YOUTH AND GENDER ANALYSIS TOOLKIT
Tools for Economic Growth Activities

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Positive Youth Development (PYD) engages youth along with their families, communities, and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.

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Photo: Young woman working
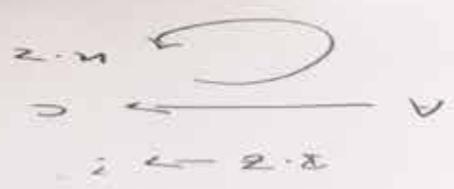
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ACRONYMS AND ABBREVIATIONS

ADS	Automated Directives System
AWEF	Arab Women's Enterprise Fund's
CDCS	Country Development Cooperation Strategy
CRIDF	Climate Resilient Infrastructure Development Facility
CRS	Catholic Relief Services
CYM	Community Youth Mapping
DEC	USAID Development Experiences Clearinghouse
DFSA	Development Food Security Activity
FGD	Focus Group Discussion
FSDZ	Financial Sector Deepening Zambia's
GBV	Gender-Based Violence
GenDev	Gender Equality and Women's Empowerment
GESI	Gender Equality and Social Inclusion
GIDA	Gender and Inclusive Development Assessment
GSCA	Gender-sensitive Conflict Analysis
ICT	Information Communications Technology
ILO	International Labour Organization
IP	Implementing Partners
LEO	Leveraging Economic Opportunities
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex
LMA	Labor-Market Assessment
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MENA	Middle East and North Africa
MSD	Market Systems Development
OVC	Orphans and Vulnerable Children
PDD	Project Development Document
PLHIV	People Living with HIV
PYD	Positive Youth Development
SDC	Swiss Agency for Development and Cooperation
SOW	Scope of Work
TAAP	Transforming Agency, Access, and Power
TVET	Technical and Vocational Education and Training
UNCTAD	United Nations Conference on Trade and Development
USAID	U.S. Agency for International Development
WEAI	Women's Empowerment in Agriculture Index
WEE	Women's Economic Empowerment
WLSVA	Worklinks Skills and Values Assessment
Y-AP/E	Youth-Adult Partnerships in Evaluation
YLMA	Youth Labor Market Assessment
YPAR	Youth-led participatory action research

Photo: Shutterstock
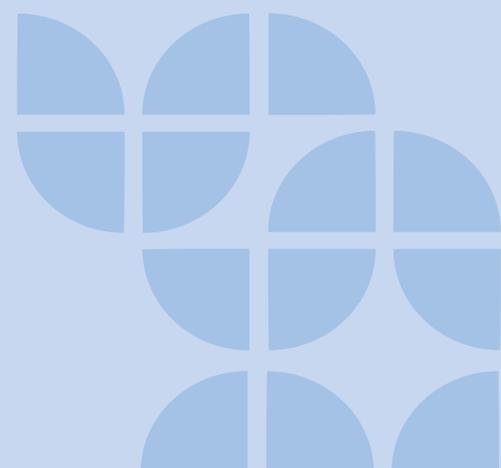
I. Introduction

Background

This Youth-Focused Gender Analysis Toolkit provides the U.S. Agency for International Development's (USAID) implementing partners (IPs) with guidance and tools to help ensure that youth- and/or gender-focused analyses during the start-up phases of economic-growth activities[1] adequately capture the constraints and opportunities faced by young women.

USAID's YouthPower2: Learning and Evaluation (YP2LE) activity, with funding from the Office of Gender Equality and Women's Empowerment (GenDev), conducted an investigation of the most important barriers and knowledge gaps related to young women's economic empowerment and developed a report of its findings and recommendations. One of the key findings was that current guidance and templates for gender- and/or youth-focused analyses for economic growth activities are insufficient to deliver the information needed to design and monitor appropriate interventions. As a result, YP2LE was tasked with developing a toolkit that provides guidance and tools to help ensure that youth-focused gender analyses adequately capture young women's constraints and opportunities. (See Annexes 2, 3, and 4 for the methodology, survey, and responses used in the development of the toolkit.)

Under the Women's Economic Empowerment (WEE) Fund, USAID improves access to quality education and training for women and girls— with a specific focus on market-driven, employer-aligned skills. The GenDev Youth-Focused Gender Analysis Toolkit supports these efforts by building the evidence base for improving the economic empowerment and employment of young women from ages 18-30.

Why This Toolkit is Necessary

The current global youth bulge[2], rise of violent extremism, and high global youth unemployment all heighten the urgency of investing in youth. In general, young women are typically more disadvantaged than young men due to a variety of factors ranging from levels of education, limited access to resources and information, time-consuming household burdens, and gender and social norms. Below are some highlights from the UN's #YouthStats: Girls and Young Women:

- The majority of the world's youth are literate: 87 percent of young women and 92 percent of young men have basic reading and writing skills. However, only about two out of 130 countries have achieved gender parity at all levels of education and more than three-quarters (76 percent) of inactive, non-student youth are female.

- The proportion of women graduating in the fields of science (one in 14, compared to one in nine men graduates) and engineering (one in 20, compared to one in five men graduates) remains low in poor and rich countries alike.

- One study showed that the gender gap in labor underutilization of youth exists in all regions but is largest in the five countries examined in the Middle East and North Africa (MENA)[3], where 49.3 percent of the female youth population remains underutilized (i.e., unemployed, in irregular work, or inactive non-students) compared to 32.0 percent of the male youth population.

- The labor-market transitions of young women are less certain than for young men. For the 25-29 age group—at which a young person would be most expected to have completed the transition—a young male is 1.9 times more likely to have completed his labor-market transition than a young female.

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[1] Economic growth programming encompasses topics including agriculture, job creation, access to finance, trade, entrepreneurship, and workforce development.
[2] https://www.usaid.gov/youthimpact
[3] Egypt, Jordan, Lebanon, Occupied Palestinian Territory, Tunisia (Young and female: A Double Strike?)

Key Gender and Youth Terminology

Gender: Gender is a social construct that refers to relations between and among the sexes, based on their relative roles. It encompasses the economic, political, and socio-cultural attributes, constraints, and opportunities associated with being male or female. As a social construct, gender varies across cultures, is dynamic and open to change over time. Because of the variation in gender across cultures and over time, gender roles should not be assumed but investigated. Note that "gender" is not interchangeable with "women" or "sex."

Gender Analysis: An analytic, social science tool that is used to identify, understand, and explain gaps between males and females that exist in households, communities, and countries, and the relevance of gender norms and power relations in a specific context.

Gender Equality: Concerns fundamental social transformation, working with men and boys, women and girls, to bring about changes in attitudes, behaviors, roles and responsibilities at home, in the workplace, and in the community. Genuine equality means expanding freedoms and improving overall quality of life so that equality is achieved without sacrificing gains for males or females.

Positive Youth Development (PYD): PYD engages youth and their families, communities, and/or governments to empower youth to reach their full potentials. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems.

Women's Economic Empowerment (WEE): WEE includes women's ability to participate equally in existing markets; their access to and control over productive resources, access to decent work, control over their own time, lives, and bodies; and increased voice, agency, and meaningful participation in economic decision-making at all levels from the household to international institutions.

Other commonly used PYD terms can be found in this Youth Thrive Document

USAID ADS Glossary

Gender Equality and Women's Empowerment 2020 Policy

- Having children serves as a push factor towards employment for young men but has the opposite impact for young women. Less than one in two (45.9 percent) young mothers work compared to more than four in five (83.6 percent) young fathers.

- Each year approximately 16 million adolescent girls give birth, the majority of which occur among married girls in developing countries. The World Bank has shown that for every year a young woman remains in school after age 11, the risk of unplanned pregnancy declines by seven percent per year for adolescent girls through the primary school years, and six percent annually throughout secondary school.

Creating an enabling environment for young women to have productive careers will not only contribute to the global economy, but it is likely to have positive economic and social impacts on households and communities. USAID economic growth solicitations increasingly ask IPs to consider young women and men in activity design, implementation, and monitoring and evaluation. IPs are required to carry out gender analyses at the start-up of an activity or project. However, according to the report conducted under the discovery phase of the YP2LE GenDev Task 2:

- When an economic growth activity specifically targets young people, the start-up analysis focuses on the correct age range, but does not always provide sufficient information on gender issues for successful implementation.

- Economic growth activities that target both young and older women typically do not carry out stand-alone youth-focused gender analyses. Youth is often added to the overall gender analysis scope, but the analysis does not always fully explore ho-w opportunities and constraints for young women might differ from the older cohorts and may not provide the information needed to develop a responsive and creative approach towards young women's participation.

Young women often have different interests, capacities, challenges, and needs compared to their older and/or male counterparts. Ideally, analyses should provide information that will enable IPs to develop more integrated, gender-equitable responses to youth challenges.

Understanding what those are and designing responsive interventions contributes to the success of a activity and USAID's goal *to improve the capacities and enable the aspirations of youth so that they can contribute to and benefit from more stable, democratic, and prosperous communities and nations.*[4]

How to Use the Toolkit

This toolkit *provides effective tips and links to tools for IPs and USAID staff to apply* when carrying out gender- and/or youth-focused analysis during the start-up phases for:

- Youth-specific economic-growth programming targeting female youth or male and female youth, and;

- Youth-inclusive economic-growth programming targeting beneficiaries of different ages, including female youth or male and female youth.

The purpose of this toolkit is not to provide guidance on how to carry out an analysis, but to provide examples of best practices and links to tools that IPs can apply to ensure that information about young women's needs, interests, challenges, and opportunities are adequately captured during the analysis process. The toolkit:

- Introduces different frameworks and demonstrates how they can be consolidated;

- Presents a checklist for youth-focused gender analysis; and

- Provides descriptions of and links to 25 tools from USAID, IPs, and other donors that can be used to carry out or supplement youth-focused gender analysis.

