14%
Technical expert (NOT gender or youth) (102)	16%
Program staff (198)	31%

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[8] 52 surveys were blank and therefore excluded from the study

[9] Three respondents reported their gender as non-binary. To protect their identity in countries where sexual and gender minorities are at risk, these respondents have been excluded from any disaggregation analysis that might create a risk of them being identified.

Figure 6. Survey Respondent Breakdown by Program Type
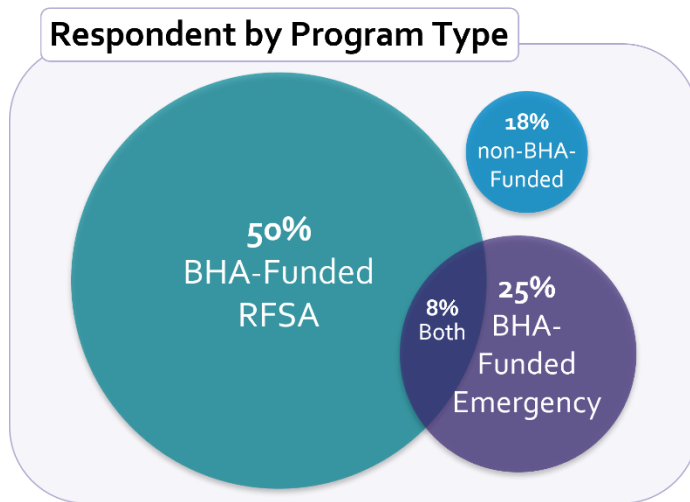
Overall, 78% of the respondents reported that they worked for a global organization that received funding from USAID/BHA as a prime awardee. The other 22% of respondents received USAID funding as a local prime or a sub or did not receive USAID funding at all. Overall, 58% of respondents worked on RFSAs and 33% worked on emergency activities, with some overlap (8%) among respondents who worked on both. Moreover, 18% of respondents did not work on a BHA-funded award. GAYA had anticipated reaching more IPs working on development programs for several reasons. Including the GAYA team having fewer contacts working in emergency programs, emergency staff usually having larger time constraints, and because GAYA conducted one-to-one meetings with RFSA Chiefs of Party to drive participation.

Geography

Almost three quarters (72%) of respondents were based in Africa, with a quarter of all responses coming from Ethiopia (156). Fifteen percent of respondents were based in Asia, 6% in Latin America and the Caribbean (LAC), and 7% in the Middle East, North Africa, and Europe (MENA-E).

Figure 7. Map of Interactive Version with Respondents' Country Breakdown

Due to the substantial differences in country and regional response rates, country-level disaggregation as only available for countries with more than 40 responses, i.e., Ethiopia, DRC, Nepal, Zimbabwe, and Bangladesh.

Demographics of the VDWs and KIIs

Key Highlights
• Half of the participants were gender experts, youth experts, or Gender and Youth Advisors.
• 70% of respondents were based in Africa (mainly from Ethiopia, Uganda, and DRC).

Among the 53 qualitative research respondents, the majority (N=22) were gender and youth technical experts. The VDW and KII respondents were primarily based on the continent of Africa, with a majority coming from Uganda, Ethiopia, or DRC (N=8, N=7, and N=5, respectively). There was an event split between men and women (N=27 and N=26, respectively). Participants for the VDW and KIIs were purposively sampled to provide rich insights and more depth to complement survey findings.

Figure 7. Participants by country where they are based.

Table 3. Participants by Job Position

Job Position	Number
Chief of Party/Country Director/ Program Director	10
Gender Expert/Youth Expert/Gender and Youth Advisor	22
Headquarters Staff / Technical Expert not Gender or Youth/Program Staff/ Implementation Staff or Supervisor	21

Table 4. Participants by Gender

Gender	Number
Woman	26
Man	27

Figure 7 bar chart data:
- Bangladesh: 4
- Burkina Faso: 1
- Burundi: 2
- DRC: 5
- Ethiopia: 7
- Haiti: 1
- Honduras: 3
- Kenya: 2
- Madagascar: 1
- Malawi: 1
- Nigeria: 3
- Somalia: 2
- Sudan: 1
- Syria: 3
- Uganda: 8
- Ukraine: 1
- United States: 1
- Zimbabwe: 4
- NA: 3
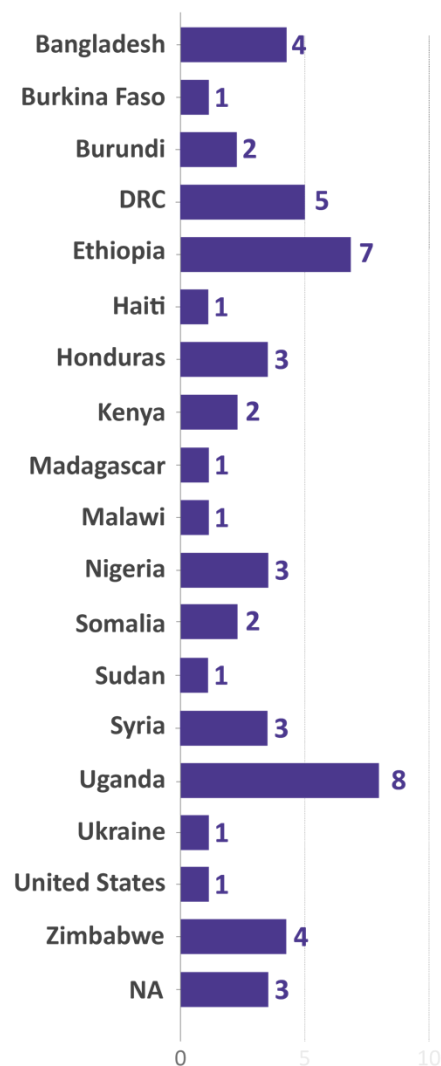
RESEARCH FINDINGS

Research Question 1: What currently exists?

Sub-question 1: What is the current state of BHA-funded IPs (self-reported or reported on their team's behalf) knowledge, attitudes, and practices (KAP)? What are their needs and gaps related to gender and youth integration in BHA programs?

Knowledge

Key Findings
• Basic definitions related to gender and youth are well understood (see General knowledge of gender and youth concepts).
• Intersectionality and youth programming concepts are priority areas for improvement (see General knowledge of gender and youth concepts).
• Those working on emergency programs were less likely to report knowing the best practices for youth participation, and less likely to report being very familiar with such practices if their organizations had them (see General knowledge of gender and youth concepts).
• Guidelines that all staff groups' need to understand better include: *USAID Youth in Development Policy* and its 2022 Update, ADS *205 Integrating Gender Equality*, and *Female Empowerment in USAID'S Program Cycle*(see General knowledge of external guidelines).
• Although most respondents think the USAID policies are useful, their perceived knowledge of internal (organizational) policies on gender and youth integration remains somewhat low and could be improved (see General knowledge of internal policies).
• Knowledge of youth integration is generally less well understood than gender integration, with how to lead youth analysis processes and how to design and implement youth-led programs as top priorities for enhancing knowledge of skills (see Perceived priorities for enhancing knowledge).
• Among senior staff, women and those working on emergency programs were generally less likely to strongly agree that their implementing staff and gender- and youth-focused technical staff understood concepts, could operate in compliance with guidelines, or had the necessary skills (see Perceived priorities for enhancing knowledge).

The IP survey assessed various types of knowledge (including concepts, policies/guidelines, and skills) in multiple ways:

(1) self-reported knowledge of gender and youth technical experts,
(2) management's assessment of gender and youth technical experts' knowledge,
(3) gender and youth experts' assessment of management's knowledge,
(4) management/gender and youth experts' assessment of implementing staff's knowledge, and
(5) self-reported knowledge on selected topics by most participant groups.

General knowledge of gender and youth definitions and concepts

Respondents were asked about key definitions related to gender and youth integration, and the data indicate that basic definitions of gender and youth are well known. Specifically:

- 94% of respondents defined gender equality as women, girls, men, and boys having equal access to opportunities.
- 58% of respondents defined the youth category as 18-29 years, and 22% defined it as 10-29 years of age (the USAID definition of youth). Hence, only a minority of the respondents use the USAID definition of youth, which possibly reduces their focus on including 10-17 years old.

There were no obvious outliers on knowledge of these definitions, with patterns consistent across regions and program types. However, those working on emergency programs were less likely to report having youth participation best practice guidelines within their organization (32%, compared to 58% overall average). Where best practices exist, emergency practitioners were also less likely that resilience program staff to be familiar with them (18% compared to 39%).

Respondents were also asked to report on their knowledge of certain concepts, as well as their perceived knowledge of others. Technical experts (from areas outside of gender and youth) who participated in the qualitative discussions highlighted that they are not aware of key gender or youth concepts, nor of how gender and youth integration contributes to program outcomes. This was also mentioned by management staff. Based on the data gathered, some groups are less likely to possess a strong understanding of certain concepts. The research team identified several learning priorities based on survey responses. Gender and youth technical staff reported that their top learning priorities were youth-relevant programming and intersectionality. Their managers reported that Positive Youth Development was a top learning priority. Learning priorities where fewer than 50% of respondents reported having sufficient knowledge are marked with an asterisk (*) in Table 5.

Table 5. Priorities for Increasing Conceptual Knowledge by Staff Group

Top priorities for gender and youth technical staff, according to self-report		Top priorities for gender and youth technical staff, according to managers		Top priorities for implementing staff, according to managers/gender and youth technical staff	
Youth-relevant programming*	Gender integration/ equity continuum	**Intersectionality***	Youth-relevant programming	**Intersectionality***	**PYD and its four components***
Youth-led programming	Gender and social inclusion analysis and domains	**PYD and its four components***	Youth-focused programming	**Gender and social inclusion analysis and domains***	**Gender equity***

Top priorities for gender and youth technical staff, according to self-report		Top priorities for gender and youth technical staff, according to managers		Top priorities for implementing staff, according to managers/gender and youth technical staff	
Youth-focused programming	Women's empowerment	Gender integration/ equity continuum	Gender equality	**Youth-led programming***	**Youth-relevant programming***
PYD and its four components	Gender-based violence	Youth-led programming	Gender equity	**Gender integration/ equity continuum***	**Gender equality***
Intersectionality	Gender equality	Gender and social inclusion analysis and domains	Women's empowerment	**Youth-focused programming***	**Women's empowerment***
	Gender equity		Gender-based violence		Gender-based violence

General knowledge of external guidelines

Respondents were asked to self-report on their knowledge of various USAID guidelines, and their perception of other staff groups' knowledge on guidelines. The research team identified priority learning areas as those where less than 30% of respondents felt there was sufficient familiarity. These are marked with an asterisk in Table 6.

Table 6. Priorities for Increasing Knowledge of Guidelines by Staff Group

Top priorities for gender and youth technical staff, according to managers		Top priorities for implementing staff according, to managers/gender and youth technical staff		Top priorities for management, according to gender and youth technical staff	
USAID Youth in Development Policy and its 2022 Update*	ADS 205 Integrating Gender Equality and Female Empowerment in USAID'S Program Cycle	**USAID Youth in Development Policy and its 2022 Update***	ADS 205 Integrating Gender Equality and Female Empowerment in USAID'S Program Cycle*	**USAID Youth in Development Policy and its 2022 Update***	ADS 205 Integrating Gender Equality and Female Empowerment in USAID'S Program Cycle*
Laws and policies on youth	Gender Requirements in USAID Bureau for	**USAID Gender and Women's**	**Laws and policies on youth***	**Laws and policies on youth***	Best practices on youth participation

Top priorities for gender and youth technical staff, according to managers		Top priorities for implementing staff according, to managers/gender and youth technical staff		Top priorities for management, according to gender and youth technical staff	
	Humanitarian Assistance's Emergency Application Guidelines	**Empowerment Policy***			
USAID Gender and Women's Empowerment Policy	Laws and policies on gender	**Gender Requirements in USAID BHA's Emergency Application Guidelines***	**Laws and policies on gender***	USAID Gender and Women's Empowerment Policy	Best practices on gender inclusion
Best practices on youth participation	Best practices on gender inclusion	**Best practices on youth participation***	Best practices on gender inclusion	Laws and policies on gender	Gender Requirements in USAID Bureau for Humanitarian Assistance's Emergency Application Guidelines

General knowledge of internal policies

There is room for improvement in knowledge of internal policies on gender and youth integration. Approximately half of the respondents reported being very familiar with their organizations' policies on gender equity (54%), gender equality (59%), youth participation (50%), and social inclusion (50%).

Interestingly, while knowledge of the policies leaves room for improvement, more than 80% of those who were familiar with these policies reported that these policies are very useful in their daily work. This indicates a possible social desirability bias in responses, meaning that some respondents might believe that it is more socially acceptable to consider these policies an important tool in their work. Notably, one respondent from the qualitative discussions highlighted that there are often gender policies to guide IPs, but none for youth.[10]

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[10] KII 22.

Perceived priorities for enhancing knowledge

Respondents were asked to self-report on their gender and youth integration skills. Across different staffing groups, learning priorities for skills-related knowledge are defined as activities that 30% (or less) of respondents strongly agreed they could complete. They are marked with an asterisk in Table 7.

Overall, knowledge of youth integration is generally less well understood than gender integration by all groups, a pattern which holds for all regions This finding was also mentioned in a qualitative discussion; participants stated that if they had resources and tools for youth integration (like they do for gender), they would probably think and do more about it.[11] Top priorities for enhancing skills-related knowledge include knowing how to lead youth analysis processes, and knowing how to design and implement youth-led programs.

Senior staff of emergency programs, as compared to those of RFSAs, were much less likely to strongly agree that their implementation staff understood gender and youth integration concepts; the same pattern appeared in relation to their perceived knowledge of their gender and youth technical staff. This finding indicates that future knowledge enhancement interventions should particularly focus on emergency programs' staff.

Similarly, women senior staff members, as compared to men, had a lower perception of their implementation staff's knowledge of concepts related to gender and youth integration. For instance, when asked about their implementing staff's ability to effectively adapt programs to the local gender and youth context, women senior staff were only half as likely as men to strongly agree. The same pattern can be seen when women senior staff were assessing the knowledge of gender and youth technical staff; women were consistently less likely to strongly agree that gender and youth integration concepts were understood. Women are more likely to report problems related to gender integration than men. Understanding and commenting on this dynamic was not the aim of this study.

Table 7. Top Priorities for Increasing Skills by Job Group

Top priorities for gender and youth technical staff according to managers			Top priorities for implementing staff according to management/gender and youth technical staff	Top priorities for management according to gender and youth technical staff
Lead youth analysis processes*	Lead gender analysis processes*	Design and deliver context-specific training on PYD topics*	Design and implement a youth-led program*	Design and implement a youth-led program*
Design, monitoring, and	Adapt programs to	Design monitoring and evaluation tools	Adapt programs to the local youth context	Adapt programs to

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[11] VDW 4.

Top priorities for gender and youth technical staff according to managers			Top priorities for implementing staff according to management/gender and youth technical staff	Top priorities for management according to gender and youth technical staff
evaluation tools that inform youth indicators*	**the local youth context***	that inform gender indicators		**the local youth context***
Facilitate gender and youth-sensitive data collection	Create and lead implementation of an action plan based on a youth needs assessment	Create and lead implementation of an action plan based on gender analysis	Adapt programs to the local gender context	**Engage men and boys in gender equity programming***
Engage men and boys in gender equity programming	Adapt programs to the local gender context	Design and deliver context-specific training on gender topics	Engage men and boys in gender equity programming	Adapt programs to the local gender context
Lead youth analysis process				

Attitudes

Key Findings
• There was broad agreement that gender analysis improves program outcomes, and that using a gender lens made work more effective (see Attitudes about gender integration).
• A significant majority reported that local social attitudes made enhancing women's participation in programs more difficult, at least some of the time (see Attitudes about gender integration).
• Globally, 58% of respondents strongly agreed that management in their organization always considered gender equality as part of their programming (see Attitudes about gender integration).
• Youth are perceived by most respondents as being able to lead youth-focused programs (see Attitudes about youth integration).

- Respondents in Nepal and Bangladesh were somewhat more likely to agree that USAID/BHA requirements on gender and youth integration were complex and difficult (see Disaggregated attitudes about gender and youth integration).

- LGBTQIA+ communities are not seen as a priority for gender integration by a sizable proportion of respondents, but this varied significantly by region/country (see LGBTQIA + communities as part of gender and youth integration).

Survey items assessed the respondents' attitudes related to gender integration, youth integration, and USAID/BHA requirements related to programming. Some of these measures can be further examined on an interactive Attitudes dashboard.

Table 8. Selected Respondent Attitude Measures

Attitude Measure		Never	Sometimes	Mostly	Always
1.1 Conducting gender analysis improves our program outcomes.		0.0%	9.2%	32.3%	58.5%
1.2 Using a gender lens in our programs makes our work more effective.		0.2%	7.8%	26.2%	65.9%
1.3 Increasing women's participation in our programs is difficult because of local social attitudes.		9.0%	49.5%	28.0%	13.5%
1.4 My colleagues treat male and female program participants with equal respect.		0.6% M - 0.7% F - 0.5%	11.8% M - 10.6% F - 14.4%	30.1% M - 27.3% F - 34.4%	57.4% M - 61.4% F - 50.7%
1.5 USAID/Bureau for Humanitarian Assistance requirements related to gender (analysis, inclusion, reporting) are too difficult to comply with.	**RFSA**	52.3%	34.7%	6.3%	6.7%
	Emergency	42.5%	31.7%	20.0%	5.8%
	Overall	47.6%	35.0%	10.4%	6.9%
1.6 USAID/Bureau for Humanitarian Assistance doesn't require youth analysis as a part of program planning.	**RFSA**	64.6%	17.0%	7.4%	10.9%
	Emergency	35.6%	25.3%	20.7%	18.4%
	Overall	54.6%	20.6%	11.9%	12.9%

1.8 USAID/Bureau for Humanitarian Assistance requirements related to youth (inclusion, reporting) are too difficult to comply with.	49.6%	35.9%	9.0%	5.5%

Table 9. Selected Respondent Attitude Measures

Attitude Measure	Disagree	Neither agree nor disagree	Agree
1.7 It is more important to integrate gender and youth into development and resilience programs than into humanitarian programs.	49.0%	6.2%	44.8%
1.9 Youth are not able to lead youth-focused programs because they don't have enough experience.	72.7%	5.3%	21.9%
1.10 USAID Bureau for Humanitarian Assistance requirements on gender are difficult to adapt based on differences in country or local context.	56.6%	7.1%	36.2%
1.11 Integrating gender and youth considerations into a theory of change is too complicated to be useful.	75.4%	6.2%	18.4%
1.12 There has been too much focus on the girl child so that boys are being excluded.	58.7%	7.6%	33.7%

Gender Integration Attitudes

Overall, 90% of survey respondents indicated that gender analyses mostly or always improved program outcomes, and 87% of survey respondents reported that colleagues mostly or always treat male and female program participants with equal respect. Furthermore, 66% of survey respondents highlighted that using a gender lens made their work more effective. Thus, participants identified more value in conducting gender analyses than they did in having a gender lens. In fact, no participant in the qualitative discussions referred to using a gender lens. Furthermore, gender integration was mentioned as being solely the responsibility of gender experts and ignored by other technical experts.[12]

Participants in the VDWs and KIIs from almost all regions also mentioned that the biggest challenges, when it comes to gender and youth integration, were related to contextual social norms that influence the perception of gender roles. As one gender and youth advisor working in Uganda explained: Uganda has a "*very patriarchal society; women and youth basically have no say or a very limited say in decision making.*"[13] This finding was shared in many countries, such as Bangladesh, Burundi, DRC, Somalia, and Uganda.[14] The survey data showed that 50% of respondents mentioned that women's participation in

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[12] VDW 8.
[13] KII 17.

[14] VDW 4; VDW 5; KII 14; KII 17; KII 20.

their programs was sometimes difficult because of local social attitudes, and 40% expressed that women's roles in some contexts complicated their integration. Some VWD and KII participants also recognized that gender and youth integration had not yet been successful, and that they had not yet been able to overcome local attitudes. As one IP put it, *"Because of the culture and the norms in Karamoja communities, so most times we hardly succeeded."[15]*

Furthermore, some issues around misogyny in the workplace were also shared by VWD/KII participants.[16] In Kenya, one woman staff member raised concerns about a culture of gender bias, especially acceptance of behavior that constituted sexual harassment.[17] A male program director in Bangladesh also stated that there are *"some [members of] staff who have gender biases and do not support the hiring of women."* Such attitudes have a decisive impact on gender integration, considering that these organizations'' staff are perceived by many as role models on gender equality.