Some of the recommended tools were designed specifically to target young women, and how to apply them is relatively straightforward, while others that were designed for broader demographic targets (e.g., male and female youth, women of different ages) may require some revision before being rolled out for young women specifically. The toolkit does not respond to country or regional differences, meaning that IPs and other users will be able to adapt the questions based on activity parameters and specific circumstances in their zone of influence.

While the primary audience for the toolkit is USAID IPs, the analysis recommendations can also be applied to the Country Development Cooperation Strategy (CDCS) or the Project Development Document (PDD) phases and will also be relevant to host-country governments or other donors working in the same technical areas.

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[4] USAID Youth Policy

USAID Policies and Guidance on Youth and Gender Analysis Activities

Guidance for gender analyses required by USAID at the country and activity levels is abundant and include guidelines that "all projects must address relevant gender disparities in a manner consistent with the findings of any analytical work performed during development of the Mission's CDCS (see Automated Directives System [ADS] 201.3.9.3) or project design." Updated project design and implementation guidance further details the role of gender advisors and point(s) of contact (POCs) in supporting gender-related activities, including gender analyses, reaffirms that gender analyses are mandatory, and cites that "according to Public Law 115-428, USAID's Missions must ensure that gender analyses shape CDCSs, projects, and activities."

USAID's Gender Equality and Female Empowerment Policy further details the importance of gender-analysis activities in assessing progress towards addressing gender-based issues and informing CDCS' and project design and achieving gender equity. It furthermore highlights improvements in integrating gender in the procurement process.[5]

Regarding discussions of gender analyses in this same document, there is no mention of integrating youth with gender in completion of gender-analysis activities. In the recently updated ADS Chapter 205 Integrating Gender Equality and Female Empowerment in USAID's Program Cycle released in 2021, there is one mention of youth analysis, noting "Operating Units often conduct or commission topic- or sector-specific analyses or assessments for project design, including, for instance, a youth analysis, or a democracy, rights, and governance analysis or an economic-growth assessment. Such analyses/assessments should apply the same principles of country- and project-level gender analyses (e.g., including a robust discussion of the different roles, human rights, responsibilities, and entitlements of males and females and other gender-related issues that are relevant to each topic/sector.)" (p.14)[6]

USAID's Youth in Development Policy (2012) cites USAID's 2011 Project Design Guidance document, which outlines youth as one of the key stakeholders at the concept stage of project or activity development, who should be engaged to support the sustainability of project activities and to be considered by Missions in budgetary considerations.[7] A youth analysis, while not required, when undertaken is expected to:

1. enable a better understanding of the country's youth profile and inform program, project, and activity focus (by age cohort, for example) and modality selection;
2. affirm our commitment to and create avenues for meaningful participation by youth in the design process, with potential for longer-term engagement;
3. underscore that youth are impacted by, and can have impact on, projects and activities in all sectors, and with more youth-sensitive design, can better overall outcomes; and
4. elevate awareness of and advocate for opportunity and attention to youth among host country and development stakeholders at large. (p. 16-17)

Considering that USAID solicitations increasingly require IPs to target youth and measure impact, clearer guidance on what is required could be beneficial.

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[5] https://www.usaid.gov/sites/default/files/documents/1870/GenderEqualityPolicy_0.pdf
[6] https://www.usaid.gov/sites/default/files/documents/205.pdf
[7] https://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf

II. Youth-Focused Gender Analyses: Selecting a Framework

Gender and/or youth analyses provide assessments of the cultural, political, economic, and social environmental factors impacting women, youth, marginalized groups, including people with disabilities; lesbian, gay, bisexual, transgender, questioning, and intersex+ (LGBTQI+) populations; people living with HIV (PLHIV); and other social groups relevant to specific contexts (e.g., fishing communities, garment factory workers, etc.). They can be broad or more focused on specific topics, such as identifying barriers and entry points for women and youth across different sectors (e.g., agriculture, job creation, entrepreneurship, or workforce development).

Selecting a framework is helpful in both guiding and structuring the data-collection and analysis process, and several frameworks may be relevant in structuring a specific analysis, including: the PYD Framework, ADS 205, Mainstreaming WEE in Market Systems Development (MSD), and the Women's Empowerment in Agriculture Index (WEAI). The frameworks are defined below.

Framework for Positive Youth Development

PYD "engages youth along with their families, communities, and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets, and competencies; foster healthy relationships; strengthen the environment; and transform systems."

The PYD framework consists of four domains:

- **Assets:** Youth have the necessary resources and skills to achieve desired outcomes.

- **Agency:** Youth have the ability to employ their assets and aspirations to make their own decisions about their lives and set their own goals, and to act on those decisions to achieve desired outcomes without fear of violence or retribution.

- **Enabling Environment:** Youth are surrounded by an enabling environment that maximizes their assets, agency, access to services and opportunities, and ability to avoid risks, while promoting their social and emotional competence to thrive.

- **Contribution:** Youth are encouraged, recognized, and able to be involved in and lead through various channels as a source of change for their own and their communities' positive development.

Figure 1. PYD Framework Graphic
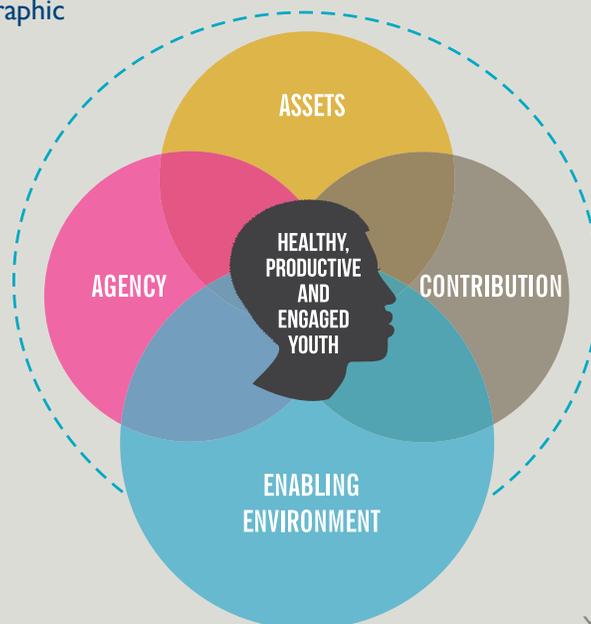
Framework for Automated Directives System 205

ADS 205 provides specific guidance on integrated gender equality and female empowerment in USAID's program cycle. When designing strategies, projects, and activities, Bureaus, Missions, and Independent Offices must conduct a gender analysis, which explores the gaps between women and men at the household, community, and country level. ADS 205 delineates several key domains to include in gender analyses:

- **Laws, Policies, Regulations, and Institutional Practices** that influence the context in which men and women act and make decisions.

- **Cultural Norms and Beliefs,** particularly gender norms and beliefs which are influenced by the perception of gender identity and expression that are often embedded in laws, policies, and institutions.

- **Gender Roles, Responsibilities, and Time Use,** which explores how labor is divided between productive (market) economic activity and reproductive (non-market) activity.

- **Access to and Control over Assets and Resources,** which examines the gendered nature of access to productive resources such as assets (e.g., land, housing), income, social benefits (e.g., social help to insurance, pensions), public services (e.g., health, water), and technology.

- **Patterns of Power and Decision-Making** examines the ability of women and men to decide, influence, and exercise control over material, human, intellectual, and financial resources, in the family, community, and country

Framework for Mainstreaming Women's Economic Empowerment in Market Systems Development

The MSD-WEE framework adapts MSD through the integration of explicit WEE objectives.

Figure 2. MSD-WEE Framework Graphic
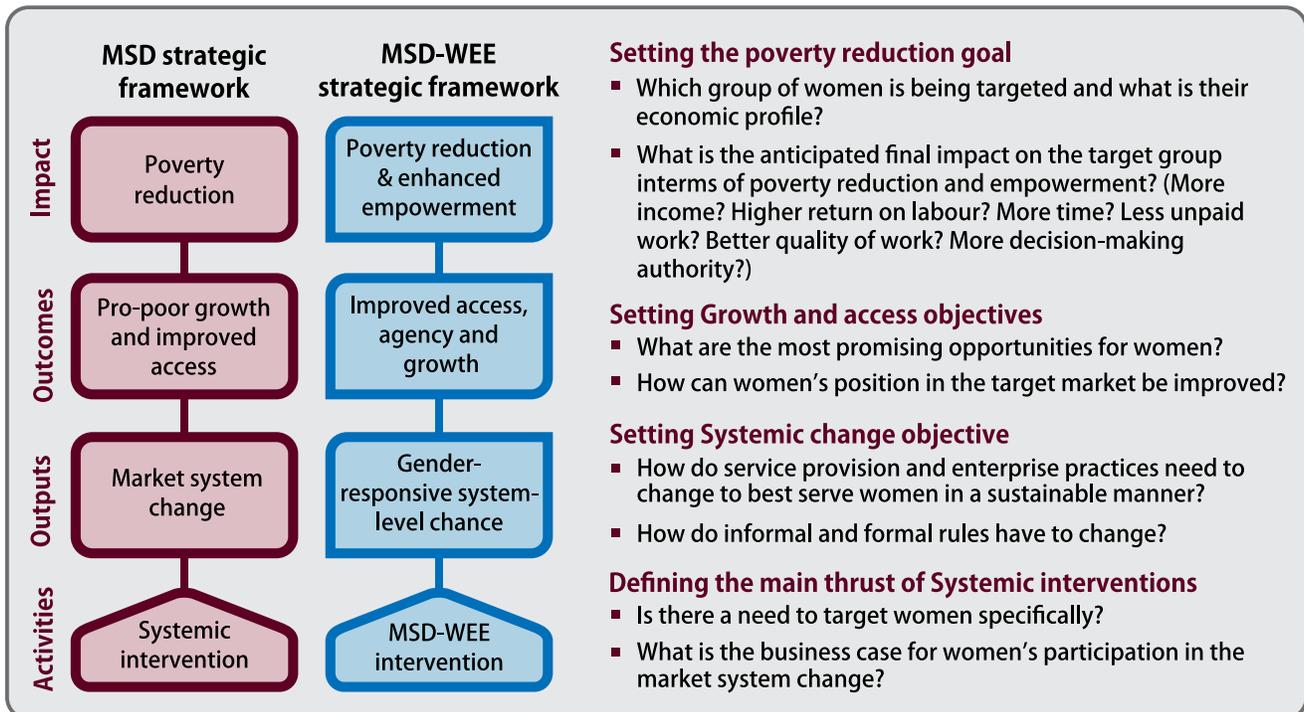
Additionally, the Swiss Agency for Development and Cooperation's (SDC) Gender Analytical Framework is divided across three domains of the market system and respective guiding questions critical for a WEE analysis. Guiding questions can be targeted to youth or findings can be disaggregated by age group.

Figure 3. The Swiss Agency for Development and Cooperation's Gender Analytical Framework Graphic

Aspect of the market system	Guiding questions
Core transaction	- What is the male/female division of labour in the selected market system? - What constraints do women face in core market system exchanges as consumers/provideers? - What are the primary incentives motivating wmen to be engaged in the market? - How can these needs and incentives be met? - How do women currently fit into the overall market system, what are the points of leverage that would make the market work better for them?
Supporting functions	- What constraints do women face in terms of access to supporting functions (services, infrastructure, and finance? - What are womens expressed needs in terms of their other roles that impact on their involvement in the market? - What is the "competitive advantage" of women (business case) in relation to the analysed supporting functions?
Rules and Norms	- What are women's constraints that are due to rules (formal and informal) in the specific socio-cultural context? - What is the "competitive advantage" of women (business case) in relation to the analysed rules? - What resistance may be expected at household, community and wider level to women's greater involvement in the market, in particular resistance cause by perceptions of men? - What are the risks that women - or men - may be harmed? What is the risk for gender-based violence as a result of women's greater involvement in the market?

Women's Empowerment in Agriculture Index

The WEAI measures the empowerment, agency, and inclusion of women in the agricultural sector and comprises two subindexes. The full survey is typically carried out at the Mission level and can provide information to IPs as they begin the analysis phase. There are also shortened versions, such as the Pro-WEAI, that IPs can use directly to measure women's empowerment at the activity level, disaggregating by age to capture information on youth empowerment.

The first subindex is comprised of five domains, including:

- Decisions about agricultural production,

- Access to and decision-making power about productive resources,

- Control of use of income,
- Leadership in the community, and
- Time allocation.

The second subindex measures the percentage of women whose achievements are at least as high as men in their households and, for women lacking parity, the relative empowerment gap with respect to the male(s) in their households.

Consolidated Framework: Young Women and Economic Empowerment

To consolidate the focus of this toolkit—young women and economic empowerment—the authors attempted to integrate the four key frameworks previously identified to highlight how they can be used side-by-side to assess how young women operate within a larger framework of identities and environments. Below is a sample of questions from the different frameworks that cover the individual level (agency and assets) and external factors such as healthy relationships, a supportive community, and an enabling environment to help ensure that young women are economically empowered.

Table 1. Sample Questions from PYD, ADS 205, MSD-WEE, and WEAI Frameworks

	PYD	ADS 205	MSD-WEE	WEAI
Enabling Environment	▪ Which institutions/ organizations make available opportunities for young women to express themselves, make decisions, and engage in civic engagement?	▪ What laws, policies, regulations, and institutional practices influence the context in which community members, in all of their diversity, make decisions?	▪ How do service provision and enterprise practices need to change to best serve young women in a sustainable manner?	▪ What leadership positions do young women commonly hold? ▪ Are there fewer women in leadership positions?
Community Support	▪ Is there a continuum of care and support at a community level for young women?	▪ What are positive [cultural, social, gender] norms, expectations, and perceptions around young women engaging in economic empowerment?	▪ What constraints do young women face in accessing certain markets? ▪ What are the risks that young women, or men, may be hWhat is the risk for gender-based violence as a result of young women's greater involvement in the market?	▪ Are there fewer women than men in farmers' organizations? ▪ If so, why are female youth less likely to participate in cooperatives than male youth?

	PYD	ADS 205	MSD-WEE	WEAI
Equitable Relationships	▪ Who are key role models (including entrepreneurs), mentors, teachers, and other community members who may represent positive deviance?	▪ What are the patterns of power and decision-making between women and men, and youth and adults?	▪ What resistance may be expected at the household, community, and wider level to young women's greater involvement in the market, in particular resistance caused by perceptions of men?	▪ How do male and female youth access and make decisions over the use of land in farming communities? ▪ What are the ownership patterns? ▪ What types of plots do young men and women own and/or manage?
Agency and Assets	▪ Do young women feel encouraged, recognized, and able to be involved in and lead in their communities?	▪ What assets and resources do young women have access to and control over?	▪ What are the primary incentives motivating young women to be engaged in the market?	▪ Do young women have sole or joint decision-making over food and cash-crop farming, livestock, fisheries, and autonomy in agricultural production?

Through the review of the various documents for this toolkit, a set of guiding questions came to light. These can be found in Annex 2. The questions are structured around the five domains in ADS 205, but regardless of what framework is used to structure an analysis, IPs are encouraged to use the questions as a starting point in designing a youth and/or gender-focused analysis.

Photo: Smiling Asian woman selling flowers

III. Conducting a Youth Focused Gender Analysis

Youth-focused gender analyses present a key opportunity to inform activity design by identifying gender-based and age-related constraints and opportunities. This checklist is designed to provide guidance to teams conducting a youth-focused gender analysis during the start-up phase of their activities. The items on the list have been adapted from best practices in mission- and activity-level gender- and/or youth-focused analyses conducted in the design or start-up phases of economic-growth programs. Section IV below includes youth and gender-analysis tools for teams to use in applying this checklist.

Table 2. Youth-Focused Gender Analysis Checklist

PLAN AND PREPARE
☐ Has the team conducted a review of mission-level gender and youth analyses and other analyses carried out within the same community?
☐ Has the team identified gaps in information from existing analyses to establish specific objectives of their analysis?
☐ Has the team created a plan to engage youth as researchers in the analysis?
☐ Has the team engaged one to two youth from the local community as part of the analysis team?

Tips

- *Review and reference mission-level gender and youth analyses. This will provide promising first steps for IPs to design women and youth-responsive activities, align their programming with mission priorities and strategic plans, avoid duplicating certain research areas, and appreciate the previous and ongoing work contracted by USAID and other donors in the country. These analyses can also inform programming and identify knowledge gaps, including deepening analysis of the interactions between gender, age, and other identities.*

- *Engage youth as active members of the research team. Activity teams should prioritize the inclusion of local youth as researchers in the design and execution of youth-focused analyses. Youth can work with activity teams to design participatory and dynamic methodologies to support in identifying age and gender-based constraints and opportunities.*

- *Examples of specific objectives of youth-focused gender analyses include:*
  - *Identify age- and gender-based constraints that may restrict women and youth participation in the activities, and impact activity outcomes;*
  - *Inform activity design and objectives to be relevant to the local context, feasible, and meaningful for participants; and*
  - *Identify opportunities to create positive change for women and youth inclusion within the specific sector.*

DETERMINE RELEVANT FRAMEWORK AND METHODOLOGY

☐ Has the team determined which framework(s) are most suitable for the analysis?

☐ Based on the selected framework(s), has the team selected and adapted guiding questions that link to framework domains?

☐ Does the methodology take available country-level research and relevant publications into account?

☐ Are focus group discussion (FGD) protocols participatory and age-appropriate in design?

☐ Does the methodology include engaging diverse stakeholders? These include individuals and communities who directly engage with your program, those who are indirectly impacted, and those with the ability to influence your program.

☐ Has the team examined potential risks to participants from contributing to this analysis? Has the team taken care to ensure that data collection and tools "do no harm"?

☐ Have the data collection tools been locally validated?

☐ Has the team considered and created a plan for how the final report will be shared back with the community?

Tips

▪ *Avoid viewing women and youth as both "universal" and "separate" groups. Instead, identify the interactions between gender, age, and other social factors. Apply an intersectional framework in gender and youth assessments, thereby recognizing the variety of unique challenges and opportunities within the broad category of "women" and "youth," including intersecting identities, such as gender, race, sexuality, religion, disability, etc. While "women" and "youth" face structural disadvantages, they are heterogenous groups that do not necessarily call for a "one-size-fits-all" approach. Ensuring multiple dimensions of identity are considered between and across the groups can help promote a more inclusive analysis.*

▪ *Consider possible research fatigue in the communities with whom you will be engaging. Because participants may be approached by multiple research teams, keep in mind that focus group protocols should include guidance both on how data collected will be used and shared back with the community.*

▪ *Most analyses follow similar methodologies. These include literature reviews, key informant interviews (KIIs), FGDs, and/or surveys.*

▪ *Use a combination of frameworks when conducting a youth-focused gender analysis. This will help ensure full integration of the youth perspective into gender analyses. (Two useful frameworks to consider are USAID's ADS 205 and the PYD framework.) In doing so, a helpful differentiation between age-related and gender-specific constraints and opportunities is created. An example of applying an integrated framework can be seen at: Gender and Youth Inclusion Strategy: USAID Agribusiness Competitiveness Activity in Tajikistan*

DATA COLLECTION AND ANALYSIS

◻ Has the team engaged local youth in both data collection and analysis?

◻ Has the team integrated considerations on sensitive and ethical data collection within communities?

◻ Has the team validated the findings with community members?