A higher proportion of women survey respondents strongly agreed that using a gender lens made work more effective (71% [153] of women compared to 63% [254] of men), and that conducting a gender analysis improves program outcomes (63% [136] of women compared to 56% [226] of men). When asked whether their colleagues treated male and female program participants with equal respect, 61% of men globally strongly agreed, whereas only 51% of women strongly agreed.

> *"Another one of the biggest challenges is the context. We are living in the country, Somalia, which is a male-dominated nation, where decisions are made by men. Culturally, that is how they believe a woman is there just to produce children. Even the residents need to be trained on gender, because it's like, it has to start with them."*
>
> Gender Coordinator, Somalia, Emergency and Development (KII 014)

The survey also touched on other relevant attitudes. For instance, 58% of respondents strongly agreed that management in their organization always took gender equality seriously, indicating room for improvement. Disaggregation revealed very minimal differences in this finding based on program type, gender, or region. There were some notable differences based on country, however, with 79% of respondents in Bangladesh and 73% in DRC strongly agreeing. Additional qualitative observations on the importance and/or existence of management support for gender and youth integration can be found in the overall attitudes section.

Youth Integration Attitudes
Notably, only 22% of respondents indicated that youth were not able to lead youth-focused programs because they do not have enough experience. Such survey findings contradict VDW and KII participants' very negative attitudes towards youth capacity to contribute to decision-making and development of the communities. A negative perception of youth and age roles were also mentioned consistently. In a

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[15] KII 18.
[16] VDW 09; KII 12.
[17] VDW 09.

few countries (notably in Ethiopia and DRC), there is a negative attitude towards young men, who are considered violent and associated with security and safety risks; young women, in contrast, are assumed to face more economic and social challenges.[18] The difference here between survey and qualitative findings suggests that, potentially, it is not the lack of experience which IPs feel make youth unable to lead youth-focused programs, rather other dynamics and norms.

Furthermore, in one of the VDWs, a protection officer from Bangladesh working on emergency programs mentioned how time constraints created by gender roles affected youth integration. They said, *"One of the crucial reasons that the implementing partner is not very interested in youth integration or directly working with men and youths is that young males are mostly busy during [the] daytime, and it is quite difficult to gather them for any capacity-building or awareness-building meeting or training."*[19]

LGBTQIA+ Communities Attitudes

Although the survey did not extensively examine attitudes and practices around LGBTQIA+ integration, some very stark findings emerged from the data. When survey respondents were asked "Which groups are a priority to consider when mainstreaming gender?" only 41% selected LGBTQIA+ communities as a priority, whereas men, women, boys, and girls, were all selected at rates above 70%. This was a particular concern in African countries, where only 32% of respondents across the region identified LGBTQIA+ communities as a priority. In other regions, more than half of respondents identified these communities as a priority (Asia = 66%, MENAE = 62%, LAC = 53%). Certain countries also had strikingly low rates of respondents prioritizing this group, such as Ethiopia at 15%, Uganda at 26%, and Malawi at 28%. Notably, certain countries such as Nepal were more progressive in this regard, with 88% of respondents prioritizing this group. Interestingly, no mention of LGBTQIA+ integration was made during the qualitative discussion.

Disaggregation Between RFSA and Emergency Activities

Globally, there were minimal differences between RFSA and emergency IPs on attitude measures. There were, however, some differences in attitudes based on country and region, particularly in relation to USAID requirements. Respondents (RFSA and emergency programs) in Nepal and Bangladesh were somewhat more likely to agree that USAID requirements on gender and youth integration were complex and difficult, compared to respondents in DRC and Ethiopia.

Practices

Key Findings
● Gender integration practices (including program/activity design and implementation informed by data, focal points, tools, and budget) are more often utilized than youth integration practices (see Overall integration practices).

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[18] VDW 9.

[19] KII 20.

- Staff are more likely to have access to gender programmatic policies and internal organizational policies than youth integration tools and frameworks (see Policies).

- Emergency programs need assistance to integrate youth-inclusion policies (see Policies).

- A majority of respondents reported that accessing resources or training helped them carry out their gender and youth integration work, specifically gender mainstreaming, integration, or analysis training (see Resources).

Overall gender and youth integration practices

As with the knowledge section, the broad finding related to practices is that organizations are further behind on youth integration than gender integration. For instance:

- 81% of respondents (86% of those working on RFSAs, 74% of those working on emergencies) reported that program/activity design and implementation were mostly or always informed by data about gender equality in the local context, but only71% reported the same for data about youth (83% of RFSA respondents, 48% of emergency). 86% of respondents indicated their organization had a gender focal point, while only 74% indicated the organization had a youth focal point. Participants in one VDW also highlighted the lack of gender and youth field officers, and the resulting need to rely on other technical experts at the expense of a gender and youth focus.[20]
- 71% reported mostly or always having access to tools that assist in gender integration for program planning, but only 59% reported the same for youth integration. This disparity was reaffirmed during the KIIs and VDWs .[21]
- 80% agreed that their project included a budget for gender activities, and 75% reported the same for youth activities. Nevertheless, participants in one discussion noticed that budget cuts often affected the gender component first.[22]

Policies

Survey items asked about both programmatic and internal organizational policies. On the programmatic side, 73% of respondents indicated that their organization had a gender equality, gender equity, and social inclusion policy. This was in stark contrast to youth participation policies, where only 58% of respondents indicated that such a policy was in existence. For emergency programs, even fewer (36%) reported their organization having a youth participation policy (compared with 69% for RFSA programs). Even though some policies might exist at the organizational or country level, findings suggested low awareness of those potential policies at the program level. As the table below highlights, there is room for respondents to become more familiar with all four types of policies, but respondents do recognize the value of these types of policies.

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[20] VDW 3.
[21] VDW 4; KII 17.
[22] VDW 8.

Table 10. Whether Policies are in Place, Known, and Useful

Policy Type	Which policy does your organization have?	How familiar are you with your organization's policies?			How useful are the policies in your work?		
		Don't know much	Know some	Very familiar	Not at all	Somewhat	Very
Gender equity	73.5%	3.2%	42.8%	54.0%	0%	8.8%	91.2%
Gender equality	81.7%	2.9%	38.1%	59.0%	0.7%	10.2%	89.2%
Social inclusion	73.1%	4.8%	44.7%	50.5%	0%	6.9%	93.1%
Youth participation	58.6%	6.8%	43.4%	49.7%	0%	3.8%	96.2%

RFSA and emergency program staff reported having gender equality and social inclusion policies at the same rate, but emergency program staff were substantially less likely to report that their organization had youth participation policies or gender equity policies in place.

Table 11. Policies by Program Type

Program type	Does your organization have the following policy?			
	Gender equity	Gender equality	Social inclusion	Youth participation
RFSA	80.6%	81.9%	74.0%	69.2%
Emergency	61.5%	82.7%	74.4%	35.9%
Both RFSA and Emergency	77.1%	83.3%	77.1%	54.2%
Other	69.3%	78.9%	67.5%	62.3%
Total	73.6%	81.7%	73.1%	58.6%

On the internal policy/human resources side, organizations did generally have policies around sexual harassment and promoting equal opportunities. There was marginal difference between RFSAs and emergency programs regarding the frequency with which respondents reported having a sexual harassment policy. However, staff from emergency programs were noticeably less likely to report having equal opportunity policies (emergency 79%, RFSA 89%) and dependent caregiving policies (emergency 56%, RFSA 60%). Globally, policies on caregiving appear to be an area where there is room for additional growth and staff learning.

Table 12. Internal Policies

Does your organization have a policy on:	Unknown	No	Yes
Equal opportunity	13.9%	2.5%	83.6%
Dependent caregiving	35.7%	9.3%	55.0%
Sexual and other forms of harassment	1.6%	0.8%	97.6%

Use of Resources

A majority of respondents (75%) reported accessing resources or training to help them carry out their gender and youth integration work; but less than half (42%) reported using the FSN online resources.

Table 13. Resource Use by Program Type

Resource Type	% who report using resource		
	Overall	Emergency	RFSA
FSN Network online resources	42%	31%	53%
Other gender and youth integration resources to support your work	75%	70%	78%
Participated in a training course or used resources that led you to change the way you integrate gender or youth	73%	63%	77%

Respondents had the option to write the types of training or resources that they had used that influenced their work on gender and youth. They most often reported accessing gender mainstreaming, integration, or analysis training. Training on youth, gender-based violence (GBV), and gender equality and social inclusion (GESI) was also frequently mentioned.

Survey respondents were also asked to describe how they had changed their work as a result of interacting with a training session or resource. While many responses were quite general, the responses aligned with four themes, indicating that the training/resources had helped them to:

- Become more familiar with gender integration tools and processes,
- Integrate men more effectively into gender-related work,
- Integrate women and youth into programming more effectively, and
- Change their own attitudes about gender and youth integration.

Participants' complete responses on both items are available in Annex 3.

Gender and youth integration through the activity cycle

Survey items on gender and youth integration during the program cycle were merged into composite variables, which can be examined on an interactive Practices dashboard. The items that make up each composite variable are listed in Annex 4. Individual items and composite scores are also discussed in the sections below.

Design

A key component of activity design is gender and youth inclusion analysis or assessment. Globally, 64% of respondents reported participating in a gender analysis some of the time or regularly, and 76% of those respondents reported that analysis as being very useful in their work.

Table 14. Gender and Youth Analysis Use

	Use it regularly	Find it very useful	Used routinely by the organization
Gender analysis	27%	76%	70%
Youth analysis	18%	73%	50%

RFSA and emergency program staff reported conducting gender and youth analyses or assessments at similar rates, but RFSA staff were more likely to report that the gender (80%) and youth (77%) analyses were very useful, compared to emergency staff (66% and 62%, respectively).

Notable regional differences emerged in the regularity of gender analyses, with respondents in Africa reporting regularly using gender analyses at almost twice the rate of those in LAC and MENAE (however, this may be due to the lower response rates in these regions).

For youth analyses, 50% of respondents globally conduct a youth analysis sometimes or regularly, and of those, 76% report that the analysis was very useful in their work. There was a notable difference between program types; 20% of RFSA staff reported using youth analyses regularly, compared to only 11% of emergency staff. Moreover, when asked if a youth analysis was used by their organization, 58% of RFSA staff indicated that their organizations used youth analyses routinely, versus only 37% of emergency program staff. Regionally, only 15% of respondents in MENAE reported that their organizations routinely use youth analysis, compared to more than 50% in all other regions.

Design practices were also measured using composite variables (further defined in Annex 4: Composite Variable Breakdown). The overall global average scores on gender and youth design, disaggregated by program type and region, are shown below.

Table 15. Gender and Youth Design Scores by Program Type and Region

	Global avg	RFSA	Emergency	Africa	Asia	MENAE	LAC
Gender design (max = 35)[23]	25 (71%)	25.7 (73%)	22.8 (65%)	25.1 (72%)	25.3 (72%)	21.9 (63%)	23.4 (67%)
Youth design (max = 24)[24]	17 (71%)	17.5 (73%)	14.4 (60%)	17.0 (71%)	15.8 (66%)	12.6 (53%)	15.7 (65%)

The consistent pattern of emergency programs scoring lower than RFSAs on most indicators holds through these variables. MENAE also scored notably lower than the global average on both gender and youth design.

Implementation

A minority of organizations (one third) appear to not address youth and gender integration during implementation, as shown in the table below. Nevertheless, social desirability bias suggests that the number of organizations which are not addressing youth and gender integration during implementation is likely much higher.

Table 16. Measures of Gender and Youth Integration During Implementation.

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[28] **Gender design (max = 36)** = G1.2 There are gender-appropriate safe spaces for program participants + G1.3 Program/activity design and implementation are informed by data about gender equality in the local context + G1.6 The program team reviews the gender analysis during the project cycle and adjusts activities accordingly + G1.10 The project includes a budget for activities focused on gender + G1.14 The project has a risk management plan to address risks as a result of program participants' gender (such as GBV, increasing women's workloads) + G3.6 Staff members have access to tools that assist in gender integration for program planning.

Gender design (max = 36) = G1.2 (Scale 1-4) + G1.3 (Scale 1-4) + G1.6 (Scale 1-4) + G1.10 (Scale 1-5) + G1.14 (Scale 1-5) + G3.6 (Scale 1-4)

[29] **Youth design (max = 24) =** G3.5 Staff members have access to tools that assist in youth integration for program planning + G2.3 Programs adapt activities to support youth participation and engagement + G1.4 Program/activity design and implementation are informed by data about the situation of youth in the local context + G1.7 Program design was informed by a youth analysis + G1.9 The project addresses barriers that youth may face to their participation in programming. **Youth design (max = 24)** = G3.5 (Scale 1-4) + G2.3 (Scale 1-4) + G1.4 (Scale 1-4) + G1.7 (Scale 1-5) + G1.9 (Scale 1-5)

The project/activity does the following:	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Addresses inequalities around gender *(such as household responsibilities of program participants, control and access over resources, decision making power)*	8.7%	8.5%	3.4%	30.1%	49.3%
Addresses barriers that youth may face to their participation in programming	6.9%	10.2%	3.7%	42.5%	36.7%
Includes a budget for activities focused on gender	9.0%	6.7%	3.6%	19.2%	61.5%
Includes a budget for activities focused on youth	10.6%	9.3%	5.0%	24.8%	50.3%
Includes enough staff focused on gender	10.8%	10.6%	4.8%	31.2%	42.7%
Includes enough staff focused on youth	13.6%	15.2%	4.5%	33.3%	33.5%

Emergency program staff were more than twice as likely to strongly agree that their programs included a budget for gender (29% of emergency staff; 13% of RFSA) and were more likely to strongly agree that their programs included a budget for youth activities (29% of emergency staff; 22% of RFSA). Differences in perceived staffing needs were minimal. This finding is quite surprising, given the short-term nature of emergency programs compared to RFSA programs.

Regional differences were pronounced on these indicators, with MENAE consistently less likely to strongly agree that these practices were in place. Respondents from LAC were much less likely to strongly agree that projects had enough gender and youth staff.

Items measuring organizations' internal practices on gender and youth integration were also merged into composite scores for ease of comparison.

Adaptive management

Respondents were asked about whether program teams review gender analysis throughout the project cycle to adjust activities accordingly. Only three quarters (74%) of respondents reported that teams in their organization do this mostly or always. RFSA programs staff were more likely to report this occurring (79%), compared to those of emergency programs (67%), whose length is also shorter in

comparison to RFSA programs. Given social desirability bias, the number of respondents reviewing their gender analysis throughout the project cycle appears low.

Findings from the VDWs, particularly from MEL staff, revealed that there needs to be more training on how data can be analyzed to improve future interventions and programming, and on key concepts for data collection (design and practice).

Monitoring and evaluation

Monitoring and evaluation practices were assessed using multiple survey items, and gender items were merged into a composite variable. Average scores for by program type and region are shown below, compared to the global average; there are only minor variations across these categories.

- 24% of respondents said monitoring and evaluation (M&E) tools did not collect data on youth participation. 19% said the same for gender equality.
- 21% of respondents said their M&E system did not include gender sensitive indicators.

Table 17. Gender and Yuth Design Composite Scores by Program Type and Region.

	Global average	RFSA	Emergency	Africa	Asia	MENAE	LAC
Gender M&E (max = 20)[25]	15 (75%)	15.2 (76%)	14.1 (71%)	15.0 (75%)	15.0 (75%)	12.8 (64%)	13.2 (66%)
Youth M&E (max = 5)[26]	3.1 (62%)	3.3 (66%)	2.8 (56%)	3.2 (64%)	3.0 (60%)	2.7 (54%)	3.0 (60%)

While variation is minimal, there remains room for all program types and regions to improve their scores. VDW and KII participants expressed that they did not have qualitative indicators to measure and track gender and youth impact. They expressed a need for more gender-sensitive indicators, as well as more qualitative indicators, to provide deeper understanding of real results of the intervention.[27]

Finally, respondents were asked about their disaggregation of program data. Globally, a majority of respondents reported that their organizations are disaggregating data by sex (86%) and age (83%).

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[30] **Gender M&E (max = 20)** = G2.9 Monitoring and evaluation tools collect data on gender equality + G2.11 The monitoring and evaluation system includes gender sensitive indicators to monitor change in gender disparities + G2.12 The impact of our projects on gender is evaluated + G2.13 Gender-related lessons learned and good practices are systematically gathered, documented, and shared during and after program implementation. **Gender M&E (max = 20)** = G2.9 + G2.11 + G2.12 + G2.13 (Each Max score 5)

[31] **Youth M&E (max = 5) =** G2.10 Monitoring and evaluation tools collect data related to youth participation and engagement. **Youth M&E (max = 5)** = G2.10 (Max score 5)

[32] VDW 8.

Slightly fewer reported disaggregation based on gender (71%), and just over half (56%) reported disaggregation by disability status. There were no substantial differences between RFSA and emergency program staff, except in relation to disability; 67% of emergency program staff reported disaggregating by disability, compared to only 50% of RFSA staff.

Sub-question 2: What gender and youth integration frameworks and tools and gender and youth analysis approaches are BHA-funded IPs currently using, and what is meeting the needs of IPs?

Key Findings
● IPs have access to gender frameworks and tools, but most do not have access to youth tools (see Overall gender and youth integration frameworks and tools).
● Engagement in communities of practice does not seem to play a key role in gender and youth integration (see Overall gender and youth integration frameworks and tools). Especially in emergency programs, more efforts should be put to engage youth from the start of the program (see Youth engagement).
● In emergency programs, working with local community championsas gender and youth advocates has proven to improve program effectiveness (see Gender and youth integration frameworks and tools in Emergency programs).
● On RFSAs, qualitative indicators are needed to demonstrate the real impact of gender and youth integration, including cultural changes (see Gender and youth integration frameworks and tools in RFSAs).
● Social analysis and action dialogues are a regularly used framework (see Gender and youth analysis approaches).

Overall gender and youth integration frameworks and tools

Broadly, participants highlighted that accessing gender-related tools and frameworks was easier than accessing youth tools and frameworks. Consistent with the survey data, many qualitative participants noted having engaged in training programs provided by their employer or by their project consortium in order to help them integrate gender more effectively.

Some gender and youth experts stated that they did not have resources for youth integration. For instance, even after training youth, many experts reported having no frameworks to monitor the impact of those trainings. However, those who did have tools and frameworks for integrating youth shared some of the resources that had worked well. For example, the staff of one project conducted a gender and youth labor assessment and realized that it was critical to include youth in roundtable discussions

on design/implementation plans to consultatively develop programs that best meet their needs.[28] Another team conducted a market assessment with disaggregation by sex and gender and involved youth in selecting their own role models for the peer-to-peer implementation plan.[29] One of the organizations has gender and youth toolkits which are effective for project evaluation and assessment of young women.[30] Some of the helpful resources mentioned by these experts include: *Gender roles, equality and transformation (GREAT) toolkit, A toolkit for action: Engaging youth to achieve gender equality, Very Young Adolescents (VYA) toolkit,* and *GBV against children and youth with disabilities: A toolkit for Child Protection Actors.*

Virtually no participants highlighted engagement in communities of practice as playing a significant role in supporting their gender and youth integration work. Some of the helpful tools and trainings that were written-in by survey respondents included: Women's Economic Empowerment Tool, Six Domain Framework, TOPS gender training, Youth Participation Ladder, Social Analysis and Action (SAA), Men Engaged, He for She approaches, *Inter-Agency Standing Committee (IASC) Gender Handbook for Humanitarian Action*, and Jobtech.

Male engagement

Male engagement is critical to the success of any project, as men can be powerful change agents to challenge harmful gender practices. Leaving men out of gender and youth integration can even lead to a project being sabotaged, as the men feel left out.[31] Respondents mentioned that Men Engaged is a useful tool for those working with men and boys to question and address patriarchal masculinities. Others said that He for She is another toolkit that provides a systematic approach for the achievement of gender equality. These frameworks are especially important because, according to one VDW, some projects empower women without equipping men and boys to live and work with empowered women; thus, they do not take unintended negative impacts into account.[32] Further, these tools can be helpful because there is a negative perception of young men, who are viewed as violent and associated with security risks.[33] Therefore, projects need to be intentional about addressing young men.

Youth engagement

Broadly, qualitative respondents demonstrated a recognition that young people have unique needs and interests that must be considered from the beginning, during planning. There is an understanding that most young people show little interest in programs unless they are targeted directly. However, many respondents acknowledged that youth engagement is a significant challenge. During emergency projects, staff reach out to everyone in need as they are racing against time, and do not intentionally target youth.

Staff from RFSA projects mentioned some youth approaches, with one project stating that they used the findings from a market assessment to create a safe space for young girls.[34] Also, creating youth learning

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[28] VDW 10.

[29] VDW 10.

[30] KII 25.

[31] VDW 4.

[32] VDW 4.

[33] VDW 9.

[34] VDW 10.

hubs (where only youth attend) has worked well, and it creates a space where they can discuss everything including gender equality.[35]

Gender and youth integration frameworks and tools in emergency programs

Among participants who mentioned working on emergency programs, qualitative respondents confirmed having access to frameworks and tools to integrate gender in their programs. Some noted, specifically, that USAID is one of only a few donors who provides IPs with a toolkit to integrate gender and youth as part of their democracy, human rights, and governance (DRG) programming toolkit; Toolkit for integrating GBV prevention and response into economic growth projects; Toolkit for M&E for GBV interventions along the relief to development continuum.[36] Additionally, regular meetings between implementers and USAID/BHA have made it possible for IPs to allocate resources towards gender and youth integration and ensure that it remains a priority.[37] There were also a few mentions of youth-related tools and frameworks, such as youth indicators and a youth needs assessment, which were instrumental in how projects were designed.[38] However, they stated that, though there are youth tools available, there was room for improvement for them to achieve the intended impact.

As far as engagement tools, some gender and youth experts working in emergency programs also indicated that they were collaborating with local community champions by improving the champions' skills and capacity to become gender and youth advocates, and that this greatly increased program effectiveness.

Gender and youth integration frameworks and tools in RFSAs

Staff working primarily on RFSAs also indicated that they have frameworks and tools for gender and youth integration, such as the CARE Women's Empowerment Framework and the use of Social Behavior Change Communications (SBCC) as an integrated approach for shifting gender and youth perspectives in the communities with which an IP works.

> 66
> *"We have the tools for gender integration, but for youth we can do better."*
> Gender and Youth Advisor, Uganda, Emergency, KII 17
> 99

RFSA respondents mentioned that they do not have qualitative indicators to measure and track gender and youth impact. Most participants described a separation between gender and youth experts and other technical experts' activities, which impacts the inclusion of qualitative gender and youth indicators. While most gender and youth experts believed that these issues should be integrated across all activities, this was not always the practiced. Some respondents highlighted that quantitative indicators do not demonstrate the results the project needs, as one cannot measure cultural changes by value or figure.[39] Therefore, there is a need for qualitative indicators that measure changes in gender equality over time, not just counting the number of women and girls participating an

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[35] VDW 7.

[36] VDW 1.

[37] VDW 1.

[38] VDW 2.

[39] VDW 8.

activity. Other gender and youth experts stated that technical experts assume that gender and youth integration is not their responsibility, and that this can be a significant challenge when implementing programs.

Gender and youth analysis approaches

Most of the gender and youth experts interviewed stated that they have used social analysis and action dialogues, such as the Social Analysis and Action Tool, in order to engage and transform social norms. Some have also conducted gender and social inclusion assessments, as well as gender and youth labor assessments. Respondents generally stated that their projects had strategies, plans, tools, manuals, and resources for gender integration, and that these had been instrumental in promoting gender equality from the community level.[40]

Some specific examples are worth discussing in detail. One gender and youth technical expert[41] stated that they used feedback via conversations on the radio (partnering with Viamo) for data collection, which worked very well for conflict-affected locations where mobility was restricted. They also shared that they had an SBCC partner who helped with data collection, looked at the gender and social inclusion issues that drive behavior, and gave advice on developing gender-transformative activities.

Sub-question 3: What works well in actioning gender analysis findings and incorporating gender and youth monitoring data throughout the program cycle for BHA-funded IPs?

Key Findings
• Additional expertise is needed on how to analyze and synthesize the data into actionable implementation (see: Gender Analysis: data driven programming).
• There is a wide spectrum of capacity and success using gender and youth data; some programs have virtually no capacity beyond basic disaggregated counting of participants (see: integrating gender and youth analysis).

Gender Analysis: data driven programming

There were some interesting findings around gender assessments and the analysis of the data collected. Although all teams collect data on different gender and age groups, there is a lack of gender analysis in some of the projects. Not all programs attempt to interpret what those numbers mean about and for project implementation. Some respondents stated that their teams did not have people qualified to analyze this information and disseminate it in a way to inform project interventions.[42] They reported

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[40] KII 26.

[41] KII 16.

[42] KII 12.

that not everyone can use the data or findings, and there was a need for some type of expert knowledge to help them use the information in the best way. Some respondents highlighted that it was important to follow-up on the extent to which women and youth had benefited from project interventions, in order to inform future project outcomes and objectives.[43]

Staff from one project shared that using a Theory of Change (ToC) that has several gender and youth considerations embedded in it has worked well for them.[44] They conduct a yearly review that helps them know what is not working and what they need to change, refining as they go. Another useful approach was conducting a full analysis to understand the context and gaps, how women are participating, and what men and youth's interests are, then using that information to build a mainstreaming framework.

Integrating gender and youth analysis

Importantly, some projects continue to struggle with the basics of gender and youth analysis, as well as accessing relevant data, particularly during emergency programs and urgent response efforts. As one program manager in Honduras mentioned, **"We do not have a methodology for gender and youth implementation, we try to include all the people in the work that we are doing, but it would be good to have guidance on how to do this. We**

> **"Young people have unique needs, so one needs to plan with them from the design stage."**
> Gender Specialist, Uganda, RFSA, KII 18

also do not have any disaggregated data (sex or age) [on key topics]…Staff are so busy doing immediate urgent response that gender and youth is easily left out."[45] An implementation officer from Zimbabwe said, "We mostly count numbers during emergency programs and don't go deeper than that…We have no youth or gender officer."[46]

Overall, this section reveals that IPs rarely get to the actioning stage, either because data is not collected or because the collected data is not analyzed (due to time or capacity constraints).

Sub-question 4: What staffing structures and gender training curriculum or methodologies work well for gender and youth integration?

Key Findings
• There is a shortage of high-quality gender and youth experts, especially at field level (see Gender and youth focal point person).
• Staff present themselves as role models on gender equality to drive community buy in and create spaces for dialogue around gender issues (see Gender and youth focal point person).

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[43] VDW 9.

[44] VDW 4

[45] KII 11.

[46] Gender and Youth Officer here probably refers to a gender and youth expert.

- Ensuring continuous staff training for all staff, not just gender and youth experts, is an important strategy for success , as well as ensuring all are mindful of contextual and cultural dynamics (see Gender and youth staff training).

Gender and youth focal point

Most of the organizations had either a gender and youth expert or gender and youth focal point, and these individuals have been instrumental in gender and youth integration in programs. Though it is difficult to find good gender experts (those who can interpret and use gender data), several IPs mentioned partnerships with universities (either as M&E or research partners) wasvery helpful for increasing expertise on gender and youth integration.[47] In addition, when students who supported these partnerships graduate, IPs can offer them employment opportunities to put their knowledge of integration and data analysis into practical use.

Many staff mentioned the link between internal organizational practices and their gender and youth integration in the field. For instance, some mentioned that their staff try to be role models on gender equality because they cannot expect the community to practice what the staff do not believe in.[48] One way some programs do this is to create staff spaces for dialogue around gender issues. They bring all the staff together to do gender training and create a space for staff to share their perspectives and learn from each other. Then, they repeat this exercise with the community.[49] IPs also mentioned the key role of recruitment, ensuring they hire both men and women staff and conduct training to ensure staff are equipped for their roles in line with organizational policies

For one of the RFSAs, the project makes a deliberate effort to hire women in their program - even if it means calling their husbands to ensure the men understand the benefits of supporting women's right to work.[50]

Field-based gender and youth experts

There is an overreliance on gender and youth experts, and sometimes other technical experts, who already have a full workload and are not responsible for gender and youth implementation.[51] This is one reason why it would be good to have field-based gender and youth experts. One technical officer proposed that it would be good to have multiple technical officers trained in gender and youth integration, as they are the ones who implement programs. Most importantly, all (gender and youth or other) technical experts' need the capacity to translate policy into action on the ground, and top management must understand this.

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[47] KII 12.

[48] VDW 4.

[49] VDW 7.

[50] VDW 10.

[51] VDW 3.

Gender and youth staff training

In terms of curriculum or methodologies that work well for gender and youth staff training, many IP staff mentioned internal trainings and some mentioned recent GAYA events as having been very helpful, such as the event on the food crisis.[52] **Some felt that there is a lot of gender training, but that most of the modules are generic and that the teams cannot continue to use a 'one size fits all' methodology. They explained that training programs often ignore contextual and cultural dynamics including historical, religious, tribal, and socio-cultural factors and norms that influence behavior, which can only change with time and effort.**

In terms of curriculum, [53] one member of staff shared that they have a technical academy for all their organizational training, and it includes a GESI training.[54] This helps staff better understand their organization's gender policy, how to integrate gender into programs, and how to select and adapt gender indicators.

> *"In emergency programs, we are hard pressed for time – even time to attend gender and youth training. If senior management make it a priority, then staff make time for training."* Accountability Advisor, Nigeria, Emergency, VDW03

Sub-question 5: What combination of programmatic approaches enable successful integration of gender and youth?

Key Findings
● Research respondents consistently highlighted male engagement as a critical aspect of successful gender and youth integration (see Engaging Men).
● Targeting critical community structures, such as traditional leaders and faith leaders, was identified as a strong pathway to success (see Community Engagement).

Overall attitudes

Staff attitudes towards the integration of gender and youth are also critical to success. As a program director from Nigeria said, "*Our attitude is defined by our culture, and that sometimes affects how we implement programs. We can have a gender policy, but still not enforce it if we don't believe in it.*"[55] To ensure that staff have the capacity to integrate gender and youth, it is important to provide training and

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[52] KII 16.

[53] KII 16.

[54] VDW 4.

[55] VDW 10.

coaching, and ensure they have time for their skills to be strengthened. Staff working on emergency response are hard pressed for time and find it challenging to be available for training. Respondents regularly mentioned that when senior management prioritized gender and youth, however, it became everyone's responsibility and staff made time for it.

IPs need additional support to implement strategic gender and youth approaches. While many IP staff came to the discussions with stories of success, the process they described was often one of persistent trial and error, rather than a clear, evidence-based strategy that had targeted a specific combination of knowledge, attitudes, and practices. They made references to a certain proportion of women participating in their programs and said cultural attitudes were a challenge at the beginning, but they were able to get local leaders and communities on board after many discussions and repeated entreaties.

In an emergency program in Uganda, it took a lot of work by the gender expert with support from senior management to change staff and community perceptions of gender equality, as they were slowl to understand that everyone benefited from this approach. The gender and youth experts interviewed stated that they had provided training to staff, and that there was a lot of additional training and information online, but only if staff have the willingness to adopt these new approaches to development.

Although all projects have a code of conduct which stipulates how staff should treat each other in the workplace, and that staff are trained on this code of conduct annually, there are still some incidences of sexual exploitation in the workplace.[56] There must be consequences for staff who do not adhere to this policy. Additionally, while it is important to target youth for training, it is just as important to target and train the community elders, as they are the drivers of change in their community.[57]

Engaging men

Engaging men was consistently highlighted as a critical aspect of gender and youth integration success, across almost all contexts. For instance, an IP staff member in Uganda stated that "we only work with adolescent girls and the men really complain and feel left out of our approach."[58] A program director from Nigeria emphasized the importance of engaging men for youth integration: "The traditional leaders sideline youth, and feel that we focus so much on youth and leave them out."[59] Notably, however, survey respondents disagreed, with 58% of participants mentioning that there had not been too much focus on girls compared to boys.

Community engagement

Along with engaging men, some highlighted using alternative methods of community engagement, such as drama/theater and entertainment, to promote gender equality and social inclusion.[60] Training

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[56] KII 22.
[57] KII18.
[58] VDW 10.
[59] VDW 10.
[60] VDW 7.

religious leaders on how to use the Koran to support women's empowerment and decision-making was another successful approach.[61]

For another organization in Uganda, coaching community members, particularly couples, was a particularly important aspect for their success. During the coaching sessions, they tackled topics such as GBV and sharing household responsibilities. During the first cohort coaching, men complained that they were not being involved, so the team conducted a second cohort which included men. They began to get stories about how these men were now supporting women with their activities. They understood how overworked the women were, so the men started watching the small children and cooking if their wives came home late because of economic or leadership activities.

> **"We've had success in working with religious leaders in helping change norms in relation to women's control over income and property."** *Associate Director Gender and Youth, USA/Burkina Faso, RFSA, KII 16*

Research Question 2: What does not exist?

Sub-question 1: What do BHA-funded IPs think are the biggest gaps (including KAP and resources) in gender and youth integration?

Key Findings
• At the headquarters level, staff have some expertise on gender and youth integration. But not all technical experts within the organization have sufficient knowledge on gender and youth integration yet (see Overall expertise gaps).
• Gender experts are often expected to cover youth integration, even though they do not have the relevant experience or knowledge (see Overall expertise gaps).
• There are disparities of knowledge among staff (including proposal writers and M&E teams) about crosscutting issues like gender and youth integration (see Overall expertise gaps).
• Knowledge and capacity gaps are most prominent for youth integration. Similarly, staff are less aware of resources on youth integration compared to gender integration (see Youth integration: Knowledge and capacity gaps).
• Training alone is not sufficient for developing necessary context-specific technical (see Gaps in trainings on gender and youth integration).

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[61] KII 16.

- Youth approaches and strategies often follow a one-size-fits-all approach to program development from a regional and strategic level, rather than reflecting the communities' reality on the ground (see "One size fits all" approach to program development).

- Data on gender and youth (on which to base programming) are not available, especially regarding marginalized groups in the community such as people with disabilities (see Lacking data for data-informed programming).

Overall expertise gaps within staff

In terms of organizational knowledge and capacity, most staff reported that some expertise on gender and youth integration at the office level. However, a few respondents Must refer to external stakeholders for support on these issues, as they do not have any experts focusing on either of these topics.[62]

Among the majority of organizations (who do have gender and/or youth experts), some also stated that not all (non-gender non-youth) technical experts within the organization had sufficient knowledge on gender and youth integration. One gender expert working in Uganda on both emergency and development projects mentioned that "*technical experts don't feel responsible in implementing gender integration. They think responsibility is only with the gender experts*."[63] Hence, staff who do not work directly on gender and youth integration rarely communicate with the rest of the teams on those topics. Additionally, during one of the discussions,[64] participating gender and youth experts mentioned the importance of having gender and youth training and awareness included with the general training that the organization offers. They specified that this training needed to address gender dynamics and youth perception within the organization, while creating an internal dialogue on what gender and youth integration means for the organization's work and in the specific context.

> *"The team involved in project proposal development does not have that awareness or expertise on youth integration or addressing these problems of the youth in eastern Sudan."*
>
> Program Director, Sudan, Emergency (KII 023)

Furthermore, participants shared that difficulties arise when staff are working on crosscutting themes, such as gender and youth integration.[65] When asked about the staff's ability to address gender and youth integration, many respondents replied similarly to one youth expert from Burkina Faso, who mentioned that "*gender experts are usually placed in the responsibility to address youth issues, and*

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[62] VDW 9.
[63] VDW 4.
[64] VDW 7.
[65] VDW 6; VDW 8; KII 14; KII 17.

sometimes these experts don't have the right experience."[66] Another gender expert in Ethiopia added that "on the national level, there are no specific youth advisors that are assigned to promote youth issues on an organizational level and on the ground."[67] Meanwhile, a gender and youth advisor in Uganda shared that her role is focused "mostly on gender, youth is very much lost or dormant, unless it's my own initiative."[68]

> **"Sometimes I find myself alone, for example, I'm engaging the technical specialist for education, the purpose of the person is education but mine is gender. I'm engaging so many different people to ensure that they achieve what I'm passionate about. It is one of the biggest challenges to me."**
>
> Gender Coordinator, Somalia, Emergency and Development (KII 014)

This is also true when it comes to proposal writers and M&E teams, who do not have sufficient knowledge of gender and youth integration.[69]

Gender integration: Knowledge and capacity gaps

Although gender integration seem relatively understood, there are still some gaps according to participants. During a discussion, one M&E Coordinator from Ethiopia mentioned a finding shared by many others when asked about women's integration: *"Staff have long understood the importance of women's integration into programming and women's specific needs, as they are considered to be critically disadvantaged in many areas (economically, politically, socially)."* Nevertheless, one Gender, Youth, and Social Inclusion Coordinator based in Kenya expressed that she wished that there was a more *"inclusive approach"* to gender. She also noted that it is *"important to approach youth from different angles [...] as they are facing a variety of issues."*[70]

> **"Even if there is a plan to engage youth, most of the time the technical experts do not meaningfully address youth issues. They don't try to uncover the root causes, and so do not meaningfully empower youth."**
>
> Gender expert, Ethiopia, Development programs (VDW 08)

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[66] VDW 6.

[67] VDW 8.

[68] KII 17.

[69] KII 23.

[70] VDW 9.

Youth integration: Knowledge and capacity gaps

In line with survey findings, respondents from the VDWs and KIIs explained that knowledge and capacity gaps were most prominent in youth integration. Some participants mentioned that they had never attended training on youth integration. One technical expert from Uganda, working on development programs, commented: "*When it comes to youth, I haven't done any training or been exposed [to any training]. There is no deeper engagement on youth issues or what I'd need to do differently.*" Moreover, as described by an M&E Coordinator from Ethiopia, "*staff are not aware of young people's needs and difficulties.*"[71] At the field level, participants also shared that staff "*lack technical and operational expertise to work properly with the youth.*" (Program Director, Sudan, Emergency Programs).[72] A Chief of Party based in Uganda added that, in her experience, it is usually a "*combined role or focal person tackling gender and youth.*"[73] In the specific context of Honduras, an M&E Coordinator interviewed deplored the "*lack of inclusion of youth in indigenous communities.*"[74]

> "*Most times, [USAID policies] are reflective, but how to translate them into real work is another thing.*"
>
> Chief of Party, Uganda, Emergency programs (VDW 04)

There also seems to be a consensus that real youth integration was lacking within organizations. Participants agreed that though there were youth policies at USAID and the IP level, it was a challenge to implement and enforce them.[75]

In line with the above findings, respondents also described discrepancies between gender and youth policies. One Program Director in Bangladesh mentioned that "*there are gender policies, but inadequate knowledge of youth policies to provide guidance to the IPs.*"[76] A technical expert in Uganda also shared that she had "*very little knowledge on resources around youth.*"[77] This finding on available resources echoes our previous conclusion that technical experts are not fully informed on gender or youth approaches but tend to know more about gender than youth integration.

> "*Gender is too often associated with women's affairs, which is disturbing for my work.*" Gender, Youth, and Social Inclusion Coordinator, Kenya, Emergency/ Development programs (VDW 09)

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[71] Ibid
[72] KII 23.
[73] VDW 4.
[74] KII 12.
[75] VDW 8; VDW 9; KII 12; KII 23.
[76] VDW 2.
[77] VDW 4.

Gaps in training on gender and youth integration

Many informants described having participated in gender and/or youth integration training, but some respondents were not always sure how to implement the content.[78] The main critique was that training sessions were neither sufficiently focused on technical skills nor culturally appropriate to the contexts in which the technical officers worked—particularly for youth integration. Another participant also complained that there was no follow-up after training, which had implications for how technical experts applied the content to their work. *"While training is given, the concern is that it doesn't make the technical experts accountable in addressing gender in their areas"* shared a Gender Expert, working in Uganda on emergency and development Programs.[79]

> *"We do have a gender strategy with clear actions proposed that we can take as an agency, to mainstream gender within our programming, how we do our staffing, and how well we are integrating gender within our staffing and human resources systems, not just in programming. We have gender focal points at the regional office and in a few countries."*
>
> Technical expert, Kenya and Ethiopia, Emergency and Development Programs (VDW 04)

This is especially true for training on youth integration which, as mentioned previously, is not as widespread as gender integration. A program manager from DRC commented that *"youth is not so much taken into account"* when it comes to training on programmatic integration.