Tips

▪ *Consider the sensitivity linked to questions and conversations focused on cultural and religious norms. This is especially important in questions related to violence and harmful practices.*

▪ *Ensure data collected is disaggregated by age, gender, and other intersecting identities.*

GUIDING QUESTIONS THAT IDENTIFY STRENGTHS, RESOURCES, AND GAP AREAS

◻ What is the current status of youth employment in the country, considering both formal and informal employment?

◻ What are the most pressing issues in youth employment (e.g., vulnerable employment, few linkages between education system and labor market, few school-to-work transition opportunities, mismatch of youth skills and labor market needs)?

◻ Which youth populations are most impacted by employment challenges (e.g., young women, rural youth, university-educated youth, ethnic minorities) and how are they affected?

◻ What national-level policies, if any, are in place to support youth employment, entrepreneurship, or self-employment?

◻ What are the quantity and quality of supply-side or workforce-development programs that prepare youth for work?

◻ What are the quantity and quality of entrepreneurship or self-employment programs that prepare youth to create and sustain their own businesses?

◻ What are the quantity and quality of matchmaking or mediation programs that help youth access stable employment situations?

Gender and Youth Analyses Examples

The team reviewed numerous excellent activity- and Mission-level analyses that used some of the best practices listed in the checklist. Some of those are highlighted below.

Activity-Level Analyses

Gender and Youth Analysis: Development Food Security Activity (DFSA) and Livelihood for Resilience–Oromia

Two separately funded USAID Catholic Relief Services (CRS) programs conducted a gender and youth analysis to inform programming. In establishing the methodology, the research team engaged youth as researchers and the data collection was conducted by youth enumerators aged 15–29 who were local to the target areas.

The report highlighted two limitations that may inform approaches adopted in future youth-focused gender analyses: research fatigue and sensitive topics. In some locations, the team found the participants were experiencing research fatigue from multiple research visits with no follow-through. Additionally, the report highlighted the sensitivity linked to questions and conversations focused on cultural and religious norms, specifically when related to violence and harmful practices.

International Youth Foundation: Summary of Situational Analysis and Market Assessment Findings in Mexico

This situational analysis included a youth-focused gender analysis to deepen the understanding of challenges and opportunities for young women in Mexico. The research team used a dynamic and participatory method in designing their focus group protocol, which included drawing, group work, and discussions. Engaging youth in this manner helped inform the team about their professional and personal aspirations, as well as their perception of societal norms linked to employability.

Mission-Level Analyses

USAID/Dominican Republic Gender and Inclusive Development Assessment (GIDA)

This gender and inclusive development analysis provides an overview of the most significant issues related to gender and inclusive development, the findings of the field work, and recommendations for gender-responsive programming and operations for USAID in the Dominican Republic over the next five years. The team applied the Six Domains of Gender/Inclusive Development Analysis by assessing across the targeted populations, including LGBTQI+ persons, persons that are trafficked and smuggled, persons of Haitian descent, Venezuelan migrants, persons with disabilities, PLHIV/AIDS, and orphans and vulnerable children (OVC). The assessment used an intersectional framework to examine the ways that different social variables (e.g., ethnicity, class, religion, and others) interact with gender to produce various forms of inequities.

USAID/Nepal Gender Equality and Social Inclusion Analysis

This Gender and Social Inclusion (GESI) analysis identified entry points for GESI activities throughout the CDCS to strengthen macro- and sectoral-level equity for women, youth, and other marginalized groups. The analysis was structured around the Five Domains of Gender Analysis and by sector. The economic growth section illustrated the gendered nature of work, with women being more likely to be poor, undertake unpaid work, be paid less, and face challenges associated with the feminization of agriculture due to migration and climate change, such as food insecurity and loss of shelter. The analysis also shed key insights on how caste intersects with gender to render groups more vulnerable based on overlapping systems of oppression.

IV. Tools Inventory

This section contains descriptions of and links to tools that can support youth- and/or gender-focused analysis. As above, the team did not develop any original content, but included the relevant tools that emerged through the desk research, survey, and validation workshop. Please also note that the team did not evaluate each tool, but rather gathered them in one place for easy access and to provided some guidance on how to apply them.

Survey Summary

Beyond requesting publicly available tools, the survey included four questions on gender-focused youth analysis practices. Please see Annex 3 for the methodology used in the document search and survey with key stakeholders and Annex 4 for additional survey findings.

Responses from the survey found that when implementing tools for youth gender analyses, participants highlighted the utility of completed gender and social inclusion, situational, and youth landscape analyses, as well as Mission orders on gender analyses and CDCS gender-analysis documents.

IPs shared custom tools they developed to increase youth engagement, align with PYD domains, and apply a gender lens for economic growth-specific topics, such as employer assessments, job diagnostics, labor assessments, and workforce-skill development curricula. Participants also shared tools on promoting access and agency of youth and sustainable outcomes and recommended updating relevant existing tools instead of continuing to create new tools. One participant noted the importance of creating tools that are specific to youth analysis, rather than only integrating youth in more gender-specific analyses.

Best practices included the completion of desk reviews to understand the country context; planning gender-analysis activities early and in coordination with M&E team members; standardizing indicator use, terminology, and youth segments (e.g., 18-24, 25-30, etc.); using intersectional and life-course approaches; linking recommendations, findings, deliverables and indicators; and using a mixed-methods systems approach to explore "visible and invisible" barriers for youth and systems stakeholders and guide meaningful change of behaviors, institutional structures, and policies.

Challenges to carrying out youth and gender analyses included: prioritizing the need for gender specialists on implementation teams; lack of employer participation in assessments; and accessing and collecting quality disaggregated data, particularly from vulnerable sub-populations of youth.

Overview of Tools

Participant recommendations of tools included:

- Seven tools that provide general guidance for youth- and/or gender-focused analysis;
- Six tools that relate to the specific sectors (i.e., agriculture, trade, financial inclusion);
- Five tools that provide guidance around education, employment, and entrepreneurship;
- Two tools on youth participation in analysis; and
- Five tools on additional topics (i.e., soft skills, gender-based violence [GBV], women in conflict zones, COVID-19 response).

Some of the tools are more general while others are sector specific. Some are designed for youth- and/or gender-focused analyses; others will require some adaptation before being applied. The objectives of the tools fall across several key categories.

- Eleven are strictly designed for the start-up phase while the remaining 13 cover the entire life of the activity.

- Eleven tools focus on specific technical areas such as agriculture or entrepreneurship.

- 10 look at both younger and older women

- Nine look at both young men and women.

- Four tools are designed specifically to analyze young women's situations.

- One looks at a more general population.

Tools offer a range of methodologies to capture information, including literature reviews; KIIs; FGDs; and simulations, games, and other activities.

To help ensure strategies that capture young women's needs, interests, opportunities, and challenges are adequately applied during the analysis phase, IPs can:

- Select and directly apply relevant tools designed for capturing information regarding young women's circumstances;

- Adapt tools designed for other demographics or other technical areas to capture information relevant to the particular activity; and

- Engage young people as part of the analysis teams.

The youth engagement process typically includes capacity strengthening, but it is also important to remember that activity staff and other actors, including youth participants, may require training to position them to use the tools appropriately.

Best Practices for Tool Adaptation

Fewer than half of the tools are designed specifically for youth- and/or gender-focused analysis in economic-growth activities. Therefore, IPs may find that some creativity is required to adapt existing tools to meet their needs (e.g., adding more questions on youth and/or women, or additional data disaggregation). IPs may also consider using integrating segments of tools as needed to broaden analyses to gain information on specific topics, such as safe spaces or GBV.

In making sure that existing tools take into consideration relevant terms, categories, and frameworks for targeting and serving program participants, it is important to remember that any changes to a tool will have an effect on whether the updated tool is measuring the same constructs. Thus, consider the following "dos" and "do nots" in the following table to ensure your tool revisions are capturing the intended data. For more information on these approaches and other best practices, see the Positive Youth Development Measurement Toolkit.

Tips for Adapting Tools

Some guides offer information on how to do a thorough gender analysis. However, many such tools reviewed found minimal guidance on how to adapt the tools for different age groups. As revealed in the survey, when specific tools are not available, individuals carrying out gender analysis can adapt the tools to meet their needs. For example, one common tool applied in gender analyses is the Daily Activity Clock, which looks at relative workloads between different groups of people. Carrying out separate sessions with different age groups (e.g., women aged 18-24, 24-30, etc.) and looking at how they spend time at different times of the year can reveal critical information to impact activity design.

Table 3. DOs and DO NOTs of Tool Adaptation

DO'S	DO NOT'S
DO consider how different age segments may interpret and respond to questions differently in designing tools for carrying out data-collection activities with youth.	**DO NOT** assume the same tool and questions are appropriate for all ages of youth. Youth are not a homogeneous population.
DO make sure that your tools are gender-sensitive and inclusive of youth who identify as members of the LGBTQI+ community. This also helps ensure that your findings can be meaningfully disaggregated to enhance learning from data-collection activities.	**DO NOT** dismiss considerations that could have negative unintended consequences for youth participants of diverse backgrounds (e.g., disclosure of gender identity and sexual orientation). Questions should not stigmatize the participant's identity and only questions that are essential to the goals of the activity should be included in data-collection activities.
DO consider differences in culture and relevant cultural and social norms and how these differ for youth and gender-diverse populations.	**DO NOT** underestimate how norms may impact recruitment of youth and gender-diverse participants, including relevant considerations for safety and confidentiality of participation.
DO build in time in your program to pretest your tools with youth of different ages and gender of diverse backgrounds and consider other intersecting identities (e.g., disability status, etc.) to determine appropriate questions, word choice, and tool length.	**DO NOT** pretest instruments with non-youth, non-gender-diverse populations. Youth of diverse gender backgrounds are the experts on their own perspectives and lived experiences and can provide valuable insight into appropriate measurement strategies as participants and partners in co-designing and co-facilitating data-collection activities.
DO consider the relevant languages, dialects, and literacy levels for youth and gender-diverse populations. As many measurement tools are only available in English, prioritize resources and appropriate financial support for engaging local experts (including gender-diverse youth) who can make sure tools are culturally and contextually appropriate and written at the right reading level. Consider other modalities that be appropriate among populations with low literacy (e.g., oral vs. written data collection approaches) or when unable to collect administer tools in-person (e.g., Zoom, WhatsApp, Skype, Phone).	**DO NOT** rely on youth participants of gender-diverse backgrounds to translate tools and their content for other participants. This is burdensome for participants and presents ethical and measurement challenges when ensuring you are collecting the appropriate data to answer your research questions.

DO'S	DO NOT'S
DO consider the positionality of who is adapting and delivering tools. Consider how someone's identity, life experience, education level, and other factors may impact how questions are asked and how they will be received by gender-diverse youth participants.	**DO NOT** overlook the power dynamics that are presented when individuals designing and implementing tools differ in their age, status, and life experiences from those completing tools.
DO engage gender-diverse youth during research design, implementation, analysis, and evaluation activities. Partnering with youth to co-lead, co-design, and co-facilitate tool delivery helps to ensure your approaches will be better received and that your tool is measuring your constructs of interest.	**DO NOT** engage youth as participants only. Providing opportunities for youth ownership and shared power and decision-making contributes to bidirectional learning among youth and non-youth members of the research team and provides opportunities for more accurate measurement to address activity objectives and achieve target outcomes.
DO consider PYD domains and features in designing, delivering, and analyzing your tool and data collection results. Using a strengths-based approach that recognizes the assets and potential of global youth is essential for promoting PYD.	**DO NOT** use a deficits-based approach. Dismissing the lived experiences, expertise, and resiliency of youth invalidates their self-worth, contributions, and ability to lead as young changemakers.

Photo: Middle Eastern woman with notebook

The remainder of this section highlights different tools that IPs can access for youth- and/or gender-focused analyses. The majority of the tools did not define youth, although some clearly target adolescents and young adults. Similarly, very few targeted specific geographic regions or countries.

For your convenience, we have presented a summary table of the tools in Annex I, to allow readers to quickly identify the ones that might be relevant to their needs.

Tools

General Guidance for Youth- and/or Gender-Focused Analyses

Gender Equality and Social Inclusion Tool and Guidelines

Objective

This document, prepared by the Climate Resilient Infrastructure Development Facility (CRIDF) for the U.K. Government, presents a framework that builds on the organization's previous GESI work and describes how to integrate its principles into the activity lifecycle, including activity design. Although CRIDF works in the water sector, the guidance is general and could be applied in a variety of contexts.

How to Apply the Tool

The study includes a list of possible issues to be investigated during a GESI analysis, including:

- Baseline of the socioeconomic considerations for women and men (of different ages) in the activity;

- Inclusivity of activity outcomes particularly to women, girls, and children;

- Access to and control over production factors by different social groups especially women, girls, and the poor;

- Expected changes in the quality of life of the poor and different social groups in the activity area;

- Extent of women and girls' voices, choice, and control at the household and community level; and

- Community practices and existing projects or activities addressing women and girls' empowerment.

Annex 1 of the GESI Tool includes a checklist for "GESI Integration in Project Development" that can be adapted to suit the needs of different projects or activities. The checklist takes the user through a set of questions that determine whether proposed interventions resulting from the GESI analysis findings would bring harm or benefit to different demographic targets.
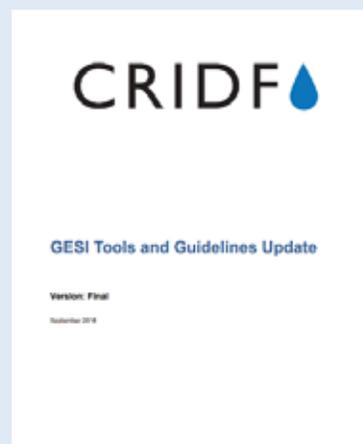
Gender Toolkit

Publication date: 2018

Objective

This toolkit is a step towards strengthening the institutional and individual capacity to undertake gender mainstreaming in UNICEF's programs and to advance policy commitments on gender equality. While the primary audience for the toolkit is UNICEF staff, it may also be a useful resource for IPs working towards gender equality.

How to Apply the Tool

As described by UNICEF in the figure below, gender analysis consists of three basic components: sustainable management of that land."
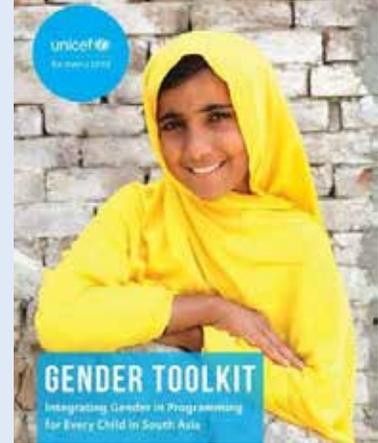
Figure 3. Three Components of Gender Analysis

Gender-disaggregated date and information (both quantitative and qualitative)

Analysis (what does the information mean)

Gender perspectives (analyze the differences between women and men, girls, and boys)
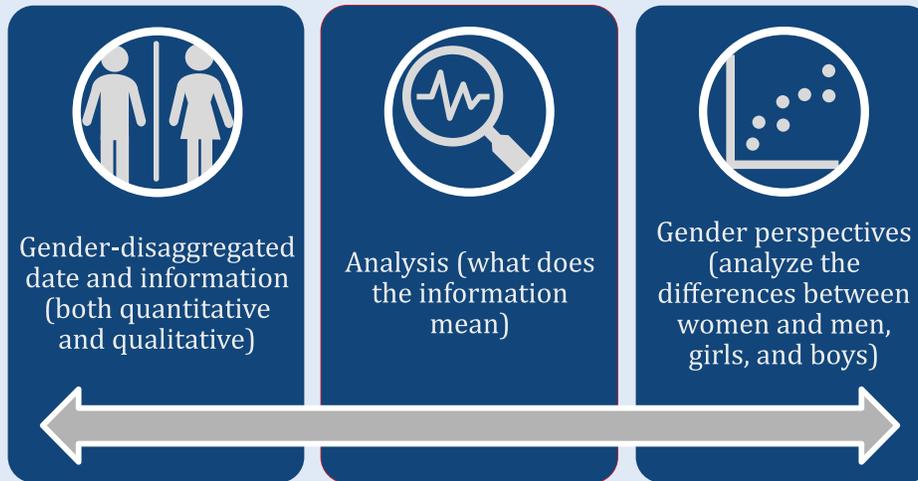
The toolkit provides a framework for analysis and seven essentials to keep in mind when conducting gender analysis to make activity design more youth- and gender-responsive. Those essentials include gender divisions of labor and decision-making patterns; who has access to and control over resources, assets, and benefits; the different needs, priorities, and strengths of women, men, girls, and boys; the complexity of gender relations in the context of social relations and gender norms; strategies and resources required to address the gender barriers and constraints; and counterpart/partner capacity for gender-sensitive planning, implementation, and monitoring. The toolkit also includes a set of guiding questions broken down by situation/country context; access to and control over assets; beliefs and perceptions; needs, priorities, and perspectives; institutions, laws, and policies; as well as a set of questions to assess gender and youth will and capacity at the organizational level. Finally, it reminds the user that presenting a snapshot of the situation is valuable but evaluating how findings impact implementation is the end goal.

Gender, Inclusion, and Trade Thematic Brief

Objective
The document summarizes promising practices from existing interventions and identifies good practice tools and approaches for integrating gender and social analysis and appraisal into trade programming to support gender equality, women's economic empowerment, and inclusive growth

How to Apply the Tool
Section three of the tool summarizes experience from existing interventions that have aimed to promote gender-equitable outcomes in trade programming and outlines different tools, approaches, and frameworks that can be used to ensure consideration of how specific trade-related changes may affect gender outcomes. This includes: a review of frameworks that can inform understanding of how specific trade-related changes may shape gender equality and opportunities for more inclusive growth; referrals to tools such as the United Nations Conference on Trade and Development (UNCTAD) Trade and Gender Toolbox and the World Bank Source Book: Tools for Institutional Political and Social Analysis of Policy Reform that can be used to assess the impact of trade reforms on women and gender inequalities; and a host of other tools that are relevant for mainstreaming gender in the design of trade policies and programs. Annex E of the tool provides a list of key questions to inform analysis and program design under the following topics: standards and technical regulations; trade facilitation; and intellectual Property Rights. Annex F of the tool includes more general gender and social assessment questions. While the brief focuses on gender and not youth, the first two questions in Annex F are:

- What is the gendered picture of the economy and likely impacts? Economy-wide modelling should map the gender composition of sectors of the economy including goods and services, public services and consumer impacts, the impact on informal and unpaid work, and the effects through taxes and women's welfare regimes.

- Does this picture include an intersected, distributional analysis across a variety of groups, workers and households, intersecting groups of women, by income quintile, ethnicity, rural/urban, disability, age, etc.? This analysis will involve focusing on different groups of women and not only women exporters.

This philosophy should be applied to whichever of the tools are selected by an IP to capture information on young women and trade.

Global Gender Equality and Social Inclusion Analysis

Objective
Under the Youth Excel project, IREX conducted a Global GESI Analysis through desk research to (1) compile data and identify broad trends in line with Youth Excel's work; (2) provide recommendations for Youth Excel activities.

How to Apply the Tool
The document includes an intersectional analysis of gender gaps, as well as recommendations for project implementation. The latter section provides guidance on how to carry out country-specific or regional rapid Intersectional Gender Analyses, including suggested questions under the five domains of laws, policies, regulations, and institutional practices; cultural norms and beliefs; gender roles, responsibilities, and time use; access and control over resources; and power and decision-making.