"One-size- fits-all" approach to program development

Furthermore, according to some respondents, gender and youth approaches and strategies were often created from a regional and strategic level. One gender officer from Nigeria shared that, as a result, the strategies *"don't work on the community level, as in it's not appropriate to the communities' reality on the ground."* He observed that *"things are decided on an international or governmental level, it is then implemented without consultation or analysis of the local communities."*[80] Another gender expert working in Uganda also echoed this perception.

Lacking data for data-informed programming

Participants highlighted that they lacked the gender and youth data necessary for good programming. A member of headquarter staff supporting programs in Burundi added that, from his perspective, he would need to have *"gender indicators, such as sex-disaggregated data, in order to influence the*

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[78] VDW 5; VDW 7; VDW 8; VDW 9; VDW 10; KII 15; KII 18; KII 23.

[79] VDW 8.

[80] VDW 7.

implementation of gender empowerment policies."[81] A program director based in Sudan added that *"their M&E team also lacks the necessary funding, expertise, and time to conduct thorough gender and youth analysis and provide the program team with an informed decision on gender and youth drawbacks and integration strategies."*[82] Data on other marginalized groups in the community, especially on people with disabilities, are also rarely available according to one participant (Program Staff, DRC, Emergency Programs),[83] while others did not mention basing their programming on such data.

Fewer resources allocated for youth engagement

Participants shared that there are gaps in terms of resources allocated for youth engagement in order to *"challenge the culture of practices that are harming the children"*[84] or on specific topics such as *"reproductive education [which is complicated] when working with gender and youth."*[85]

Three challenges stand out when it comes to implementation of youth and gender integration in different communities. First, respondents mentioned the difficulties of working with conflict-affected communities. Political instability and the recurrence of armed conflicts not only create a climate of insecurity, but also

> *"When youth analysis is done, it's still not related to what is important for the youth. We think for the youth, but we don't listen directly from them. Youth are seen as they cannot talk for themselves. Money is thrown in the communities with the training, but there is no interest really in the youth to do this kind of training, and they just do it because it is something to do."*
>
> Gender Expert, Uganda, Emergency and Development Programs (VDW o8)

have strong repercussions when it comes to the integration of young men. Such comments were mentioned by participants working in Burkina Faso, Uganda, and DRC.[86] Not only it is *"very challenging to reach marginalized populations during crises, such as conflict"* (Technical Advisor, Uganda, VDW 10), but also because *"youth are unprepared, as a result (for instance) of having long participated in conflicts, which prevented them from getting an education and participating in the public sphere"* (Program Staff, DRC, Emergency, VDW 05).

According to some participants, one significant remaining issue is that senior management do not make gender and youth integration a priority; they lack a clear understanding of the benefits and, therefore,

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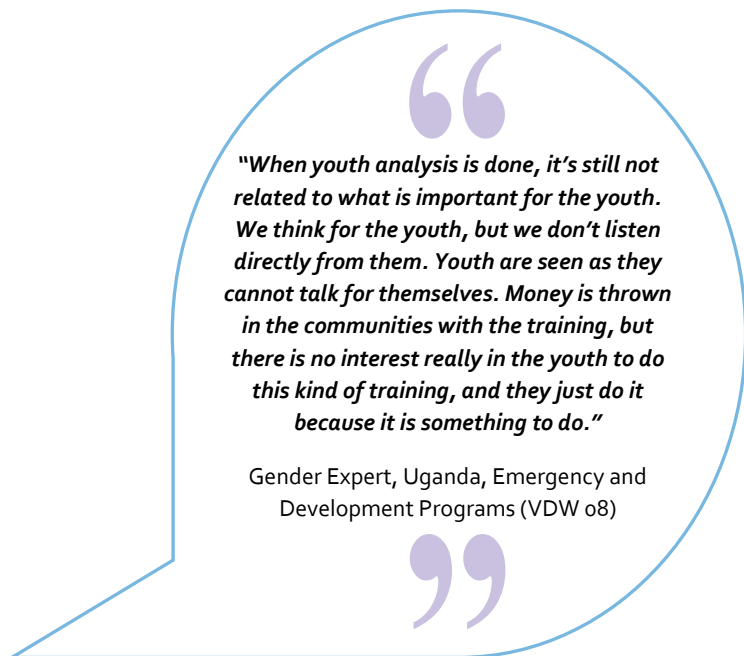
[81] VDW 4.

[82] KII 23.

[83] VDW 5.

[84] Gender Coordinator, Somalia, Emergency and Development, KII 14.

[85] M&E Coordinator, Honduras, Emergency and Development, KII 12.

[86] VDW 5; VDW 6; VDW 10.

do not support it adequately.[87] An SBCC lead in Zimbabwe justified this, stating that it is not due to lack of understanding, but to the emergency nature of their programs.[88] A technical expert working in Ethiopia also agreed that as it is a *"crosscutting theme […] in a constantly changing environment with emergencies, [so] it becomes difficult to keep it a priority."*[89] Among the participants who mentioned that the emergency nature of their programs influences how and whether youth and gender integration is prioritized, some do not actually work on emergency-only programs. Therefore, this finding may be relevant for both emergency and development programs.

> *"At the community level, there are a lot of attitudes that are influenced badly about gender; people have trouble adopting new ways of doing things and new ways of interacting with each other that would promote women's leadership."*
>
> Chief of Party, DRC, Development (VDW 05)

Research Question 3: How should GAYA respond?

Sub-question 1: What are the preferences of BHA-funded IPs on content, mechanisms, and audience?

Key Findings
• Develop training for all staff members on gender and youth integration, including non-gender and non-youth technical experts, (see suggestion 1).
• Facilitate IP staff access to resources related to youth integration (see suggestion 2).
• Develop experience-sharing on how to practically integrate youth and gender within the respective context (see suggestion 2).

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[87] VDW 3; FDW 4; KII 11.

[88] VDW 3.

[89] VDW 4.

Considering the challenges put forth by participants, some participants suggested changes to improve conditions for gender and youth integration within their organizations.[90] Based on participants' suggestions, and depending on their mandate and priorities, GAYA can determine what to implement.

Recommendation 1: Given that gender and youth integration are crosscutting issues, respondents expressed that all staff members should be trained on these topics. They expressed how the lack of knowledge of their colleagues has implications not only for how gender and youth programs are implemented, but also for the work and organizational culture.

> *"Inclusive development capacity-building training should be given for project staff across sectors and engaging with youth in the project area, and that those staff who took the training should apply such gained knowledge in their workplaces. This insures relative process level effectiveness of the project."*
>
> Gender, Youth and Social Dynamic Officer, Ethiopia, Development (KII 024)

One gender specialist working on emergency programs in Uganda suggested *"augmenting Social and Behavior Change Communication (SBCC) in the trainings, so that the training goes along with addressing issues of mindsets."*[91]

> *"We could provide beneficiaries with a series of training sessions (8-10) on life skills, financial literacy, and livelihood, and raising their awareness of gender and youth inclusion."*
>
> Gender, Youth, and Social Inclusion Coordinator, Kenya, Emergency and Development (VDW 09)

As developed earlier, participants expressed that technical experts in other areas did not have sufficient knowledge on gender and youth concepts, and how it feeds into programming. A gender expert in Ethiopia reflected that *"it's essential to understand the perspective of the technical expert staff to understand what they think about gender and youth integration"* in order to better *"tailor meaningful engagement with them."*[92] Additionally, one participant highlighted that training could include a component on the local context and ensure regular conversations with IPs, in order for the training staff to understand and reflect the

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[90] VDW 1; VDW 2; VDW 5; VDW 7; VDW 8; VDW 9; KII 18; KII 22; KII 24.

[91] KII 18.

[92] VDW 8.

implementers' needs (Headquarters Staff – regional, covering Syria, Iraq and Turkey).[93]

It is worth mentioning that some technical experts[94] expressed not having time to conduct such training, which suggests that managers and directors should allocate time and resources for their participation in the training.

Participants also mentioned that IP staff and participant communities should be part of gender and youth training and capacity building sessions. Their inclusion in those discussions could enhance how interventions are tailored to target groups and create space for dialogue to address disparities in perceptions. One program coordinator working in Syria suggested that, for this purpose, **"donors should make it mandatory to have a gender and youth expert in the field."[95]** According to a program director in Bangladesh, including program participants is key: *"Initially the gender and youth integration was donor-driven, but now that participants can see positive results, they are driving implementation."* [96]

> **"GAYA can provide a link to available resources - policies, frameworks, tools."**
>
> Program Director, Ethiopia, Emergency (VDW 02)

Recommendation 2: Easily accessible and implementable resources coupled with more awareness raising at the community and household level.

Despite resources being available, many participants expressed that they had difficulty accessing them.[97] As expressed earlier, this was particularly true for materials related to youth integration, of which most staff were unaware.

Overall, there is a need for more experience-sharing on how to integrate youth and gender, as participants felt that training alone was not sufficient to gain a practical understanding of how to implement gender and youth integration.

Those resources could include *"examples or experiences of another BHA program (…) to be able to replicate, or to be able to incorporate these good practices or lessons learned into these interventions".*[98] One gender specialist working on a RFSA in Uganda suggested having different tools, such as access to a *"self-paced learning*

> **"IPs really need more capacity-building on how to effectively support adolescents and youth, in particular females, which are particularly vulnerable groups of beneficiaries."**
>
> Gender, Youth, and Social Inclusion Coordinator, Kenya (VDW 09)

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93 VDW 1.

94 VDW 7

95 VDW 7.

96 KII 22.

97 VDW 2; KII 11; KII 16.

98 Program Director, Honduras, Development, KII 11.

process,[99] while another participant mentioned that *"putting the emphasis on the 'don'ts' is not enough. Organizations must consider drafting guidelines highlighting the 'dos.'"*[100]

> **"Indeed, sometimes intentions are there, but IPs lack guidance and there are knowledge, capacity, and attitude gaps in the implementation field."**
>
> M&E Coordinator, Ethiopia, Development (VDW 09)

In line with the above finding on a demand for training that reaches IP staff, participants shared that more awareness-raising programs are necessary to overcome the challenges related to gender and youth-biased attitudes, changing the long-standing status quo.

Sub-question 2: What methods work best in building the knowledge and capacity of the teams?

When asked about the methods that work best in building knowledge and capacity of their teams, participants highlighted tools and guidelines directed at IPs on how to address gender and youth integration.

A gender and youth advisor working in Uganda on emergency programs welcomed the integration of SBCC teams: *"I know BHA has always included SBCC in programming; that needs, really needs, to be emphasized."*[101]

A program manager in Honduras specified that training and capacity building is best received when delivered via *"short concise toolkits that have more infographics than text and that are easy to use"* and with *"good quality documents that summarize what we need to do and contain examples that we can apply in this context."*[102]

> **"We give them more than just gender training, but as development champions in different areas. Two years after the training, we did an analysis that had results of high drop in gender-based violence."**
>
> Gender Expert, Uganda, Emergency and Development (VDW 08)

A youth expert in Burkina Faso also shared how field specialists and external experts can be a great addition in building the capacity of the staff on gender and youth. He further adds that any work needs to be *"a collegial work"* that is getting the "*support of experts, perhaps external experts or other structures with greater experience, with more advanced knowledge, to help adapt the tools and simplify them."*[103]

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[99] KII 18.
[100] Gender, Youth, and Social Inclusion Coordinator in Kenya, VDW 9.
[101] KII 17.
[102] KII 11.
[103] VDW 6.

Sub-question 3: How do BHA-funded IPs currently interact with existing gender and youth-related knowledge groups, platforms, COPs, listservs, and so on?

Almost no participants mentioned participating in any existing gender and youth knowledge groups. Only one gender expert in Uganda mentioned training *"implementers and local volunteers who are community champions."*[104]

Research Question 4: What is getting in the way?

Sub-question 1: What are the barriers to gender and youth integration for BHA-funded IPs, including the attitudes or beliefs held by BHA-funded IP staff that prevent or enable successful integration? What are their recommendations for how to overcome any such barriers?
Although most survey respondents agreed that they did address youth participation barriers as well as inequalities around gender (see table 16), VDWs nuanced these findings. Participants expressed that sometimes women and youth are left behind because of the negative attitude that staff have towards women's empowerment and youth integration. These groups already face multiple challenges and barriers to public participation, as women are not welcome to participate, and youth are seen as not having much to contribute.[105] Gender and youth integration is also dependent on the geo-cultural landscape; some regions are more conservative than others, making it hard for staff to challenge local practices in those regions.[106]

There are also negative attitudes, among IPs, towards women's use of technology and digital knowledge, which may hinder staff from engaging them in certain activities.[107] It might take time to change these attitudes, but one staff member mentioned that having informal conversations about these attitudes and how they affect the overall objectives might have an impact.[108] Increasing staff awareness of the capacities, practices, and needs of the youth was also cited as important factors to ensuring gender and youth integration.[109] It is also important to verify that these changes are genuine, and not staff or participants pretending to change so that they can be included in the project.[110]

Sub-question 2: Where do BHA-funded IPs see donor systems/requirements as a barrier or a facilitator of change to KAP on gender and youth, and what are potential solutions from the IP perspective?

Key Findings
● Gender and youth integration is not always understood as a priority for donors (see Barriers).

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[104] VDW 8.
[105] VDW 9.
[106] KII 23
[107] VDW 4.
[108] VDW 9.
[109] VDW 9.
[110] VDW 9.

- Some donor requirements on recruitment are not feasible and are difficult to implement (see Barriers).

Barriers

Some participants shared that gender did not seem to be a priority for donors. As one gender expert working in Uganda mentioned, "the budget is always cut first from the gender."[111] Another M&E Coordinator working on Emergency programs in Honduras also deplored the fact that donors do not push for gender and youth integration as there is a "deficit in the budget line to carry out gender and youth integration functions."[112] This finding was slightly nuanced for RFSA projects, for which respondents specified that there were indeed specific budgets for gender, youth, and social dynamics.[113]

> "In contrast (to RFSA-type projects), other projects, whether from USAID or other donors, do not necessarily consider this aspect as a priority. As a result, fewer resources are allocated. And so there is less capacity, usually financial and human resources, to implement gender and youth activities that allow for mainstreaming in order to achieve objectives similar to those of the project objectives."
>
> Technical Expert, Madagascar, Emergency and Development (VDW o6)

Donor requirements regarding recruitment were mentioned and described as not always feasible for organizations. One country director from DRC expressed a few concerns around the implementation of those requirements. In Bangladesh, a program director further added that the *"donor expects them to recruit senior, mid-level, and field level female staff, but sometimes it's hard to get qualified females."*[114] Adapting to donor requirements to hire young women requires adapting *"how they access job adverts, how they apply, whether the location is safe for women and how to make it safe, but also on the job training if they don't have the requisite experience."*[115]

Change facilitator

Considering the challenges IPs face to integrate gender and youth, and given the many projects they have, one participant shared a point that was echoed by others in the discussions:

"GAYA can play an important role as a bridge between IPs and BHA to provide feedback to BHA about the reality of IPs' action on the ground. There is a lot going on with these big RFSAs and gender and youth needs more support to be heard through all that's going on. (…) They need to facilitate real time

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[111] VDW 8.

[112] KII 12.

[113] VDW 6.

[114] KII 22.

[115] Country Director, DRC, Emergency and Development, VDW 1.

conversations with BHA that would strengthen implementation." - Associate Director, US, Development (KII 16). For instance, IPs need real-time responses to projects running in conflict affected zones. However, the process of getting a response from BHA, through GAYA, can be laborious and intensive; therefore, by the time the response is received, the context might have changed. The respondent felt that it takes months to get feedback from BHA on program planning, which makes adaptive management less effective.

Another suggestion was for donor requirements to be more flexible. For example, a program director in Honduras suggested that they could

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> **"*We cannot hire youth to work on the program as they do not have the requisite experience, some youth from minority ethnic groups cannot be accepted by their peers, and female youth struggle to participate if they have to travel long distances."*
>
> Country director, DRC, Emergency and Development (VDW 01)
> ❞

encourage IPs to pilot proposals on gender and youth integration, *"without penalizing the agency if the pilot is not successful."*[116]

RECOMMENDATIONS

The diversity of this global survey of multiple program types in a wide array of context makes forming broad recommendations challenging. However, some top priority areas emerged from the data that are applicable in all contexts and regions as described below. As a matter of priority, GAYA should:

Increase Knowledge and Skills

- Focus on enhancing basic conceptual knowledge of PYD and its components, as well as intersectionality.
- Enhance knowledge of *USAID Youth in Development Policy* and its *2022 Update*, ADS *205 Integrating Gender Equality*, and *Female Empowerment in USAID'S Program Cycle* for all groups, including technical experts.
- For implementing staff working on emergency programs, promote a better understanding of all policies and guidelines on gender and youth.
- Prioritize youth design support, especially for emergency program staff who need tailored strategies for their unique, urgent responses.
- For all job types, make youth analysis and youth-centric design top skill priorities. For gender and youth experts, ensure that skills in gender and youth integration in M&E are prioritized, along with the capacity to train others on PYD and on how to design and adapt programs to local youth contexts.

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[116] KII 11.

- Enhance capacity-building opportunities on SBC for those IPs that request it, in order to change attitudes towards gender and youth integration within their organization and in the communities in which they work.
- Promote the inclusion of marginalized groups in the community, including disabled people and LGBTQIA+ communities.
- Enhance staff's knowledge of qualitative data collection and analysis, to promote data-informed interventions and programming.

Audiences, Targeting, and Engagement

- Focus on inclusion by creating collaborative learning models for all staff groups, including managerial, programmatic, technical expert, implementation, and other staff, likely through training of trainer model sessions. Ensure that management is included in training to emphasize the issue's top-level priority.
- Listen to female staff. Ensure that female staff have space to share their experiences during training and capacity building, as survey data reflect that they have a more negative perception than men do of other staff's knowledge on gender and youth integration.
- Understand the impact of variability in IP expertise and context (whether long-term development project or emergency response) on key capacities. Then, design capacity enhancement strategies that are tailored for different IPs' expertise levels and contexts.
- Help IPs with collaborative and discussion-based strategies to change community attitudes.
- Continue to build a knowledge repository and opportunities for knowledge sharing around strategies that work for engaging men.
- Help IPs examine situations where IPs have failed to change attitudes or successfully carry out gender and youth integration and develop these into case studies from which other IPs can learn.

Policies and Practices

- Help programs assess how their internal gender and youth integration policies and practices align with their programmatic goals, to ensure that internal practices spread outward to enhance implementation.
- Help IPs contextualize policies and best practices to ensure that global directives make sense in the field.
- Help IPs identify new data sources in their local contexts and provide easy tools for understanding how data can inform activities.
- Enhance IPs' access to research on gender and youth integration in multiple contexts.
- Support IPs to develop and implement action plans based on gender and youth data and analysis.

Next Steps

This research process has shown the need and readiness of BHA-funded IPs to learn and integrate approaches that enhance the quality and impact of their work for the communities with which they engage. It has also showcased the potential and desire for cross-organizational learning between different staff groups. This research process can be one way to achieve that, by engaging and bringing together staff from different organizations to work and learn together. It is important to continue engaging with the survey respondents and the VDW participants to continue developing GAYA's and

BHA's services, in line with the HCD iterative approach. Continuous engagement and relationship building are essential to ensure sustainable and impactful support services for BHA's partners. This includes inviting IPs' staff to test prototypes of any new service or GAYA support activities, and engaging with them around policies and learning opportunities the GAYA and BHA teams wish to share. We must continually ask; how can we best co-create services with the people who will benefit from using them?