Transforming Agency, Access, and Power Toolkit and Guide for Inclusive Development

Objective

The TAAP Toolkit encompasses an approach that, "identifies who is left behind, explores reasons why, and how it impacts agency, access, and power, and provides an analytical framework and practical tools to take action against the exclusion and towards positive social change."

How to Apply the Tool

The TAAP Process guides development, humanitarian, and civil society practitioners and activists through a series of actions and steps:

1. Inquiry and reflection
2. Identification of who is marginalized and excluded to understand how and why
3. Inclusion-sensitive design and implementation
4. M&E for learning
5. Leveraging the system for transformative social change

Phase II of the TAAP Process is social-inclusion analysis. The toolkit provides specific steps and associated activities to carry out an analysis that can be adapted to an economic growth activity, with an emphasis on intersectionality. Worksheets, tools, and tips on how to move from one step to the next make the process easy to follow. It is up to the user to define inclusion in the context of an activity and focus the tools to assess a specific population, such as young women.
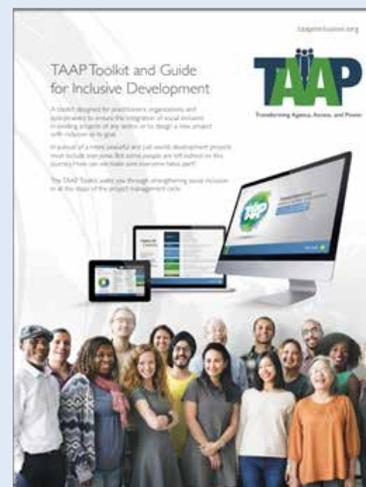
Youth Compass: A Strategic Guide to Strengthen Youth Activities

Objective

The tool was developed to answer USAID's call to support the implementation of youth activities, and increase implementers' ability to achieve intended activity results, bring those results to scale and sustain them.

How to Apply the Tool

The Compass is a strategic process for analyzing weaknesses, opportunities, and gaps in knowledge concerning youth activities; identifying and prioritizing actions to strengthen activities; and incorporating those actions into activities. The tool can be used at any time during an activity including the start-up analysis phase, and offers a template that takes users through a three-step, seven task strategic process as follows:

Figure 4. Template for Strategic Process in The Youth Compass

STEP 1: ASSESS
Task 1: Frame activity
Task 2: Analyze activity
Task 3: Conduct further research

STEP 2: IDENTIFY ACTIONS
Task 4: Identify and validate strengthening actions
Task 5: Prioritize strengthening actions

STEP 3: INTEGRATE AND ACT
Task 6: Develop integration plan
Task 7: Share and act
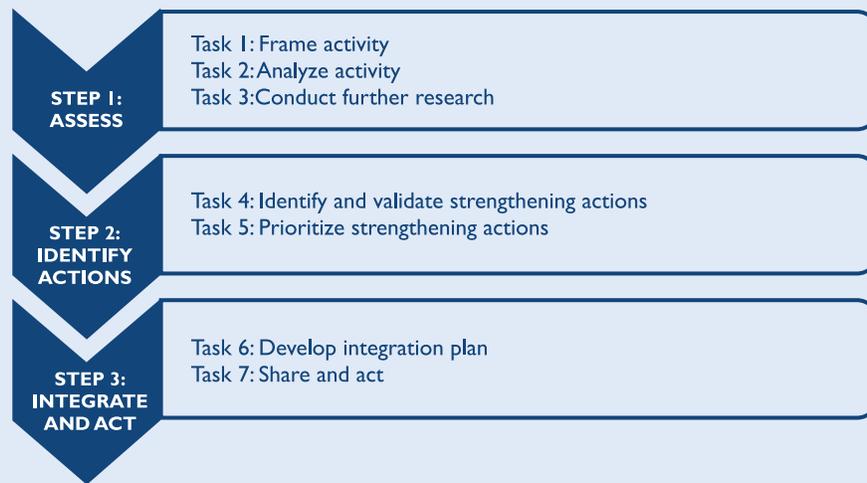
The Compass is broken up into four areas that serve as standards of measurement for the tasks above.

- Area 1. Beneficiaries

- Area 2. Enabling Environment

- Area 3. Youth Participation and Empowerment

- Area 4. Gender Equality and Social Inclusion

While Area 4 does not have an economic growth focus, it could potentially be adapted or supplemented by one of the sector-specific tools described below.

Youth Integration Toolkit: Europe and Eurasia

Objective
The toolkit provides a set of guiding questions and resources for USAID Mission staff in the Europe and Eurasia Region to incorporate youth as a target population into program design.

How to Apply the Tool
This toolkit highlights engaging diverse age cohorts to understand youth needs at various ages; reviewing data points across time and location is necessary to get multiple perspectives on the issues youth face; and giving youth the opportunity to express their opinions, feedback, and interests during the analysis process. While the document is designed for Mission staff and some of the technical areas fall outside of the boundaries of this toolkit, certain sections are quite relevant. For example, the Guidance Note on Youth and Employment provides background on some of the common challenges and opportunities youth face, as well as a set of guiding questions that identify strengths, resources, and gap areas in a country context (see textbox). While only one of these questions has taken gender into account, an IP could adapt them to capture information about both young women and men.
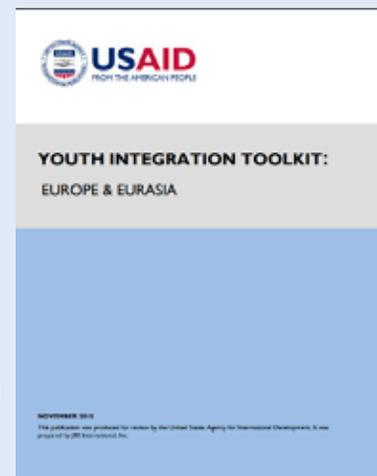
Guidance for Agriculture, Trade, and Financial Inclusion

Feed the Future Project Design Guide for Youth Inclusive Agriculture and Food Systems (Volume I)

Objective
The guide is intended to support USAID staff and IPs in designing youth inclusive programs based on the USAID activity design cycle.

How to Apply the Tool
Volume I focuses on activity design. The document provides USAID staff and IPs with approaches, frameworks, and tools to design agriculture programs that promote successful and meaningful youth engagement with the U.S. Feed the Future Initiative and the U.S. government Global Food Security Strategy. One particularly useful feature is the Framing Youth Analysis Questions during USAID Feed the Future Design tool, which includes questions on key topics such as youth behaviors, perceptions, and experiences; assets and agency; contribution; household dynamics; institutions communities and peers; and policy and enabling environment, which can be applied to gender analysis. Volume II primarily focuses on implementation but does include youth-sensitive questions for value chain analysis, which aim to determine the extent to which value chains under consideration offer entry points for male and female youth cohorts.
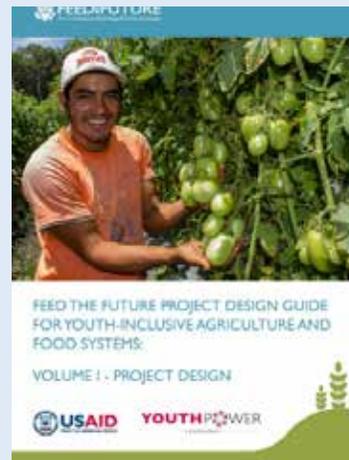
Gender- and Youth-Sensitive Data Collection Tools to Support Decision-Making for Inclusive Sustainable Agricultural Intensification

Publication date: 2020

Objective
This paper evaluates promising tools available for assessing inequities in sustainable agricultural intensification and supporting a gender-transformative approach.

How to Apply the Tool
This article from the Journal of Agricultural Sustainability includes a host of affordable and participatory tools that can be applied during the analysis phase, including one that analyzes time allocation, gender-differentiated access, and use of agricultural resources, youth-specific tools to detect inequities in sustainable agricultural intensification, and tools to assess the equity impacts of changes in technologies and markets. For example, "The Youth and Land Responsiveness Criteria tool is an appropriate method to analyze a critical resource, youth access to land. This tool can provide information on the needs for land by different categories of youth, the level of access and control of land, and how to address sustainable management of that land."

Intervention Guide for the Women's Empowerment in Agriculture Index (WEAI)

Objective

The Guide provides guidance to donors and implementers of agricultural market development programs on how to translate into practice the evidence and insights gained from the WEAI survey results and assists practitioners in selecting and designing evidence-based interventions that are the most relevant to the domains of empowerment prioritized in the WEAI, using a market systems and gender-responsive approach.

How to Apply the Tool

The Guide includes gender-analysis questions across five domains: decision making over production; access to productive resources; control over use of income and expenditures; group participation and leadership; and time allocation. The questions are designed for women of all ages but could be easily tailored for a youth analysis.
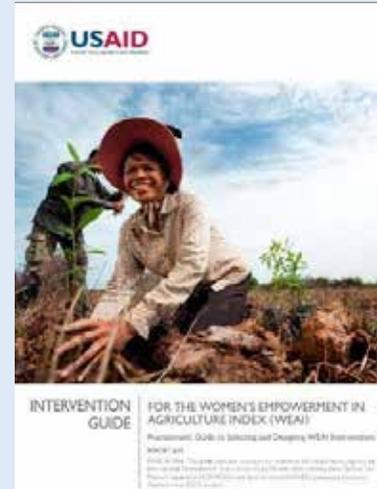
Tool for Assessing Motivations of Private-Sector Partners to Work with Women as Suppliers, Employees, and Consumers

Objective

The tool is intended to help activity staff work with partners to evaluate the commercial incentive, feasibility, scale, and sustainability of integrating women or gender inclusion within business proposals.

How to Apply the Tool

The tool includes a checklist to be filled out by private-sector partners and asks them to provide additional information on the impact of inclusion on a proposed activity. Instructions are provided for activity staff to work with private-sector partners during the co-creation process, and an example of how the tool was applied to design an intervention in Bangladesh is also shared. While the tool is primarily designed for women, the questions could easily be adapted to apply to youth.

Women's Empowerment and Market Systems: Concepts, Practical Guidance, and Tools

Objective

The tool is intended as a resource for practitioners, policy makers, donors, and other stakeholders and highlights the paradigm shift that must take place for market systems initiatives to fully embed women's empowerment and to create sustainable and equitable systems change.

How to Apply the Tool

The tool consists of three chapters. The first chapter examines and updates the conceptual aspects of a women's empowerment and market systems framework, supported by recent experiences in the field. The second chapter offers practical guidance on women's empowerment in market systems, using a revised lifecycle approach, illustrated by mini-cases and supplemented by links to other resources. The final chapter includes a suite of tools that have been applied in market systems programs.

Of the nine tools included in Chapter Three, five are related to the design process. These include:

- Strategy tool: Program checklist tool–Coffey's list of success factors

- Strategy tool: Arab Women's Enterprise Fund's (AWEF's) relevance, opportunity, feasibility matrix

- Diagnosis tool: Financial Sector Deepening Zambia's (FSDZ's) guide on women's roles, empowerment, and access to finance in agriculture

- Diagnosis and vision tool: The Australia-Indonesia Partnership for Promoting Rural Incomes through Support for Markets in Agriculture's (AIP-PRISMA's) assessing women's and men's roles and controls to guide intervention design

- Vision tool: Kenya Market Trust's risk register (based on the five WEE dimensions)

Each tool includes a checklist or questionnaire for researchers to use along with clear instructions. This is a gender-focused toolkit, but all five of the tools mentioned above could be applied to specific age groups.

Youth Financial Inclusion Policy Framework

Publication date: 2021

Objective
The Youth Financial Inclusion Policy Framework provides recommendations for regulators and policymakers to advance financial inclusion for youth. However, some of the suggestions can also be applied to IPs during the activity design phase.

How to Apply the Tool
The document primarily contains research on youth financial inclusion. However, the section on data collection is relevant to IPs. According to the document, "To develop a more precise understanding of the different characteristics, financial needs and types of barriers youth face, policymakers and regulators need to systematically collect national data from different perspectives, including: a) Demand side: on young people's financial access, usage, and quality of financial services; b) Regulatory side: mapping financial inclusion policies and regulations tailored or applied to youth; and c) Supply side: to identify youth-friendly financial products and services." The chapter contains guidance on how to go about capturing this information, as well as examples from different countries. While this focus is on youth as an overall group, if an IP chooses to use this tool they could disaggregate by age or other groups relevant to the specific activity.

Guidance for Education, Employment, and Entrepreneurship

Guide on Making TVET and Skills Development Inclusive for All

Objective
The guide aims to help skills decision-makers and practitioners assess to what extent their TVET system is currently excluding certain individuals or groups, identifies underlying reasons, and provides practical ideas on what could be done to redress inequalities.

How to Apply the Tool
This International Labour Organization (ILO) guide includes assessment checklists on key topics including: excluded groups and individuals; accessibility, selection enrolment and choice of training; attendance, drop-outs, learning materials, and teaching processes; assessment, certification, and transition; and inclusive policies and systems. The guide also includes proposed topics, methods, and indicators for analysis. Users must create an account to access the tool in digital format.
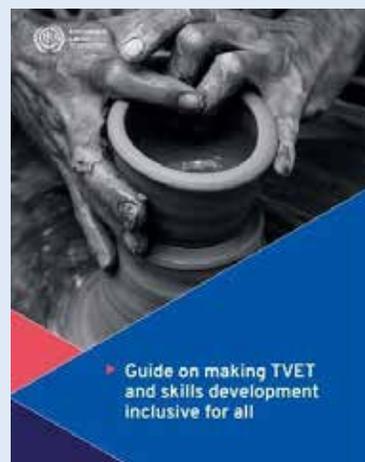
How to Conduct an Effective Labor Market Assessment

Objective

This guide reviews the rationale and purpose for understanding the employment dynamics of local economies and describes a proven methodology for carrying out an LMA.

How to Apply the Tool

IYF's tool was developed to be a tool for youth-serving organizations to design and implement employability programs in their own unique contexts. The annex contains a set of tools that can be adapted to different contexts:

- Attachment A: Key Research Question Development Tool

- Attachment B: Labor Assessment Data Collection Table

- Attachment C: Manual for Selecting Occupations

- Attachment D: Guidelines for Conducting a Labor Market Assessment—Process Tool

- Attachment E: Youth:Work Jordan Employer Questionnaire

- Attachment F: Youth Information Communications Technology (ICT) Project Employer Questionnaire

- Attachment G: Sector Analysis Questionnaire

- Attachment H: Private Sector Guided Survey

- Attachment I: Sample Coding Dictionary

While gender is taken into account in some of these tools, when carrying out an analysis it may be worth considering whether additional questions or further disaggregation that targets young women would be useful.
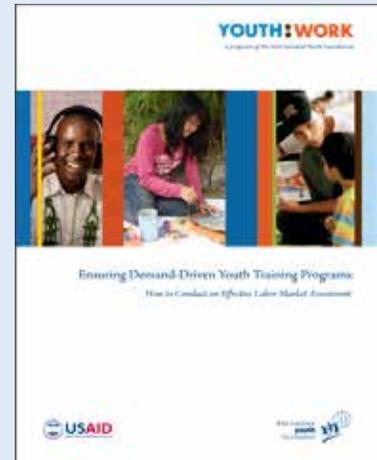
Workforce Connections: Key Approaches to Labor Market Assessment

Objective

Workforce Connections (2013–2018), USAID Office of Education, promoted evidence-based learning and peer-to-peer knowledge exchange, with the goal of improving the capacity of USAID and its industry partners to deliver quality workforce-development programming. This tool brings together existing LMA approaches and related tools from across the workforce and youth landscapes to develop a core suite of tools that can be used to conduct a labor-market assessment. The approaches balance quantitative and qualitative research; focus on the supply, demand, and matching of labor; are participatory; and can be customized to local contexts and priorities.

How to Apply the Tool

This document presents a user-friendly, methodological framework for conducting a labor-market assessment. The framework consists of six modules:

- Economic Context

- Demand for Skills

- Supply of Skills

- Systems/Stakeholders

- Policy

- Alignment

For the first five modules, the document presents tools and approaches developed and/or refined under workforce connections and includes references to additional tools. The sixth module illustrates how analytical findings from the previous five might be synthesized and put to use. This document is not a detailed, step-by-step guide, but, rather, provides a customizable methodological framework for conducting an LMA, presenting overall guidance and some specific tools and approaches, and pointing the user toward additional relevant resources.
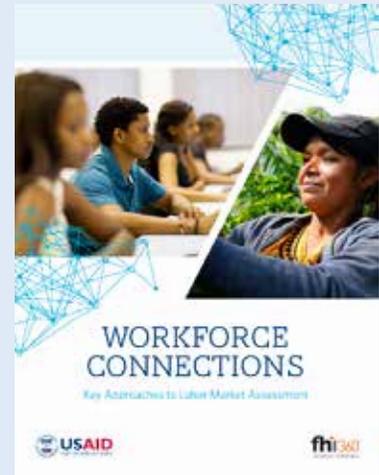
Worklinks Skills and Values Assessment

Publication date: 2020

Objective

World Learning's Worklinks Skills and Values Assessment (WLSVA) was designed to measure individual- and group-level change over time among youth and young adults in soft skills, earning skills, and certain civic values.

How to Apply the Tool

The soft skills index of the WLSVA tool includes 23 questions, covering the constructs of conscientiousness and self-efficacy, goal-setting, and perseverance, interpersonal skills, managing emotions, and thinking and planning skills; the earnings skills index of the tool includes 17 questions that measure job-search skills and entrepreneurship skills; and the civic values index, covering World Learning's institutional values of community and civic engagement, intercultural understanding and empathy, social inclusion and justice, and sustainability. The tool is available to download in English, French, and Arabic.

While this tool's primary focus is on topics related to economic growth, there are sociocultural issues that impact young women's ability to participate in learning and/or livelihood activities. The tool highlights several of these topics. It is up to USAID and the IP to determine together the boundaries of each activity and whether or not to integrate such topics into the analysis and activity design. This list is not comprehensive, and IPs may recommend other topics that need to be addressed to achieve activity objectives.
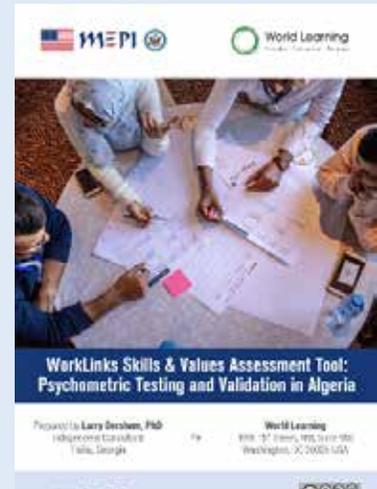
Youth Assessment Tool: Growth and Employment

Objective

DANIDA acknowledges that young people make up a considerable proportion of the population in the countries targeted by development programs, but they face different issues than their older counterparts. This too supports carrying out a suitable youth analysis to help ensure a youth perspective and to gather sufficient data on youth-related issues.

How to Apply the Tool

The tool includes a useful summary of common hindering and enabling factors that may impact a young person's access to employment and income, as well as examples of guiding questions to use in a youth analysis. Only one of the questions specifically mentions young women, so it is up to the analysis team to ensure they gather disaggregated data.