ANNEXES

Annex 1: List of Documents Reviewed

- Applying Human-Centered Design in the Field (Mercy Corps, IDEO, 2014)
- GAYA Monitoring & Evaluation Plan
- GAYA Semi-Annual Report (Save the Children, 2022)
- GAYA: Key Informant Interview Notes, Jenn Williamson, ACDI/VOCA VP for Gender & Social Inclusion (Dec. 13, 2021)
- GAYA: Key Informant Interview Notes, Lonah Wanjama, Regional Gender Advisor, Mercy Corps (Kenya) (Dec. 8, 2021)
- GAYA: Key Informant Interview Notes, Matt Streng, Director, Young People and Protection, Mercy Corps (Dec. 9, 2021)
- GAYA: Key Informant Interview Notes, Nathalie Nme-Nsope, ACDI/VOCA, Director for Gender & Agriculture (Dec. 16, 2021)
- GAYA: Key Informant Interview Notes, Opper Maravanyika, CARE, Sr Technical Advisor for Gender, Food Security and Resilience (Dec. 14, 2021)
- GAYA: Key Informant Interview Notes, Sarah Press, Sr Director, Education and Empowerment, Save the Children (Dec. 9, 2021)
- GAYA: Key Informant Interview Notes, Wei Wang, Mercy Corps (Syria), Protection & Social Inclusion Advisor (Dec. 7, 2021)
- GAYA: Key Informant Interview Notes, Zayid Douglas & Edward Winter, World Vision (Dec. 16, 2021)
- Gender Audit Handbook (InterAction)
- GENDER EQUALITY AND SOCIAL INCLUSION (GESI) Checklists (I4ID)
- Guide to Gender Sensitive Indicators (CIDA)
- Making the Case for Design in the Development Sector (Design Impact Group, 2014)
- Rapid Gender Analysis Toolkit (CARE)
- TOPS Program and FSN Network Core Competency Series Booklet (2017)
- USAID Gender Equality and Women's Empowerment Policy (2020)
- USAID LGBT Vision for Action
- USAID Policy on Promoting the Rights of Indigenous Peoples (2020)
- USAID Positive Youth Development Toolkit
- USAID Power Africa Gender and Social inclusion Checklist
- USAID Suggested Approaches for Integrating Inclusive Development Across the Program Cycle and in Mission Operations Additional Help for ADS 201 (2018)
- USAID Youth in Development Policy (2020)
- Youth 2030 United Nations Country Teams Scorecard

Annex 2: Survey Tool

	Variable	Skip logic	Question	Response option
	METADATA			
	Date	ALL	Auto - Date of survey	DD/MM/YYYY
	Start		Auto – Start time	
		ALL	TITLE TEXT	
Z1	lang	ALL	Please select the language you would like to use for this survey.	1 = English 2 = French 3 = Spanish 4 = Arabic 5 = Oromo 6= Bengali
Z2	Consent	ALL	The Gender and Youth Activity (GAYA) Associate Award works to improve the quality and impact of emergency and non-emergency food security and nutrition activities by addressing challenges implementing partners face when integrating gender and youth in their work. GAYA's goal is to promote good practices and contribute to evidence on integration of gender, youth and other intersecting identities into food and nutrition security programming in emergency, early recovery, risk reduction, and resilience contexts. This survey asks about knowledge, attitudes, and practices related to gender and youth integration. Data will be used to inform GAYA's programming and learning agenda. There are no known risks associated with participating, nor will you receive any direct benefit from your participation. Your responses will help GAYA improve learning activities that you may participate in. Your participation is voluntary; you can refuse to participate now or during the survey. You can choose not to answer any question. Your participation will be	1 = Yes 2 = No

		anonymous; that means that we won't ask for any personal information, like your name, that could link you to your answers. If you have questions, you can email gaya@mercycorps.org. The inbox is monitored by the GAYA Program Coordinator with support from the Technical Officer for Research and Learning. It is a channel of GAYA's Community Accountability Reporting Mechanisms (CARM). CARM have been developed in GAYA as part of Mercy Corps' global commitment to accountability to affected populations and the prevention of all forms of exploitation and abuse. CARM is a channel for any and all community members to provide feedback, suggestions, complaints, and concerns, in a manner that is safe, confidential, transparent, and accessible, enabling Mercy Corps to respond and make any necessary programmatic or safeguarding adaptations and to ensure the safety and security of program participants. This survey will take about _____ minutes. Are you willing to participate in the survey?	
Z3	Note		If you happen to click away from the survey, you can go back to your original link and reload your form. If you close your browser before you submit your responses, you may lose the option of returning to your original form.	

A – Demographics

Variable	Skip logic	Question	Response option
A0	Module A. DEMOGRAPHICS AND ORGANIZATIONAL INFORMATION		

A0 1	[Note] Thank you for agreeing to participate! First, we would like to ask you a few demographic questions.			
A1	Dem	ALL	What is your gender?	1 = Man 2 = Woman 3 = Non-binary 97 = Other 99 = I prefer not to answer
A2	Dem	ALL	What is your age? [Survey stops if under 19]	1 = < 19 2 = 20-24 3 = 25-29 4 = 30-34 5 = 35-39 6 = 40-49 7 = 50-59 8 = 60+ 99 = I prefer not to answer
A3	DEM	ALL	Which kind of program(s) do you currently work on or support? Select all that apply.	1= Emergency / Humanitarian 2= Development 3 = Learning or Research Program (includes Implementer-Led Design, Evidence, Analysis and Learning (IDEAL) activity associate awards) 98= I don't know 99 = I prefer not to answer

A4	Dem	ALL	For how many years have you been working in the development/humanitarian sector?	1 = Less than 1 year
				2 = 1 - 5 years
				3 = 6 - 10 years
				4 = 10 - 15 years
				5 = More than 15 years
				97 = Other
				98 = Don't know
				99 = I prefer not to answer
A5	Dem	ALL	Which best describes your primary responsibilities at work? We will use this question only if the coding for the next question proves too complex; response 97 merge into group 3 98, 99 – End survey	1 = Country or program management or administration
				2 = Gender or youth technical expert for a group of countries or at a global level
				3 = Sector expert NOT gender or youth implementing staff working directly with participants
				4 = Gender or youth technical expert for a single country or for a program or group of programs within a single country
				97 = Other
				98 = Don't know
				99 = I prefer not to answer
A6	Dem	All	Please tell us a bit more about your current role.	1 = Headquarters/regional staff

			Answer determines group skip patterns	2 = Chief of Party
			Group 1 = 2, 3, 4	3 = Country director/deputy country director
			Group 2 = 7, 8	
			Group 3 = 1, 5, 6, 11, 12, 97	4 = Program director/manager
			Group 4 = 9, 10	
			98, 99 = End survey	5 = Program staff
				6 = Technical expert (NOT gender or youth)
				7 = Gender expert for a group of countries or at global level
				8 = Youth expert for a group of countries or at global level
				9 = Gender expert for a single country or program
				10 = Youth expert for a for a single country or program
				11 = Implementation supervisor
				12 = Implementation staff, non-supervisor
				97 = Other
				98 = Don't know
				99 = I prefer not to answer
A7	Dem	All	Select the response that best describes the scope of your work.	1 = Global scope
				2 = Regional scope (multiple countries)
				3 = Country level (I work in just one country)

				4 = Local level (I work in one part of a country)
				97 = Other
				98 = Don't know
				99 = I prefer not to answer
A8	Dem	All	In which country(ies) do you personally work? Please select all that apply.	1 = [Full list of countries] 97 = Other 98 = Don't know 99 = I prefer not to answer
A9	Org	All	Which kind of program(s) do you work on?	1 = USAID Bureau for Humanitarian Assistance Resilience Food Security Activities (RFSAs) 2 = USAID Bureau for Humanitarian Assistance Emergency activities 3 = Both 97 = Other 98 = Don't know 99 = I prefer not to answer
A10	Org	ALL	Please select the name of the organization you work for currently. Note: No data collected will be used for performance-based assessments.	1 = [pull from inception report footnotes] 97 = Other, please specify 98 = Don't know 99 = I prefer not to answer
A11	Org	If A10 = 97	Please type the name of the organization you work for:	[text field]

A1 2	Org	All	How would you describe the organization that you work for?	1 = a global organization that receives direct funding from USAID Bureau for Humanitarian Assistance (a prime awardee)
				2 = a local/national organization that receives direct funding from USAID Bureau for Humanitarian Assistance (a prime awardee)
				3 = a sub-contractor or sub-grantee that receives USAID funding through a larger organization (a sub-awardee)
				4 = a government organization
				97 = Other
				98 = Don't know
				99 = I prefer not to answer
A1 3	Org	Group 1,3,4	Who are your program's target participants? (Select all that apply)	1 = Children / Infants
				2 = Female Youth
				3 = Male Youth
				4= Women
				5= Men
				6 = Conflict or disaster affected people
				7 = Government representatives

				8 = Persons with Disabilities
				9 = Ethnic/tribal minorities
				10 = People living with HIV
				11 = LGBTQIA+
				12= Language minorities
				13= Indigenous peoples
				97 = Other
				98 = Don't know
				99 = I prefer not to answer

B(1) – Perceived knowledge (Managers' reports on Implementing Staff)

	Variable	Skip logic	Question	Response option
	Module B. Perceived Knowledge			
B0	The following questions ask about your perceptions of knowledge amongst your implementing staff. For the purposes of these questions, implementing staff means technical experts/advisors/specialists outside of the gender and youth sectors, field/program officers and coordinators, cluster or sector officers and coordinators, and monitoring, evaluation, and learning professionals, among prime implementers, sub-awardees, and local partners.			
B1	PCVKNOW	Groups 1 & 4	Our implementing staff who are NOT gender and youth focused understand the following concepts:	
B1.1	PCVKNOW		Gender	1 = Strongly disagree
B1.2	PCVKNOW		Gender equality	2 = Somewhat disagree
B1.3	PCVKNOW		Gender equity	3 = Neither agree nor disagree
B1.4	PCVKNOW		Gender integration/ mainstreaming	4 = Somewhat agree
B1.5	PCVKNOW		Women's empowerment	5 = Strongly agree
B1.6	PCVKNOW		Gender and social inclusion analysis and domains	

B1.7			Intersectionality	97 = Not relevant
B1.8			Gender-based violence	98 = Don't know
B1.9			Positive youth development (PYD) and its four components	99 = I prefer not to answer
B1.10			Youth-led programming	
B1.11			Youth-relevant programming	
B1.12			Youth-focused programming	
B1.13	PCVKNOW		Gender integration/equity continuum including gender harmful, neutral, responsive, transformative	
B2		Groups 1 & 4	Our <u>implementing staff</u> who are NOT gender and youth focused understand how to operate in alignment with the following:	
B2.1	PCVKNOW		USAID Gender & Women's Empowerment Policy	1 = Strongly disagree
B2.2	PCVKNOW		ADS 205 Integrating Gender Equality and Female Empowerment in USAID'S Program Cycle	2 = Somewhat disagree
B2.3	PCVKNOW		Gender Requirements in USAID Bureau for Humanitarian Assistance's Emergency Application Guidelines	3 = Neither agree nor disagree
B2.4	PCVKNOW		Program country laws and policies on gender	4 = Somewhat agree
B2.5	PCVKNOW		USAID Youth in Development Policy and its 2022 Update	5 = Strongly agree
B2.6	PCVKNOW		Program country laws and policies on youth	97 = Not relevant
B2.7	PCVKNOW		Best practices on gender inclusion	98 = Don't know
B2.8	PCVKNOW		Best practices on youth participation	99 = I prefer not to answer
B3	PCVKNOW	Groups 1 & 4	Our implementing staff who are NOT gender and youth focused understand how to do the following:	
B3.1	PCVKNOW		Adapt programs to the local gender context	1 = Strongly disagree
B3.2	PCVKNOW		Apply youth programming frameworks to the local youth context. Note: Youth programming is	2 = Somewhat disagree

			the intentional design of programs that are youth-relevant, youth-focused, and youth-led, developmentally appropriate, and taking into account all four PYD components in a holistic manner.	3 = Neither agree nor disagree 4 = Somewhat agree 5 = Strongly agree
B3.3			Design and implement a youth-led program	97 = Not relevant
B3.4	PCVKNOW		Engage men and boys in gender equity programming.	98 = Don't know 99 = I prefer not to answer

B(2) – Perceived knowledge (Managers' reports on Gender & Youth Experts)

	Variable	Skip logic	Question	Response option
BB0	The following questions ask about your perceptions of knowledge amongst your gender and youth technical staff. Gender and youth technical staff includes gender advisors/leads, youth advisors/leads, or others specifically tasked with gender and youth integration.			
BB1	PCVKNOW	Group 1 + 2	Our gender and youth technical staff understand the following concepts:	
BB1.1	PCVKNOW		Gender	1 = Strongly disagree
BB1.2			Gender equity	2 = Somewhat disagree
BB1.3	PCVKNOW		Gender equality	3 = Neither agree nor disagree
BB1.4	PCVKNOW		Gender integration/mainstreaming	4 = Somewhat agree
BB1.5	PCVKNOW		Women's empowerment	5 = Strongly agree
BB1.6	PCVKNOW		Gender and social inclusion analysis and domains	97 = Not relevant
BB1.7	PCVKNOW		Gender integration/equity continuum including gender harmful, neutral, responsive, transformative	98 = Don't know 99 = I prefer not to answer 100 = I'm not aware of the meaning
BB1.8	PCVKNOW		Intersectionality	
BB1.9	PCVKNOW		Gender-based violence	
BB1.10	PCVKNOW		Positive youth development (PYD) and its four components	

BB1.11	PCVKNOW		Youth-led programming	
BB1.12	PCVKNOW		Youth-focused programming	
BB1.13	PCVKNOW		Youth-relevant programming	
BB2		Groups 1 + 2	Our gender and youth technical staff understand how to operate in alignment with the following:	
BB2.1	PCVKNOW		USAID Gender & Women's Empowerment Policy	1 = Strongly disagree 2 = Somewhat disagree 3 = Neither agree nor disagree 4 = Somewhat agree 5 = Strongly agree 97 = Not relevant 98 = Don't know 99 = I prefer not to answer 100 = I'm not aware of the meaning
BB2.2	PCVKNOW		ADS 205 Integrating Gender Equality and Female Empowerment in USAID'S Program Cycle	
BB2.3	PCVKNOW		Gender Requirements in USAID Bureau for Humanitarian Assistance's Emergency Application Guidelines	
BB2.4	PCVKNOW		Program country laws and policies on gender	
BB2.5	PCVKNOW		USAID Youth in Development Policy and its 2022 Update	
BB2.6	PCVKNOW		Program country laws and policies on youth	
BB2.7	PCVKNOW		Best practices on gender inclusion	
BB2.8	PCVKNOW		Best practices on youth participation	

B(3) – Perceived knowledge 9Gender and Youth Experts' reports on management)

	Variable	Skip logic	Question	Response
BB3	PCVKNOW	Group 1 + 2	Our gender and youth technical staff understand how to do the following:	
BB3.1	PCVKNOW		Lead gender analysis processes (developing SOWs, drafting quantitative and qualitative tools, interpreting data, and so on).	1 = Strongly disagree 2 = Somewhat disagree 3 = Neither agree nor disagree
BB3.2	PCVKNOW		Adapt programs to the local gender context.	

	Variable		Question	Response
BB3.3	PCVKNOW		Adapt programs to the local youth context.	4 = Somewhat agree
BB3.4	PCVKNOW		Engage men and boys in gender equity programming.	5 = Strongly agree
BB3.5	PCVKNOW		Lead youth analysis processes to inform programming (including developing SOWs, drafting quantitative and qualitative tools, interpreting data, and so on).	97 = Not relevant 98 = Don't know 99 = I prefer not to answer
BB3.6	PCVKNOW		Design and deliver context-specific training on gender topics to inform programming.	
BB3.7	PCVKNOW		Design and deliver context-specific training on positive youth development (PYD) topics to inform programming.	
BB3.8	PCVKNOW		Create and lead implementation of an action plan based on a gender analysis.	
BB3.9	PCVKNOW		Create and lead implementation of an action plan based on a youth needs assessment .	
BB3.10			Facilitate gender and youth-sensitive data collection.	
BB3.11	PCVKNOW		Design M&E tools that inform gender indicators.	
BB3.12	PCVKNOW		Design M&E tools that inform youth indicators.	

B(4) – Perceived knowledge (Gender Advisors' reports on management)

	Variable	Skip logic	Question	Response
BBB1	PCVKNOW	Groups 2 & 4	Our country/program managers and administrative staff understand how to do the following:	
BBB1.1			Adapt programs to the local gender context	1 = Strongly disagree
BBB1.2			Apply youth programming frameworks to the local youth context. Note: Youth programming is the intentional design of programs that are youth-relevant, youth-focused, and youth-led, developmentally appropriate, and taking into account all four PYD components in a holistic manner.	2 = Somewhat disagree 3 = Neither agree nor disagree 4 = Somewhat agree 5 = Strongly agree 97 = Not relevant
BBB1.3			Design and implement a youth-led program	

BBB1.4	PCVKN OW		Engage men and boys in gender equity programming.	98 = Don't know 99 = I prefer not to answer
BBB1.5			Our country/program managers and administrative staff understand how to operate in alignment with the following:	
BBB1.6			USAID Gender & Women's Empowerment Policy	
BBB1.7			ADS 205 Integrating Gender Equality and Female Empowerment in USAID'S Program Cycle	
BBB1.8			Gender Requirements in USAID Bureau for Humanitarian Assistance's Emergency Application Guidelines	
BBB1.9			Program country laws and policies on gender	
BBB1.10			USAID Youth in Development Policy and its 2022 Update	
BBB1.11			Program country laws and policies on youth	
BBB1.12			Best practices on youth participation	
BBB1.13			Best practices on gender inclusion	

C – Policies

	Variable	Skip logic	Question	Response option
	Module C - Practices (Policies)			
C0	The following questions ask about policies your organization may have in place.			
C1	POL	All groups	Which of the following policies does your organization have? Select all that apply.	1 = Gender equity 2 = Gender equality 3 = Social inclusion 4 = Youth participation 98 = Don't know

				99 = I prefer not to answer
C2	KNOW	If C1 not 98/99	How familiar are you with your organization's:	
C2.1	KNOW	IF C1 = 1	Gender equity policy	1 = Very familiar, I know all the information
C2.2	KNOW	IF C1 = 2	Gender equality policy	2= I know some of the information
C2.3	KNOW	IF C1 = 3	Social inclusion policy	
C2.4	KNOW	IF C1 = 4	Youth participation policy	3 = I don't know much about the policy
				98 = Don't know
				99 = I prefer not to answer
C3	ATT	If C1 not 98/99	How useful are the following policies in your daily work?	
C3.1	ATT	IF C1 = 1	Gender equity policy	1 = Very useful
C3.2	ATT	IF C1= 2	Gender equality policy	2= Somewhat useful
C3.3	ATT	IF C2 = 3	Social inclusion policy	3 = Not at all useful
C3.4		IF C3 = 4	Youth participation policy	98 = Don't know
				99 = I prefer not to answer

D – Knowledge (Self-report)

	Variable	Skip logic	Question	Response option
		Module D – Individual Knowledge & Attitudes		
	D0	The following questions ask about your knowledge of concepts and ideas related to youth and gender integration.		
	D1	KNOW	Groups 1,3, and 4	Which groups are a priority to consider when *mainstreaming gender*? Select all that apply.	1 = Women 2 = Men

					3 = Girl children
					4 = Boy children
					5 = Female youth
					6 = Male youth
					7 = LGBTQIA+ communities
					97 = Other
					98 = Don't know
					99 = I prefer not to answer
	D2	KNOW		Thinking about _gender equality_, which of the following definitions is closest to how you understand the term?	1 = Women should have more opportunities than men
					4 = Women, girls, men, and boys should have equal access to opportunities
					2 = Men should give up opportunities to give women more
					3 = Women should give up opportunities to give men more
					97 = None of them.
					98 = Don't know
					99 = I prefer not to answer
	D3	KNOW		How do you define the "_youth_" category for purposes of USAID/Bureau for Humanitarian Assistance programs?	1 = 1 - 9 years
					2 = 1 - 18 years
					3 = 10 - 29 years
					4 = 10 - 18 years
					5 = 18 - 29 years
					97 = Other
					98 = Don't know
					99 = I prefer not to answer

D16.1	KNOW	Group 4 ONLY	I understand the concept of <u>gender</u>	1 = Strongly disagree
D16.2	KNOW		I understand the concept of Gender equality	2 = Somewhat disagree
D16.3	KNOW		I understand the concept of Gender equity	3 = Neither agree nor disagree
D16.4	KNOW		I understand the concept of Gender integration/gender mainstreaming	4 = Somewhat agree
D16.5	KNOW		I understand the concept of Women's empowerment	5 = Strongly agree
D16.6	KNOW		I understand the concept of Gender and social inclusion analysis and domains	97 = Not relevant
D16.7	KNOW		I understand the concept of Gender integration/equity continuum including gender harmful, neutral, responsive, transformative	98 = Don't know
D16.8	KNOW		I understand the concept of Intersectionality	99 = I prefer not to answer
D16.9	KNOW		I understand the concept of Gender-based violence	
D16.10	KNOW		I understand the concept of Positive youth development (PYD) and its four components	
D16.11	KNOW		I understand the concept of Youth-led programming	
D16.12	KNOW		I understand the concept of Youth-focused programming	
D16.13	KNOW		I understand the concept of Youth-relevant programming	

E – Resource use – (Self-report)

	Variable	Skip logic	Question	Response option
	Module E. Use of Resources and Tool (self-report)			
E0	[Note] Thank you for agreeing to participate! First, we would like to ask you a few demographic questions.			
E1	PRAC	All groups	Have you ever used the Implementer-Led Design, Evidence, Analysis and Learning (IDEAL) activity Food Security Network online resources? (www.fsnnetwork.org)	1 = Yes 2 = No 98 = Don't know 99 = I prefer not to answer
E2	PRAC	If E1 = 1	How useful do you find the Implementer-Led Design, Evidence, Analysis and Learning (IDEAL) activity Food Security Network online resources in your work?	1 = Very useful 2 = Somewhat useful 3 = Not at all useful 98 = Don't know 99 = I prefer not to answer
E3	PRAC		Have you used other gender and youth integration resources to support your work, such as communities of practice, knowledge sharing listservs, or resource platforms?	1 = Yes 2 = No 98 = Don't know 99 = I prefer not to answer
E4	PRAC	If E3= 1	How useful were these other gender and youth integration resources in your work? (such as communities of practice, knowledge sharing listservs, or resource platforms)	1 = Very useful 2 = Somewhat useful 3 = Not at all useful 98 = Don't know 99 = I prefer not to answer
E5	PRAC		I have or had a leadership role on gender and youth integration resources such as communities of practice, knowledge sharing listservs, of resource platforms.	1 = Yes 2 = No 98 = Don't know 99 = I prefer not to answer

E6	PRAC		Have you ever participated in a training course or used resources that led you to change the way you integrate gender or youth during your daily work?	1 = Yes 2 = No 98 = Don't know 99 = I prefer not to answer
E7	PRAC	If E6 = 1	Please describe how you changed your daily work.	[text]
E8		If E6 = 1	Please describe what it was about the training or resource that led you to change the way you work.	[text]
E9	PRAC		Have you directly participated in a gender analysis/assessment as part of your work?	1 = Yes 2 = No 98 = Don't know 99 = I prefer not to answer
E10	ATT	If E9 = 1	How useful was the analysis to your daily work?	1 = Very useful 2= Somewhat useful
E11	ATT	If E9 = 2	Do you think a gender analysis would be useful in your daily work?	3 = Not at all useful 98 = Don't know 99 = I prefer not to answer
E12	PRAC		From your experience, are gender analyses conducted as a routine part of program planning in your organization?	1 = Yes 2 = No 3 = Sometimes 98 = Don't know 99 = I prefer not to answer
E13	PRAC		Have you directly participated in a youth analysis or youth needs assessment as part of your work?	1 = Yes 2 = No 98 = Don't know 99 = I prefer not to answer
E14	ATT	If E13 = 1	How useful was the youth analysis/assessment to your daily work?	1 = Very useful

| E15 | ATT | If E13 = 2 | Do you think a youth analysis would be useful in your daily work? | 2 = Somewhat useful

3 = Not at all useful

98 = Don't know

99 = I prefer not to answer |
| E16 | PRAC | | From your experience, are youth analyses conducted as a routine part of program planning in your organization? | 1 = Yes

2 = No

98 = Don't know

99 = I prefer not to answer |

F – Attitudes (Self-report)

		Variable	Skip logic	Question	Response option
		Module F. Self-reported Attitudes			
F1	The following questions ask about some issues and ideas that may come up in your work. Please read the statements below and select the response that matches how much you agree or disagree with the statement.				
F1.1	ATT		ALL Groups	Conducting gender analysis as part of planning improves our program outcomes.	
F1.2	ATT			Using a gender lens in our programs makes my daily work easier.	1 = Strongly disagree
F1.3	ATT			Increasing women's participation in our programs is difficult because of local social attitudes.	2 = Somewhat disagree 3 = Neither agree nor disagree
F1.4	PRAC			My colleagues treat male and female program participants with equal respect.	4 = Somewhat agree 5 = Strongly agree
F1.5	ATT			USAID/Bureau for Humanitarian Assistance requirements related to gender (analysis, inclusion, reporting) are too difficult to comply with.	97 = Not relevant 98 = Don't know 99 = I prefer not to answer
F1.6	ATT			USAID/Bureau for Humanitarian Assistance doesn't require youth	

			analysis/assessment as a part of program planning.	
F1.7	ATT		It is more important to integrate gender and youth into development and resilience programs than into humanitarian programs.	
F1.8	ATT		USAID/Bureau for Humanitarian Assistance requirements related to youth (analysis, inclusion, reporting) are too difficult to comply with.	
F1.9	ATT		Youth are not able to lead youth-focused programs because they don't have enough experience.	
F1.10			USAID Bureau for Humanitarian Assistance requirements on gender are difficult to adapt based on differences in country or local context.	
F1.11			Integrating gender and youth considerations into a theory of change is too complicated to be useful.	
F1.12	ATT		There has been too much focus on the girl child so that boys are being excluded.	

G – Practices/Staffing/Arrangements

	Variable	Skip logic	Question	Response option
	Module G. Organizational Practices, Staffing, and Arrangements			
G1	[note]		The following statements refer to the current or most recent BHA program that you worked on. Please think about that project, its activities, and its budget when you think about whether you agree or disagree with the following statements.	
G1.1	PRAC	Groups 1,3,4	The project adequately considers barriers faced by individuals due to gender inequality (safety in movement, discrimination, stigma).	1 = Strongly disagree 2 = Somewhat disagree

G1.2			There are gender-appropriate, safe spaces for program participants in (e.g., girls only event spaces, LGBT friendly spaces, private locations).	3 = Neither agree nor disagree
				4 = Somewhat agree
G1.3			Program/activity design and implementation are informed by data about gender equality in the local context.	5 = Strongly agree
				97 = Not relevant
				98 = Don't know
G1.4	PRAC		Program/activity design and implementation are informed by data about the situation of youth in the local context.	99 = I prefer not to answer
G1.5	PRAC		Dedicated funding is available to sufficiently engage youth in the program.	
G1.6	PRAC		The program team reviews the gender analysis during the project cycle and adjusts activities accordingly.	
G1.7	PRAC		Program design was informed by a youth analysis.	
G1.8	PRAC		The project addresses inequalities around gender, (such as household responsibilities of program participants, control and access over resources, decision making, power).	
G1.9	PRAC		The project addresses barriers that youth may face to their participation in programming.	
G1.10	PRAC		The project includes a budget for activities focused on gender.	
G1.11	PRAC		The project includes a budget for activities focused on youth.	
G1.12	PRAC		The project includes enough staff focused on gender.	
G1.13	PRAC		The project includes enough staff focused on youth.	

G1.14	PRAC		The project has a risk management plan to address risks as a result of program participants' gender (such as GBV, increasing women's workloads) Note: A risk management plan is the responsibility of all staff, operations and programs (including implementing partners, daily workers, contractors, consultants) to not cause any harm to the community or participants we work with and not to increase risk of abuse or exploitation.	
G2	The statements below refer to general program practices at your organization. Please think about how things generally are done when you consider how strongly you agree or disagree with the following statements.			
G2.1	PRAC	ALL Groups	Programs identify how gender roles may affect people's capacity to engage in project activities. (This could include household responsibilities, control over money, employment).	
G2.2	PRAC		Programs identify how responsibilities and obligations related to youth may affect people's capacity to engage in projects.	1 = Strongly disagree 2 = Somewhat disagree 3 = Neither agree nor disagree
G2.3	PRAC		Programs adapt activities to support youth participation and engagement (this could include age-appropriate access, years completed in school, and so on).	4 = Somewhat agree 5 = Strongly agree 97 = Not relevant
G2.4	PRAC		Project teams address gender differences in roles and responsibilities of their staff to ensure gender equity in all office efforts.	98 = Don't know 99 = I prefer not to answer
G2.5	PRAC		Managers support program teams to promote and integrate gender equality and youth inclusion (verbal / written communication, instructions, incentives, trainings).	

G2.6	PRAC		Managers assess capacity of implementing partner organizations regarding capacity and commitment to gender and youth inclusion before collaborating.	
G2.7	POL		My organization has protocols to guide staff response to risks as a result of a participant's gender (e.g., protocols for managing privacy, referral to services, mandatory reporting).	1 = Yes 2 = No 97 = Not relevant 98 = Don't know 99 = I prefer not to answer
G2.8	KNOW	Group 1, 3 and 4 If Q = 1	I know how to follow these protocols in my work.	
G2.9	PRAC		Monitoring and evaluation tools collect data on gender equality - i.e. measuring equality between genders in decision-making and time burden, or measuring changes in cultural norms and beliefs, gender responsibilities, or laws and policies.	1 = Strongly disagree 2 = Somewhat disagree 3 = Neither agree nor disagree 4 = Somewhat agree 5 = Strongly agree 97 = Not relevant 98 = Don't know 99 = I prefer not to answer
G2.10	PRAC		Monitoring and evaluation tools collect data related to youth participation and engagement.	
G2.11	PRAC		The monitoring and evaluation system includes gender sensitive indicators to monitor change in gender disparities.	
G2.12	PRAC		The impact of our projects on gender is evaluated.	
G2.13	PRAC		Gender-related lessons learned and good practices are systematically gathered, documented, and shared during and after program implementation.	
G2.14			Data collected for projects is disaggregated by the following:	1= Gender

				2= Age
				97 = Not relevant
				98 = Don't know
				99 = I prefer not to answer
G3	Operational Arrangements			
G3		All Groups	Please read the statements below and select the response that matches how much you agree or disagree with the statement.	
G3.1	ARR		Our organization has a gender point of contact that has time to advise us.	1= Strongly disagree
G3.2	ARR		Our organization has a youth point of contact that has time to advise us.	2 = Somewhat disagree
G3.3	ARR		Gender integration is part of the scope of work detailed in my contract/position description.	3 = Neither agree nor disagree
G3.4	ARR		Youth integration is part of the scope of work detailed in my contract/position description.	4 = Somewhat agree 5 = Strongly agree 97 = Not relevant
G3.5	ARR		Staff members have access to tools that assist in youth integration for program planning.	98 = Don't know 99 = I prefer not to answer
G3.6	ARR		Staff members have access to tools that assist in gender integration for program planning.	
G4			Please read the statements below and select the response that matches with the statement.	
G4.1	POL		Our organization has a written equal opportunity policy.	1= Yes
G4.2	POL		Our organization has policies in place to accommodate staff to care for their children and other dependents.	2 = No 3 = I am not aware of such policy.
G4.3	POL		Our organization has a policy in place on the prevention and punishment of	

			harassment, including sexual harassment.	
G5			Please read the statements below and select the response that matches how much you agree or disagree with the statement.	
G5.1	ARR		Our organization's staff is made up of an equal ratio of women to men.	
G5.2	ARR		Male and female staff participate equally in our organization's decision-making processes.	
G5.3	ARR		Youth are equally represented among the organization's senior management team.	
G5.4	ARR		Women are equally represented among the organization's senior management team.	1= Strongly disagree 2 = Somewhat disagree
G5.5	ARR		Gender-related questions are included in job interviews to understand candidates' gender-related attitudes and experience and hiring decisions are made accordingly.	3 = Neither agree nor disagree 4 = Somewhat agree 5 = Strongly agree
G5.6	ARR		Our organization has strategies to recruit and promote staff who are under-represented.	97 = Not relevant 98 = Don't know
G5.7	ARR		Our organization's facilities are amenable for both male and female staff.	99 = I prefer not to answer
G5.8	ARR		Our organization's leadership and senior managers respect diverse working styles, including the way males tend to work as well as the way females tend to work.	
G5.9	ARR		Our organization's leadership/ senior managers take gender equality seriously.	

H – Next Steps/Follow-up

Variable	Skip logic	Question	Response option
H5	All	GAYA is planning an upcoming learning series on gender and youth topics. Are you interested in participating in these?	1=Yes 2= No 99 = I prefer not to answer
H6	IF H3/H5 = 1	In order to contact you to participate in events and learning sessions, please enter your email address. Your email will not be associated with your responses above. By entering your email, you consent to GAYA contacting the email addresses I provide to send outreach and event invitations.	[Text field]
H7	All	If you know of anyone else who would like to participate in learning series/trainings, please type in their email addresses. *Make sure to separate them by using ";"*	SMG
Z4	[note]	Thank you for participating! If you are interested in seeing some results of the survey so far, click here. [link to real time analysis dashboard]	[note]
Endtime	Endtime	Auto – survey end time	endtime

Annex 3: Write-in Responses to Survey Items on Training and Resource Use

What was the name of the training or of the resource you used?	Please describe how you changed your daily work. What it was about the training or resource that led you to change the way you work?
Youth Life skill development training	Many youths participated in different skill base training courses, and most of the youth participants engaged in employability.
Define key performance indicators. Developing girls' protection skills	This training has increased my ability to integrate girls into my interventions with regard to gender mainstreaming.
Gender analysis strategy and youth inclusion	This training has enabled us to gain knowledge about different tools and approaches to gender analysis.
Gender training, GBV, Leadership, Gender analysis, Gender strategy, MMCA	The gender training helped me to promote the integration and involvement of men in joint decision-making, on the distribution of resources within the household, and the promotion of women and youth involvement.
Gender, socio-legal and ethical approach	It has allowed me to involve boys as well as men in the struggle for integration, inclusion of women and girls in development programs, while ensuring gender equity.
Capacity building on Gender equality and social inclusion	Gender equality and social inclusion.
Gender mainstream	How to integrate gender with each activities.
Integrating Gender in Programming - In house training	How to integrate gender to program implementation and its impact to the attainment of the program goals.
Gender equality and inclusive programming	How we mainstream gender within the program and implementation, again looking at breaking barriers and harmful gender norms.
SAA approach on GBV	The approach help to give opportunity to women to be part of decision making and transmission.
Youth leadership training and village development committee training	Routing monitoring according to the daily plan.
World Vision Bangladesh	Gender Equality and youth engagement.
Gender Minimum Standards training	changed my thinking and definition on gender.
Gender and development training	We worked on stereotypes, on the project cycle, on citizenship education. It gave me a clear definition of what is called gender approach and to understand its history, its issues, its actuality.

RI Academy training	Teach people how to work to produce food not provide raw food but the process of production.
GAYA	Each training contains carried many learning, so I am trying to implement each learning in my daily work.
Training on the gender and youth mainstreaming approach in the FSP ENYANYA project	We have changed the way we work on a daily basis by observing these essential elements in all our activities: the evaluation of the scale of young people's participation in the activities, the taking into account of data disaggregated by sex and age, and the use of the data in the evaluation of the activities.
Training on gender analysis	N/A
Integration Workshop	Through planning for gender integration in programs activities.
Ensuring gender equity	Intentionally try to incorporated to maintain the equity.
Social, gender & youth training	Realizing that women and men have the ability to do any work together without creating any difference in work, they increased their productivity by working together on the agricultural work given to them.
PSNP PIM gender and social development	Thinking all over routine activities through gender lens.
Youth and Gender training	Elaborate my thinking.
Safeguarding essentials	This has helped me to respect gender in the implementation of activities. For example, I make sure that there is female representation when hiring daily staff.
Gender analysis training, youth participation scale, CCA analysis, I'm here approach, WEE approach, gender training, GBV, leadership, female leadership, positive masculinity, age and sex disaggregated list	All the above-mentioned trainings allowed us to be sensitive to gender issues, to be sensitive to social inequalities related to gender, to be sensitive to social inclusion, to participation, to equality, to diversity.
Gender analysis and social inclusion, women's empowerment, gender equity and equality, concepts of gender-based violence, youth participation scale	to have evidence in terms of social norms in the community, combat gender-based violence, assess gender intersectionality and social inclusion in the community.
Gender Equality Training	It was a reminder that we need to always remember to include all categories of individuals in our programming.

Transformative gender mainstreaming	Helped to mainstream youth, gender and key aspects social inclusion from design to actual program implementation.
Gender Integration training target CARE cohort members/Social Analysis and Action/Passport to Success/ Positive Youth Development/Male Engagement/Outcome Mapping/Disability Inclusion/	Social Analysis and Action that starts with personal reflection sessions/ It always reminds me of my personal biases on gender so I am trying to change so that i walk the gender equality I preach// Gender Integration training for cohort members has helped.
Training on Gender Analysis; Disaggregated list of young people by age and sex in Trust Spaces; Youth Participation Scale; CCA Analysis; Training on IAM HERE Approach; Training on WEE Approach; Training on Gender	With the training on Gender Analysis I got a global idea of how we can manage to identify all the concerns of gender inequalities within the community and see in what measures are possible.
Gender equality and mainstreaming	knowing well about gender is knowing more about development.
GDI training	Themes on equity, equality and diversity.
Social analysis and action	Looking at the norms and their impacts defines the damage issues of gender have to individuals and community at large.
Understand the young women rights (from YALI Network)	In this course, I learned about the advantages of including the women in work and public actions. I have understood the power of this inclusion. That enhance my consideration for the gender equity.
Social Analysis and Action. Make me a change agent	It helped me to embrace diversity in my work.
Gender Inclusion Diversity and Equity training	The training clearly explain how people with different backgrounds and culture could come and work together regardless of gender and his cultural background. It also explained how we are supposed to uplift the marginalized group so that they too can have equality
Positive masculinity	the way of acting and doing things taking into account the need. So, the man can help the woman in her daily tasks to move things forward because the woman works a lot and the man has to support her in certain tasks.
Capacity building GYSD	Integration of the GYSD principle into project activities.
Youth skilling	Changed the way l looked at the business sector.

We had used the We and I'm Here approach	What helped us to change our way of working was the fact that we could integrate gender into our approach by doing a good analysis of it.
Genre et leadership	Equity.
World Vision Bangladesh	Family work.
Integrating Gender into Programing	Taking gender into consideration during decision making and program.
Male Engagement	The engagement of Men in all aspect to reduce the work burden Women.
Mercy Corps facilitated Gender Champions training	I got a better understanding of when and where to use equality and equity.
Gender and PIM provision, GBV , Gender stereotype and Gender Mainstreaming	Very Successful, historically women are a particular vulnerable. They are subjected to multiple forms of Rape, Physical and Sexual Violence, discrimination, blame and verbal and physical abuse.
Sexual Harassment & Respectful Workplace Essentials	Always follow the policy.
Gender integration in programming	Be sensitive to improve gender integration.
GESI CLA	Strategic planning and thinking.
GBV and Gender Workshop	I have changed my behavior that can influence gender. I have to give equal opportunities to both men and women.
Social Analysis Action Training of Trainers	It taught about staff transformation first then community reflections.
Adolescents training on RH and nutrition	Both male and females help each other.
Mainstreaming gender equality for sustainable development	To implement gender analysis in a national context to conduct organizational assessments. Promote and communicate: to develop the business case for gender equality and women's empowerment to identify.
Gender mainstreaming	Every task gender sensitive.
Youth and Women Advocacy training	Through advocacy training I realized that there are many things that were hidden from the youth and women in relation to how they could participate in the different decision making and resource sharing in communities.
GESI	Deliberately ensured gender issues are in logical frame work activities and indicators measuring outputs outcomes and activities.

Gender equality training	A lot in supporting father to support mothers during breastfeeding and other household chores
Gender Equality and Social Inclusion Training, Feminist Capacity Building Training, Family Dialogue Tool, Community Decision Making Tool	I want to learn and perceive clear understanding of GESI integration that helps me to integrate overall project interventions.
Train WHDAs on IYCF.	Proper planning, how to give training? Budget breaking?, how many participants I have? By age, sex, and cost for perdiem, refreshment all this planned.
Gender Equity Diversity and Inclusion	Diversity and inclusion made me be able to accommodate everyone into development regardless of race, education level, sex and so on.
GESI alignment	It changed my thinking attitude to see and describe differently standing myself in the position of whom I am thinking.
The difference between Gender and sex, Gender mainstreaming, Gender and social development, Gender and youth analysis,	The trainings changed my attitude regarding gender and social inclusion so that it enables me to promote positive social norm and reduce negative norms both at house hold and community level.
Gender mainstreaming and Integration	Helps me to integrate gender during planning, implementation and monitoring of activities.
Gender Analysis and Mainstreaming	It has helped me grasp knowledge from the very beginning of gender definition and to consider women and children in planning, design, implementation, and operation of water supply and sanitation, as well as other livelihood and social infrastructure
HOCAI	Very useful in terms of conducting gender assessments.
Gender Concept and Gender mainstreaming by CRS, Ethiopia	I am equipped very well with the concept of Gender and Gender mainstreaming. This training makes me consider which gender issues in each activity is going to be implemented.
In my master's degree I directed my studies and research towards the gender approach	I have found tools to better understand the structural difficulty of access for women and young people to social and political rights and the exercise of these rights in everyday life.
GESI Analysis and PYD Trainings	GESI Analysis training improved my understanding of the different levels of analysis - Micro, Mezzo and Macro, while programs tend to focus on the micro level, both mezzo and macro levels must also be considered for practical recommendations.

Gender and Youth Integration Training	Basic Gender and Youth concepts; and then the tools for addressing gender inequality, youth vulnerability, and SGBV.
formation sur le program Girl-H et formation sur le VBG	Trying to be as careful as possible in the treatment of the sexes in terms of perception.
GESI	This resource is about making sure that all gender should have equality opportunity.
Training on Gender	Women and men have the equal opportunity in social valued goods, participation, decision making in our daily life.
Social Inclusion and Gender provided by VSO Kenya	A training topic on having a fresh start. This inspired and influenced my thinking on the need to ensure no one is left behind development matters.
Transformative gender training	Adapting our programs to be gender-sensitive.
Transformative gender training, analysis and development of gender strategies in a civil society organization	Adapting our programs to be gender-responsive and intersectional as well as using the youth participation scale.
women empowerment	Women Empowerment.
watershed committee training	Participation increases when training is provided for training participants.
Train CFSTF, KFSTF, WFSTF, Watershed Committees on project management, leadership and mindset change on sustainable long-term development, on Soft skills, on gender and women empowerment	Behavioral change for community leaders.
Gender mainstreaming	I understand about gender integration in my work.
GAYA	More attentive.
GBV Training - IRC	I started thinking about gender in all the planned activities and ensure that we have gender sensitive activities to include women and girls.
RI online training package on gender-based violence and safeguarding	Ensured gender mainstreaming through the program development, introduced new Women and Girl Safe Space programming, and so on.
Gender Integration and Mainstreaming training	The training capacitates me to incorporate gender and youth concepts into the health and nutrition component and also led me to advocate for the mainstreaming of Gender Equality and Mitigation of the gender ideologies in all DFSA/RFSA nutrition responses.

AD programing	The training made me realize that it is important to include all ages in programming.
Safe spaces , Gender and inclusion , Child protection	From these trainings I was able to target the categories of young people and which module to use for their situation.
Used our integration tool	I have now incorporated other purpose areas in my core work.
Safeguarding Policy	Awareness creation.
Leadership and gender	Management and leaderships.
Social analysis and action (SAA) conducted among men and boys, youth groups and men's collectives, multi actor platforms, Conduct gender dialogue sessions with religious leaders, traditional leaders, husbands, and other key influencers, Male Involvement i	The participation, as well as identification of participants to my routine activities, has been modelled by segregated representation of gender as well as youth.
Positive Youth Development	I tried to integrate the PYD processes into my work and to make sure that the partners did their best to work with the young people not as beneficiaries (low commitment,) but as collaborators.
Gender Mainstreaming	it helped me with a strategy towards realizing gender equality involving the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programs
Gender mainstreaming workshop	Ensuring all activities are disaggregated by gender to ensure inclusion. During the training I was made to understand the consequences of marginalizing gender and its effect.
Female head of household targeting is very prioritized	Select special groups.
Gender integration	Increasing the number of men women equivalently for addressing leadership.
CARE ACADEMY	I became more aware of gender and youth integration and I make it a priority in my work.
The gender guide to mainstreaming humanitarian action	This training allowed me to understand the importance of gender mainstreaming in all humanitarian activities, gender mainstreaming is a pillar for the success of our field activities.
Household Economy Approach	In household economy Approach (HEA) we collect from the communities household information on income and expenditure and

	provide result in terms of survival and livelihood protection deficits. Our understanding of information doesn't disaggregate by ender
Gender Integration	I used to guide integration of Gender in Livelihood and nutrition programs.
Gender responsive and youth focused training	It ensured gender equality and brought women to political and institutional leaders.
Gender and youth training	To increase Gender awareness in the community.
Positive youth development	Changed the approach, on how we used to implement.
Gender Based Violence /Psychosocial First Aid.	I would always prepare before going to work, understand the context and above all bear in mind the three principles of working with survivors of GBV (Safety, respect and dignity, then confidentiality).
GESI and Good governance Training	Training helped to increase participation in local disaster management committee and it support to institutional development.
Gender Analysis	After attending the gender analysis training, I came to understand that the participation of women and young people are equally important in every activity I carry out and that they need to be involved in every activity
Gender and Social Inclusion	The training provided the knowledge enhancement.
Mercy Corps' WEE tool (women economic empowerment), Mercy Corps' Youth Participation Scale, Care International's Gender Marker	Integration of women's economic empowerment aspects in gender activities, evaluation of the level of youth participation in interventions, evaluation of the gender marker according to approaches or programs.
Positive masculinity and women's leadership development	Enhancing women's skills and promoting joint decision making, women's participation in the management and decision making process.
Gender perspective and cross-cutting approaches	The very way of defining gender, the way of integrating it in projects and in the field.
Gender and social development (GSD)	Women and men should have equal opportunity
Gender Mainstreaming	The training enhanced my knowledge on the need to mainstream gender Equity policies in the day to day work, and to purposefully target the different genders in our programming with consideration of the resource and powers they possess.
Positive youth development (PYD)	Very useful.
Tops gender training	The training helps me to think about the equality means. It not about only woman empowerment but it means equal distribution

	demanding by the human (man, woman, child, youth, old age, and so on).
Gender equality in the society training	My concept is clear and I can apply it into action.
Training in CRS Learn	Enjoy working with young people and encourage them that they can do better.
Training on gender analysis, background resource Mharo project	After the gender analysis training, I know very well the fundamental concept of gender, the three roles in gender, and the gender analysis domain.
Gender Equality	N/A
Training on and development	Through support in setting up community structures with a gender perspective.
	Women's involvement in activities.
	During my project work i have integrate Youth (Male and Female) in agriculture technology as tools distribution women and men friend which use for income generation and knowledge for enhance agriculture productivity. Also linkage then with micro finance inGiven priority to joining of youth (Male and Female) in agriculture sectors for received inputs and knowledge.
Gender Integration, mainstreaming	Enable to develop gender and youth integration plan across all sectors, enable to assess the gap and intervene on addressing gaps.
Benefit sharing and conflict management among users	Through bylaw development and increase number of women in decisions making.
Gender Model Family facilitation skill	Facilitated successfully the GMF training.
Life skills, the four fundamental pillars of a couple or a household	The control of different groups that each have a particular opinion on gender and this opinion is unfavourable to women, men, youth.
Gender transformative approach and SRHR	During my field engagement on community mobilization and sensitization on gender roles for both women and men, girls and boys.
Gender in Emergency and PSEA	I have started to include the gender dimension in assessing needs and reporting on project achievements and I also became aware of PSEA and started to be alert to make sure that SEA did not happen in the projects I am working on; I used gender assessment.
communities in practice	I understand the 360 degrees role of gender integration.

Gender integration in project cycle management	it helped me to integrate gender in different sectors.
gender integration	Very useful.
change maker	Behavior.
Gender training	Gender equality.
Gender integration	All activity conducted in the eyes of gender integration.
gender mainstreaming	We have gender integration plan.
Household Dialogue	Got handbook and manual.
Internal IMC training on Gender Equality	Looking into the staff structure and promoting female colleagues into management positions. Employment of appropriate staff based on the programmatic approach. Engaging girls and boys in needs assessment, and so on.
PYD, Inclusion social, Leadership et genre	The training allowed me to have an equitable vision on the gender issue and helped me to leave my traditional perception on gender equality.
Gender Equality Diversity and Social Inclusion Reflective Practice	It helped me to understand the place of preparedness of the team to integrate GESI into their work. It also opened my eyes to see that this is not restricted to only program managers but inclusive of upskilling operational or support team members
PYD training	Helped me to think through HOW to include different groups, HOW to think from another perspective.
GENDER & GBV	We do meetings with young people.
Gender-based training	I no longer underestimate the ability of female colleagues, I consider them to be as good as us men.
Gender equality and social inclusion	Support to bring grocery, vegetables and other stuffs.
Gender integration plan and Gender analysis	We have integrating gender in our development planning, and every activity has to be implemented in accordance with that plan. So, we make sure that our development activities have benefited man, woman, boys and girls.
Gender mainstreaming in development work	The training helps me to considered gender issue in planning, monitoring, evaluation and reporting of activities.
Youth Empowerment	Include youth in targeting.

GALS, GBV in Agriculture, etc.	Facilitated deeper reflection as well as offered practical entry points for integration.
Women Lead in Emergencies: Evaluation and Project Evidence	Integrating gender in emergencies.
SG/GESI training	The way of thinking and practices.
Monitoring system	Business operations by keeping track.
Gender mainstreaming and Gender audit	I have been gender sensitive while I plan, implement, and monitor activities.
GESI training	Change or minimize the discrimination to dalit community.
Gender, Protection and Safeguarding	Add the notion of positive masculinity and female leadership.
Participation and inclusion of people with disabilities in humanitarian actions	This has enabled us to broaden our understanding of disability and how to identify them for inclusion.
Safeguarding	Change in my ways of approaching the issue of gender, inclusion, equality and equity.
Gender mainstreaming	Considering gender issues in planning and implementation of any projects.
SCI Gender Course	The emphasis was on gender mainstreaming in all Save the Children's Work. This include to putting in place M and E systems that are gender sensitive.
Gender issues	As an extension worker I always mainstream gender when selecting groups. This is important because there are joint decision to be made.
BHA R/DFSA Gender Workshop	Critical discussion amongst key IP staff, BHA and county gvt officials, leading to heightened collective awareness and greater appreciation of how such key concepts and ambitions translate in our particular complex programming contexts.
Gender Equity and Diversity Inclusion	Clear definitions and models to use in Gender Programming.
GESI First	After the training we started see all our work GESI lens.
Gender Inclusion Training and Analysis	Had to adapt meeting times and frequency with communities after going through the gender analysis.
Gender model family Approach	Usually male did not cook and bake at household chores so we use resources to show that men practice making coffee and baking bread in front of the community, with men.

Gesi related advocacy and campaign training	At my house I sat with my wife, children, and parents and decided to have proper workload distribution, household benefit sharing (including the money earned). I started changing myself so that I can save time and can invest to reduce the workload of my wife.
Gender integration training	The training was good, able to know how to integrate my list of work with gender.
Gender Analysis of Past RFSA- Ethiopia and Malawi	The approach to gender integration.
GESI Training	My perception about the women changed and I started to treat men and women equally.
Gender mainstreaming and integration training short term training and Gender and development course	I got knowledge on what does gender mean? How to integrate gender and youth in development and emergency programs; How gender and youth sensitive M&E plan can be developed and practiced; How to do gender analysis; who are youth and how youth sensitive they are
Youth Integration Strategy	Integrating the youth in my work.
YPAT	Used the resource in planning for analysis of a program intervention. The tool was very useful and the training allowed an opportunity to practically apply the tool and ask its creators direct questions.
Positive Youth development and Social Analysis and Action trainings	Understanding different levels of participation resulted in improvement of youth engagement strategies.
Trusted space	Thanks to the training, I am now aware of the subtlety of the gender approach in my work. I have become more sensitive to this aspect
Gender mainstreaming training, Gender and Development	Ye,s it is helpful for day to day development activities and without female participation any activity is useless.
GESI Facilitation Skills training and also tweaked the BRIGE Guide to facilitate sessions on gender	Gained inclusive facilitation skills that ensured men and boys understand the importance of women and girls having equal access to opportunities and resources.
Social Analysis and Action (SAA), Gender Equity Inclusion and Diversity (GEDI)	Was able to mainstream gender in my work.
PYD, formation sur l'intégration du genre, formation sur la VBG, etc.	New knowledge and experience.

Age, Gender and Diversity Approach Training	How it is important and how inclusivity can be achieved from design to implementation, monitoring and evaluation of projects from the perspective of gender, age, disability and other factors.
GESI	Policies knowledge and adaptation.
GEDI	Basic concepts of GEDI.
Gender Integration Toolkit, Pro-pack Gender Checklist	Review of each activity approach to reflect if it's gender neutral, blind, transformative, and so on.
GESI training	The GESI training was done to share the approaches to gender and social inclusion in all programming work. In the communities we serve, gender is a topical issue as women and young girls often suffer marginalization.
M&E and Gender Course on the Global health elearning centre on https://www.globalhealthlearning.org	I have always sought to understand how our programs impact on the various categories of men and women, boys and girls by collection SADD and exploring deeper analysis using that information.
Women and youth integration training	Helped to attentively attend to whether gender and youth issues are included across the project sectors.
Gender Transformative Training	Yes.
Safeguarding And Gender equality and Inclusion	Some What its help me in order to mainstream the issues to all program.
Gender equality and social inclusion training	It changes my daily work while I communicate with the staff, stakeholders, during program staff selection, proposal development and project monitoring.
Gender mainstreaming	It was very useful while we implement the activities
Training of trainers on gender mainstreaming in emergencies	The IASC tools allowed me to have a global overview of the analysis rather than focusing on one theme at the risk of leaving out other quite important information.
GESI Analysis training, Gender Facilitator Champion training	Ensuring all MEL system designs (e.g gender sensitive indicators) for program adequately integrates gender, equity and social inclusion.
Gender Integration Planning & Implementation	I got basic concepts about Gender Concepts, how we integrate it with my component and how could I organize data for reporting.
GAM	To include gender mainstreaming at proposal.
Executive Certificate (CAS) in Gender and Development 2021, Equitas and PYD. Resources: intersectionality, gender	Revision of analytical tools: gender mainstreaming plans in project components with more guidance on the choice of resources and their

institutionalisation web, gender research methodology	adaptation to the contextualized gender considerations of each intervention. Staff retraining.
Chap. I know about Gender, 123; Chap on gender equality and feminism; Comprehensive sexuality education for the prevention of gender violence; Care for victims of gender-based violence.	It has led me to a constant questioning about the scenarios, actions, opportunities and challenges that impact girls - boys and women - men differently.
fhe	I have broad concept about the gender mainstreaming and managing my life beyond to these perspectives.
Integration of cross-sectional protection	When a community latrine is built without taking into account people with special needs.
Kayser et al (2019) WASH - Measuring Gender Equality and Empowerment	The need to acknowledge the pivotal role of women and girls in the procurement and management of water, sanitation, and hygiene.
Gender and youth mainstreaming in development sectors	After the training, I realized that whatever quality development project we implement, we can't meet the anticipated outcomes without gender and youth consideration. I would say the training has greatly changed my attitude and overall leadership style.
Gender in agricultural Value Chains and gender integration planning	Intentional actions taken activities to be gender transformative
Mainstreaming of Gender Equality in Food Security and Livelihoods	I changed my daily worked in that I got to understand that Women, girls, men and boys have different needs, I became gender aware in my programming in my targeting approach.
GBV mainstreaming plan- UNHCR	After the training, I started thinking more about integrating the youth group in the implementation or targeting of most of the program's activities.
GBV mitigation in Emergencies + CMR/IPV trainings + SRHR for Adolescents in Emergencies	They give hands-on knowledge, training material and implementation and assessment tools to use.
Positive Youth Development	The resource opened my understanding on youth programming.
Gender Integration Training	I have considered the gender integration from targeting until reporting.
Gender Analysis Mainstreaming/Programming; Human Rights Education Associates	Introduced to the aspect of working with target audiences to design program interventions. Also, learnt the art of ideation, and co-creation working with project participants. Always conducting gender analysis and generating gender actions plans.

Gender inclusion in the workplace training	We are ensuring that at the workplace all spaces provide for both genders as per their specific minimum requirements.
Gender mainstreaming training	I undertook that in whatever program we offer, women must benefit as much as men, the same to boys and girls including people with disability.
Gender Equality	It changes the understanding of gender in our community.
Gender Integration and Mainstreaming	It helps to work my day to day program activity by considering the gender and youth issues.
Various IRC gender policies, tools, and trainings	It brought clarity to the specifics of how we can integrate gender into our work.
Gender mainstreaming, Gender integration, ...	It eased my daily work to ensure gender transformation.
Gender mainstreaming, gender audits	Making gender considerations in targeting of project participants and assessing access to and effects of our interventions on gender dynamics.
CRS WEBINARS	We are now using the CRS Gender for SILC GTA Transformative approach to promote gender equality in SILC ab farmer producer organizations.
Protection mainstreaming course - PIN	I had a more comprehensive understanding of gender related barriers that impact the access of beneficiaries to assistance which I worked with my team on elevating by revising the design or protocols of activities.
Gender Analysis, Gender mainstreaming and auditing	It helps me to bear in mind about gender related concepts in all matters of planning and activities implementation.
Gender Equity Diversion and Social Inclusion (GEDSI)	Improved targeting criteria development, gender sensitive tool development.
Gender	Inclusion strategies in community development programs.
Participation of young people in the country's decision	Understanding the role of young people in decision making, listening to young people, communication among young people.
Gender and Youth Strategy Development	Involved more the Gender and Youth cadres in planning and implementation of activities.

Gender Training as part of Program Management in Mercy Corps	I started viewing gender from a wider view i.e., boys, girls, women, and men instead of just women. I was able to understand how to conduct gender assessments and analysis. I understand key gender terms and concepts
Gender mainstreaming training, Gender transformative approaches training	I learnt how to always use a gender lens in all the activities that i do, for example considering to serve a pregnant and lactating woman and other vulnerable populations as priority.
IASC Gender Handbook for Humanitarian Action, CRS Global Gender Strategy	Targeting, communication, and access for emergency response planning and implementation.
Gender mainstreaming training by CARE International	I am now better educated on being intentional about understanding gender norms, gender-sensitive, gender-transformative, gender-exploitative, gender-blind programming.
Gender and inclusion analysis methods, gender integration and mainstreaming, women empowerment and related concepts, social inclusion and dynamics, youth integration and empowerment	I have started integrating Gender and inclusion concepts within our program.
I don't remember	I planned and worked hard.
Gender Transformative approach	Ensure strict monitoring of safeguarding policy and procedure within field team.
Positive Youth Development	Adjusting programs to youth needs and capabilities.
Mobilization of youth for participation in development activities	Youth require youth specific mobilization strategies.
ADCAP ToT	Implemented my learning in real scenario, and tried to be more inclusive.
gender and youth mainstream workshop	It helps to integrate each activity as gender sensitive
ACT for Impact Gender Training/ Gender Minimum Standards ToT	I am more aware of gender dynamics, and the importance of collecting and analyzing SADD.
PYD, Life Skills	I learned how to take into account the four pillars of PYD and the application of life skills for adolescents and young people.
Cannot recall all of them, have done GEDSI/GESI trainings on CRS, MC, and UNICEF training platforms	It's helped me mainstream gender in my daily activities, when relevant, but particularly when reviewing technical documents.

It was a gender transformative course, seeking to engage men and boys but changed the way I understand gender overall. The course was developed by Concern Worldwide and Sonke Gender Justice and called 'breaking the barriers'	It gave me a more profound understanding of gender and how we are impacted by gender norms/roles. It made me focus more on working more with our staff to question our own behaviors and perceptions.
Gender Equality Mainstreaming in Food security and livelihood.	That engaging Men as partners to achieve gender equality is a key approach because most times interventions target women only and Men feel completely left out and this increases women exposure to domestic violence from the partners or community members.
GBV and youth volunteerism management	Supportive materials
Youth dynamics	Appreciate youth
PYD	Clarity of different youth needs, intersectionality, participatory nature of youth engagement, need to address agency, relations and structures/enabling environment; three lens approach(as beneficiaries, partners and leaders).
Lifeskills	Recognize your shortcomings and not repeat them in the future. Aim for goals and have a vision.
Gender Champion training	Ensuring equity and equality in programming.
Inhouse gender equality, disability and social inclusion (GEDSI) training	Now use gender considerations in proposal development and can correctly identify disability.
Gender Mainstreaming, Gender Learning Workshop	The gender analytical framework and domain of gender issues along with the minimum standards for gender mainstreaming are helping me to identify and address the gaps during program designing to integrate.
Asian Gender Trainers network program	We discussed a lot in non-binary at that time, so it changed my approach to include them in any platform.
HeforShe approaches	The male staff understand the benefit of gender equality and mainstream gender for their work.
Training on gender and positive masculinity	I have learned to give boys and girls equal opportunities in education, and in carrying out household activities.
The 6 Domain Framework	Provides an easy to use framework from which to assess barriers and gaps in programming.

Child Module	It was provided the tools and methodologies to use in the field to promote child participation. so now I'm doing so.
Gender, youth and development	More understanding of the gender dimension to better integrate it into the implementation of environmental activities, in particular FFW and ACT.
Make Me a Change Agent	Using the tools and facilitation technique in program interventions and trainings.
Gender integration	Intentionally integrated gender in my program planning and implementation.
Community of Practice	Selection of participants and community agents.
Positive youth development training	My perception towards young people and how I engage them is influenced by my understanding of PYD.
Training on gender mainstreaming and youth inclusion	From this training, the organization was able to integrate young people in the elaboration of different projects by giving them the space to make decisions. And also from this training, we have acquired the need to promote leadership.
Training on Gender	I tend to consider gender category when working with other people.
profound stress and attunement	the training focused in the gender focused in understanding the brain, development, values and self-awareness in understanding the youth developmental needs in addition to focusing on Males and boys as not only women and girls and reflection
Gender mainstreaming	Knowing that gender is different from sex has allowed me to see different groups differently and to pay particular attention to those who are under- or unrepresented in the implementation of my activities.
Asia Pacific Youth Exchange Program(APYE)	Youth engagement in designing solution addressing SDGs goal.
Men engagement, GBV referral linkage, youth soft skill training, women communication skill training	Connecting to local and practical sessions
Gender integration and mainstreaming	I am focused on youth, and both male and female household counselling parallelly to change the behavior of good nutritional feeding practice.
the gender and youth consultation for the Zimbabwe RFSA led to including	Recognition of USAID/BHA willingness to include adolescents and youth in the program scope.

more adolescent girl inquiry in the health formative research study.	
Gender and Development	Including gender sensitive approaches into our work.
Gender Analysis	Gender equity and empowerment, decision making, and so on.
Gender positive norms	I change by seeing what seems negative in ordinary sense into a positive sense.
Different Needs Equal opportunities	The training enlightened me on the need to put various perspectives into consideration when making decisions and not to generalize
Gender and development training	Gender mainstreaming as far as possible in program management, choice of actors at community level, and so on.
Training on prejudice	In my new approach to community mobilization I rely on community leaders to influence the inclusion of marginalized groups in community decision-making.
Gender Mainstreaming and Budgeting	To deal with government.
Gender mainstreaming	Differentiated gender integration with gender mainstreaming in that gender mainstreaming is about policy change that outs gender as part of every activity.
I participated in training as part of a project I worked on several years ago that included an integrated gender component.	In that project, it helped me consider differently how we could get men more involved in nutrition activities.
EASE Manual. To the Safe Side. GEDI Workshops.	I joined the women at work network in my organization, I focused more on gender mainstreaming while reporting and inputting to program/proposal design.
It was a training on Young African Leaders Initiatives (YALI)	I received this training of YALI before integrating SCI, I came to the organization with the knowledge of this training and ever since I have an interest in youth activities in my daily work. I introduced an adolescent activity to my work.
Lifeskills base and lifeskills plus	The practice of visioning in life, enhancing leadership capacity.
Gender and Development - MSc course	Demystify gender stereotypes against both men and women, that hinder their participation in development initiatives.
Training project staff on gender concepts	I am keen to check activity reports ensuring that gender issues are addressed and reflected in the reports.

Online	Gender issues: as an Operations staff who is involved in recruitment and procurement, we have incorporated and applied gender related issues to the selections process.
Gender Action Learning Systems (GALS)	The participatory nature
Gender Mainstreaming Training	It was about how to integrate gender issues in to project activities.
Gender Integration planning	The training helped me to consider gender integration in each intervention by identifying the level of integration that can be made. Included are gender accommodating and transformative (from gender integration continuum).
Gender master training	I learnt that it was important for me to change the way I look at gender before I could convince communities to change.
FTF Volumes 1 and 2, USAID PYD training (In person and online)	Learned to incorporate youth participation at every stage of design and implementation, understanding consideration of diversity of young people, and the need to diversify approaches and delivery of interventions, and so on.
Social Analysis and Action	The approach to conducting meetings changed to community centered when trying to address or challenge an issue that affects the community. The training focused on staff transformation and tools to use when facilitating meetings.
Gender Mainstreaming	Introduced gender sensitive tools for data collection.
GESI	Before I was thinking that gender is about sex, also that when saying about gender is only the equality between women and men.
Transformative approaches to gender norms	Integration of gender equity in the planning and implementation of project activities.
Gender Practitioners Collaborative-Gender Minimum Standards; many Mercy Corps trainings; many other toolkits over the years	Influenced my attention and prioritization in proposals, and in MEL work, as well as support side- HR recruitment for example.
Mercy Corps's	Get a systemic framework.
GESI Induction Training for USAID Nawiri Staff	I am more aware about the gender differences to take into consideration while planning activities.
FFBS, SAA, GCVCA	Women, men and youths participation is vital.
GAYA	Leecalloo

Gender Transformation and youth involvement in social inclusion	I started analysis my work through GESI perspective.
Masters in Gender studies	That when planning activity, I now consider the gender needs of my participants.
Too long ago to remember the name	We made an internal reg that all community & youth groups had to have 50% female participation. We realized that we had to lock-in certain steps upfront.
Training on unconscious bias and GBV	At first I thought that gender is about favoring women/girls to certain opportunities, but after the training I understood that this was not the case.
MC MSD for employment training	I learnt about a new technical area and way of thinking that I hadn't ever experienced before. Used those tools and concepts and applied them to my program.
Social Analysis and Action	Involve male and female staff.
various internal trainings	integrating the gender dimension in MEL work.
Seminar on GDI	Meetings with civil society actors to identify women's organizations and how to make them understand what my organization is
GESI Training Materials	Observe GESI data, analysis from GESI aspect.
Gender mainstreaming in humanitarian action (Cross-cutting protection)	The selection of daily workers is gender-sensitive.
Training on gender and inclusion	Integrating gender and protection aspects during the implementation of activities.
Implementation of household dialogue tools	We have been able to understand in quality of workload at the HHS level after the Implementation of household dialogue tools.
Gender assessment	Sharing of approach and information about gender.
I received Training on GAM and i used GAM in my previous organization ACF Bangladesh. I also have training on Gender Mainstreming. I had work Experience in Gender mainstreaming project and also have relevent trining from gender Hub, UN women.	In my daily work now I think about all gender before that training I thought gender mainstreaming is all about women focused program. Now i know it means integration.
Gender Equality and Equity	Give priority for gender issues

Gender Norms and barriers	I realized that what a man can do, a woman can as well do putting emphasis on sex and gender roles.
The CARE GED Training and CARE PSHEA training	My work is a function of the CARE 2030 strategy that places women and girls at the center of all that we do. Therefore, I review material and content of reports, proposals and communications through a gender lens.
Youth Excel	YES
Gender In Humanitarian Action	Its focus on excluded groups of women eg. women from rural areas or from ethnic minorities.
Gender and Social Inclusion	It helped me to become more inclusive in my work.
Gender training	Mainstreamed gender in all participant selection.
Ending child marriage	To always consider the role of youth in an activity.
Gender training in LINCS Program	simply the course support us to provide a new description, and definition to Gender for the local communities.
GESI orientation	Helped me internalize program design should consider the voices of all socially excluded and vulnerable groups in addition to women.
Gender Equality Policy	Always verify in the registration of participants the number of NN and women and men and seek equality.
Gender involvement in SPICES (Audit)	Group work sessions to reflect on the application of gender. In other words, giving voice to and considering the inclusion of women at the community level in meetings with cooperatives.
Foundations in Resilience course, differential vulnerability section	Gender goes far beyond men and women and numbers- it also touches on norms, practices, disabilities, education, asset ownership, place of residency and many others.
Jobtech Training	It made me look at both the supply and demand side to youth employment and skills development.
Learning on food security COVID-19 and others	We have used adaptive management approaches, such as scenario planning, to make difficult decisions in uncertain times.
GESI	Gender Equality and social inclusion.
SAA	theoretical work, group work, field work, practical work, monitoring the implementation of the AAS.

I attended workshops organized by the Youth and Livelihoods team of CARE USA	It helped me to better consider/include gender and youth in the program M&E plans (i.e. specific indicators, surveys and studies, and so on).
Gender and differential vulnerabilities	Understood that men, women and youth are not affected the same by shocks and stresses. Had to document how all the different groups are affected during community visioning process and the information informed gender and youth programming.
The gender-based violence (GBV) training has made a significant difference in supporting and aiding survivors on a personal level	Through this training, trainees were motivated to make peace with themselves and stop blaming themselves for being verbally harassed.
Community entry point	I started disaggregating data based on gender.
Genre et Leadership	Gender mainstreaming in the workplace encompasses many aspects related to the effectiveness of equality and equity in the workplace. With regard to gender mainstreaming in projects and programs, it is important to assess the level of integration of gender equality in the workplace.
GBV	Training.
Gender and Social Inclusion Analysis	Integrating gender lens and social lens into resilience programming.
Positive Masculinity	Gender equality is not just about sensitizing women on their rights. It is also about engaging men and boys to act as agents of changes in that matter.
Training on GESI	By always having a look at the gender aspects to be integrated in the development of the activities.
	Capacity building of partner CSOs on gender analysis, conducting gender analysis at the community level, capitalizing on the results of the gender analysis to conduct advocacy.
Lifes kill for success and business management training for youth especially for young women	Targeted young people are easily engaged in self-employment using their small resources.
Gender policy, ENA course, gender mainstreaming	It helped me a lot, by giving me a clear demarcation and the possible determinants and the solution of those determinants.
Gender and Youth Inclusion Strategy Development	Realized that the risk of high mobility of youth is a benefit in terms of bringing remittances to households.
EFSL check list	Take care about all single things about gender in the community.

gender mainstreaming	The training guide me how to integrate and mainstream gender.
Gender e-learning course, World Vision	As gender lead, the training helped me to improve my gender lens especially by focusing on the most vulnerable women, girls, men and women. In the context of Burundi, most vulnerable groups include minority groups such as the indigenous Batwa community.
safeguarding	The SG training, I took is a set of polices like Gender equality PSEAH,social inclusion , child protection and organization code of conduct and this really helps me to better organize my team.
gender disaggregation	Create awareness on gender equality.
The involvement of young boys in the fight against GBV	The programmatic activities that were previously carried out in a targeted and specific way have turned into a much more participatory and integrated approach.
Care protocol for victims of Gender-Based Violence.	Understand the importance of selecting candidates who believe in the gender approach and practice it.
RIO training on drafting the gender mainstreaming and youth engagement strategy	I have improved my way of looking at things, through capacity building, we facilitate training on women and youth participation in community decision making, equal access to resources and opportunities.
PYD training, UNICEF Intersectionality webinar, Gender MOOCS, Guidelines for Working with Young People in Humanitarian and Protracted settings (IASC).	Resources provided consistent way to communicate about youth participation and practical tools and resources to do so.
disability inclusion training	Programming for reasonable accommodation and meaningful inclusion of people with disabilities.
Protection mainstreaming	Gender with different age categories have specific needs. Therefore, I ensured that services provided to clients improve the safety dignity and avoid causing harm. in addition, people also easily access the assistance without any barriers.
GBV training	It was all about gender equality, mainstreaming and equal opportunities.
Program management at MC	Learning the difference between integration and mainstreaming in both humanitarian, and resilience programs.

Gender & Youth Dialogue, Youth Vocational Training	The need to create meaningful opportunities and platforms for all genders especially female youths due to effects of harmful social norms that tend to suppress them.
Gender equality, equity, and Analysis	Gender equality.
Mainstreaming gender in humanitarian interventions	Employment methods, data collection procedures.
gender integration	.
Gen Cap- Gender and age marker	From awareness raising and capacity building, it allows you to identify elements that previously went unnoticed about the participation and integration of an intersectoral approach.
PYD	How to consider vulnerable targets focusing girls and women denied of access to opportunities.
GAYA	
Gender Mainstreaming, GOG, GMF.....Etc.	The training and gender outreach tool has been very critical to change the communities awareness.
GESI and social inclusion	Training help to deliver the inclusive program.
Gender equality	Visualize all people with the same rights and duties.
GENDER ANALYSIS TRAINING FACILITATED BY GWI	How to conduct a gender analysis, intersectionality, gender mainstreaming and integration.
Training on gender, training on prevention of gender-based violence, protection, social inclusion, learning about the Ladder of Youth Engagement in Community Activities, consequences of pregnancy and marriage	I have improved my way of looking at things, through capacity building, we facilitate training on women and youth participation in community decision making, equal access to resources and opportunities.
Gender Issues	I fully understood the term Gender and the contents in it. Tool provided by World Vision Gender issues.
Gender Mainstreaming	Consider gender issues during planning, implementation, monitoring and reporting.
Gender and youth lead programing	We have increased the female inclusion on the program participation from 5% to approximately 40%.
Mercy Corps' Y-Engage Initiative	The practice of meaningful engagement. I have been able to look for ways to improve participation in program activities using SADD

	measurements, look for ways to improve youth-led initiatives and increase adult-youth engagement for the purposes of transfer.
red cross elearning	I realized groups have different needs which needs to be taken into account.
Positive Youth Development; Youth Engagement Framework	Learning, pilot, scale up.
Gender-based violence in emergencies	This training gave me a good understanding of the different basic concepts of gender equality.
Several	A greater understanding of the difference between fairness and equality. Intention to create inclusive work environments.
SAA, Men Engaged, GED, CVCA, Gender Marker etc...	Train women on leadership to participate in decision making. Require a quota in recruitment. Implement and evaluate the gender action plan. Adapt some training sessions to appropriate times for women.
Gender mainstreaming Training	Create Enabling Environment like give opportunities for women/Female during recruitment, Mainstreaming Gender in our program Design and increase Number of participants in different Trainings, Economic strengthening activities.
Minimum Gender Standard Training	I am able to define what is Gender equity.

Annex 4: Composite Variable Breakdown

The table below shows the variables that were merged, and scores aggregated to comprise the composite variables.

Composite Knowledge Variables	Merged Survey Items	Reporting Groups
Knowledge of implementing staff on gender & women's empowerment (KNOW1)	B1.2 Gender equality B1.3 Gender equity B1.5 Women's empowerment B3.4 Engage men and boys in gender equity programming KNOW1 = B1.2 + B1.3 + B1.5 + B3.4.	Managers & gender and youth technical staff
Knowledge of implementing staff on gender integration/ mainstreaming including donor policies (KNOW2)	B1.13 Gender integration/equity continuum including gender harmful, neutral, responsive, transformative. B2.1 USAID Gender & Women's Empowerment Policy B2.2 ADS 205 Integrating Gender Equality and Female Empowerment in USAID'S Program Cycle B2.3 Gender Requirements in USAID Bureau for Humanitarian Assistance's Emergency Application Guidelines B2.4 Laws and policies on gender B2.7 Best practices on gender inclusion KNOW2 = B1.13 + B2.1 + B2.2 + B2.3 + B2.4 + B2.7	Managers & gender and youth technical staff
Knowledge of implementing staff on PYD and youth programming (KNOW3)	B1.9 Positive youth development (PYD) B1.10 Youth-led programming B1.11 Youth-relevant programming B1.12 Youth-focused programming B2.8 Best practices on youth participation KNOW3 = B1.9 + B1.10 + B1.11 + B1.12 + B2.8	Managers & gender and youth technical staff

Knowledge of implementing staff on youth integration including donor policies (KNOW4)	B2.5 USAID Youth in Development Policy and its 2022 Update B2.6 Laws and policies on youth KNOW4 = B2.5 + B2.6	Managers & gender and youth technical staff
Knowledge of implementing staff on gender and youth context adaptation (KNOW5)	B3.1 Adapt programs to the local gender context. B3.2 Apply youth programming frameworks to the local youth context.	Managers & gender and youth technical staff
Knowledge of gender and youth tech staff on gender & women's empowerment (KNOW6)	BB1.2 Gender equality BB1.3 Gender equity BB1.5 Women's empowerment BB3.4 Engage men and boys in gender equity programming. KNOW6 = BB1.2 + BB1.3 + BB1.5 + BB3.4	Managers
Knowledge of tech staff on gender integration donor policies (KNOW7)	BB2.1 USAID Gender & Women's Empowerment Policy BB2.2 ADS 205 Integrating Gender Equality and Female Empowerment in USAID'S Program Cycle BB2.3 Gender Requirements in USAID Bureau for Humanitarian Assistance's Emergency Application Guidelines KNOW7 = BB2.1 + BB2.2 + BB2.3	Managers
Knowledge of tech staff on PYD and youth programming (KNOW8)	BB1.9 Positive youth development (PYD) BB1.10 Youth-led programming BB1.11 Youth-relevant programming BB1.12 Youth-focused programming BB1.13 Youth-relevant programming KNOW8 = BB1.9 + BB1.10 + BB1.11 + BB1.12 + BB1.3	Managers
Knowledge of tech staff on gender and youth context	BB3.2 Adapt programs to the local gender context. BB3.3 Adapt programs to the local youth context.	Managers

adaptation (KNOW10)	KNOW10 = BB3.2 + BB3.3	
Composite Practices Variables	Merged survey items	Reporting groups
Practices on gender equity & equality (PRCT1)	G1.12 The project includes enough staff focused on gender. G2.1 programs identify how gender roles may affect people's capacity to engage in project activities. G2.4 Project teams make accommodations/adjustments to roles and policies accordingly to ensure gender equity in all office efforts. G2.6 Managers assess capacity of partner organizations regarding commitment to gender and youth inclusion before collaborating. G2.7 My organization has protocols to guide staff response to risks as a result of a participant's gender. G4.1 Our organization has a written equal opportunity policy. G4.2 Our organization has policies in place to help staff to care for people who live in their households who depend on them for support. G4.3 Our organization has a policy in place on the prevention and punishment of harassment, including sexual harassment. G5.1 Our organization's staff is made up of an equal ratio of women to men. G5.2 Male and female staff participate equally in our organization's decision-making processes. G5.4 Women are equally represented among the organization's senior management team. G5.5 Gender-related questions are included in job interviews to understand candidates' gender-related attitudes and experience and hiring decisions are made accordingly. G5.9 Our organization's leadership/ senior managers take gender equality seriously.	All

	PRCT1 = G1.12 + G2.1 + G2.4 + G2.6 + G2.7 + G.3.3 + G4.1 + G4.2 + G4.3 + G5.1 + G5.2 + G5.4 + G5.5 + G5.9	
Gender M&E (PRCT3)	G2.9 Monitoring and evaluation tools collect data on gender equality. G2.11 The monitoring and evaluation system includes gender sensitive indicators to monitor change in gender disparities. G2.12 The impact of our projects on gender is evaluated. G2.13 Gender-related lessons learned and good practices are systematically gathered, documented, and shared during and after program implementation. PRCT3 = G2.9 + G2.11 + G2.12 + G2.13	
Gender design (PRCT5)	G1.2 There are gender-appropriate safe spaces for program participants. G1.3 Program/activity design and implementation are informed by data about gender equality in the local context. G1.6 The program team reviews the gender analysis during the project cycle and adjusts activities accordingly. G1.10 The project includes a budget for activities focused on gender. G1.14 The project has a risk management plan to address risks as a result of program participants' gender (such as GBV, increasing women's workloads) G3.6 Staff members have access to tools that assist in gender integration for program planning. PRCT5 = G1.2 + G1.3 + G1.6 + G1.10 + G1.14 + G3.6	
Youth Design (PRCT6)	G3.5 Staff members have access to tools that assist in youth integration for program planning. G2.3 Programs adapt activities to support youth participation and engagement. G1.4 Program/activity design and implementation are informed by data about the situation of youth in the local context.	

	G1.7 Program design was informed by a youth analysis. G1.9 The project addresses barriers that youth may face to their participation in programming. PRCT6 = G3.5 + G2.3 + G1.4 + G1.7 + G1.9	
Youth M&E (PRCT4)	G2.10 Monitoring and evaluation tools collect data related to youth participation and engagement. PRCT4 = G2.10	
Practices on youth participation (PRCT2)	G5.3 Youth are equally represented among the organization's senior management team. G3.4 Youth integration is part of the scope of work detailed in my contract/position description. G1.11 The project includes a budget for activities focused on youth. G1.13 The project includes enough staff focused on youth. G2.2 Programs identify how responsibilities and obligations related to age may affect people's capacity to engage in projects. PRCT2 = G5.3 + G3.4 + G1.11 + G1.13 + G2.2	