Youth-Led Labor Market Assessment Framework Guide

Objective

This guide provides a framework and guidance for conducting a youth-led labor market assessment YLMA, providing the process, outcomes, lessons, and tools for engaging youth in labor market research that helps develop their skills for positive outcomes in their lives. The guide also offers insight on the value of youth-led research for diverse stakeholders, including youth, youth-serving organizations, and donors. IREX's youth-led labor-market assessment framework and guide is informed by research on youth-led participatory action research (YPAR) approaches implemented by IREX and other youth development organizations around the world.

How to Apply the Tool

The first section of the tool reviews the benefits of engaging youth in research for donors, NGOs, and youth, and introduces the YLMA Framework, which provides a comprehensive process for implementing labor-market assessments with youth at the helm. The framework helps develop various research skills and soft skills that are necessary for positive workforce outcomes for youth, including communication, collaboration, and higher order thinking. It includes a gender and social inclusion lens, both to help ensure that young women participate in the process, and that gender issues are considered during the YLMA. The toolkit includes advice for the design, recruitment, and implementation process of an assessment, and experience and recommendations from a pilot carried out in Uganda. Part three of the toolkit includes a set of tools for training youth (including one on GESI); team building; instrument creation; data collection; and product development.
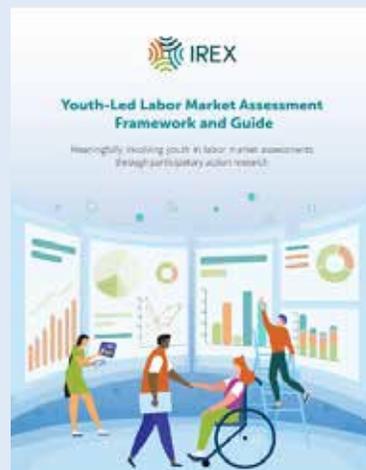
Guidance for Youth Participation in Analysis

Community Youth Mapping: A Tool for Youth Participation and Program Design

Publication date: 2011

Objective

This document highlights experience in implementing this innovative youth development model internationally, with specific attention to how youth mapping has been adapted for varied purposes in diverse international settings, and youth mapping's impact on individuals and communities.

How to Apply the Tool

Youth mapping is grounded in PYD principles and practices. This tool defines community youth mapping as "a youth-centered participatory development strategy that engages young people and adults in canvassing their communities to document community-based resources, needs, and opportunities." The section How Does Community Youth Mapping Work? lays out in detail the customizable 10-step process for the youth-led survey tool that can be applied in diverse settings and sectors. Although the tool was published 10 years ago, the recommendations remain valid. While the tool is meant to provide opportunities for young people, including women, in the community youth-mapping process, the 10-step process is gender-neutral. IPs will need to consider gender balance when applying it.
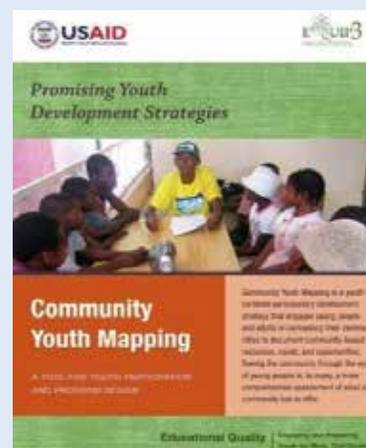
Youth-Adult Partnerships in Evaluation: A Resource Guide for Translating Research into Practice

Publication date: 2012

Objective

The guide was designed to encourage more organizations to implement Y-AP/E, and to do so with greater efficiency and quality.

How to Apply the Tool

This is another slightly outdated but relevant resource. The tool reviews the history and emphasizes the importance of engaging youth in the analysis process and includes five tip sheets that "identify the leverage points and best practices that are most critical to the success of Y-AP/E projects." These include:

- Understanding the fundamentals of evaluation research

- Preparing for the most significant challenges of Y-AP/E

- Making a case for the significance of Y-AP/E

- Creating an organizational culture for Y-AP/E to flourish

- Maximizing the relevance and utilization of evaluation

The section on practical and engaging data analysis strategies includes several user-friendly data-analysis strategies, such as the example in the textbox. The Facilitator's Guide for Participatory Evaluation with Young People, meant to be used in conjunction with the Participatory Evaluation for Young People, is another tool that stresses the importance of engaging young men and women in the analysis process, and provides tools and tips for doing so effectively. While neither tool places emphasis on gender, the latter does stress that "evaluation offers special opportunities for young women to develop knowledge in ways which respect gender as a force for change and which also involve other groups." Again, with lack of clear guidance, it is up to the implementer to determine how to make sure the tools and resulting activities are gender-sensitive.
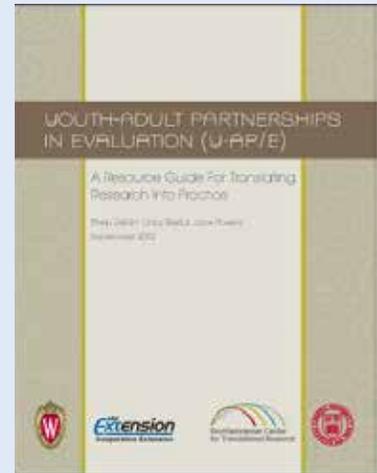
Tips for Data Dialogue, Flip Charts, and Graffiti Walls

Conduct a data dialogue by posting findings on the walls and allowing participants to respond to the posted comments or information. At a conference of youth and adults, participants finished a variety of sentences such as, "Our most successful activity has been…" with youth using one color and adults another. The responses were written on flip charts, which were posted around the room(s), such as graffiti, to give participants an easy way to view responses on a variety of topics. Using two colors for responses allowed equal time/space for both youth and adults, but an ability to differentiate which comments came from which group. (Youth-Adult Partnerships in Evaluation: A Resource Guide for Translating Research into Practice, p. 30)

Guidance for Conflict Zones and Pandemic Response

Facilitation Guide: Gender-Sensitive Conflict Analysis

Publication date: 2011

Objective
Saferworld's guide, funded by the U.K. government, is intended to support facilitators to undertake a participatory gender-sensitive conflict analysis (GSCA).

How to Apply the Tool
The guide explains how to design and facilitate a flexible and participatory three-day gender-sensitive workshop and provides step-by-step guidance and participatory tools to analyze gender, peace, violence, and conflict for any given context. This tool positions practitioners to apply this analysis to policy thinking and program design and implementation, which can range from gender-sensitive to gender-transformative peacebuilding practices.

The document highlights the importance of take an intersectional approach to GSCA, taking into account ethnicity, race, age, socioeconomic status, religion, (dis)ability and sexual orientation. While it does include some questions and discussion points about youth, users can be challenged to expand the youth focus and make it more relevant for different age cohorts.
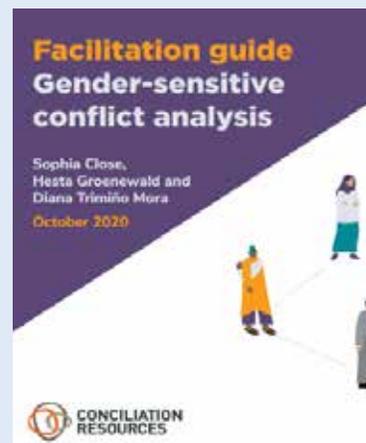
Gender-Based Violence Resource List and Good Practices in Agriculture and Other Sectors

Publication date: 2020

Objective
This guide is meant to be a resource and guide for agriculture implementers in search of tools and approaches to address GBV in their programs.

How to Apply the Tool
The guide contains links to a number of research documents and tools that could potentially be integrated during the analysis phase of an economic-growth activity, such as the USAID's Toolkit for Integrating GBV Prevention and Response into Economic Growth Projects.

Practical Guidance for Gender-Sensitive Conflict Analysis

Objective
Addressing common gender biases in conflict analysis will provide a more accurate and comprehensive understanding of the root causes, triggers, and drivers of conflict, and enable more informed and effective action.

How to Apply the Tool
Economic-growth programs in conflict zones need to also consider gendered implications of the conflict. The tool contains practical tips for assessing the differentiated impact of armed conflict on different demographics, as well as illustrative guiding questions for the analysis.
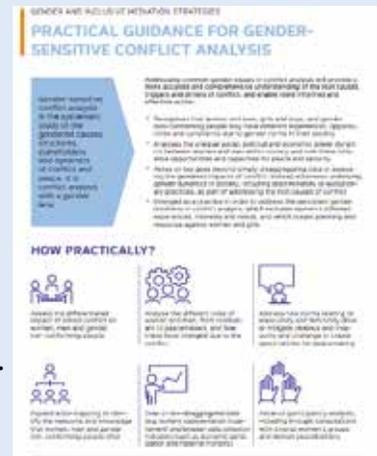
USAID's Gender and COVID-19 Guidance

Objective
Young women have been hit hard by the pandemic, and as new programs come online, understanding how their situations have changed and what resources they require to rebuild their lives will be critical.

How to Apply the Tool
This guide lays out some of the known challenges and opportunities women face and provides guidance for different age groups and sectors throughout the activity cycle, including the analysis phase. As the pandemic subsides, it is likely that more tools will become available to help guide Ips through the youth- and/or gender-focused analysis process.

V. Conclusion

As ascertained in the discovery phase of this activity, publicly available guidance and tools for integrating young women's situations into the gender- and/or youth-focused analysis process are not easily found. While the Feed the Future Project Design Guide for Youth Inclusive Agriculture and Food Systems comes the closest, the assessment team did not find any "silver bullet" that can be easily applied to an economic-growth activity to identify the constraints and opportunities facing young women in a specific subsector. Rather, the assessment team identified analyses that exemplified best practices and tools that can be used to capture information during the design process of economic-growth activities in addition to other gender/youth analysis and/or tools designed to capture technical information.

While the recommendations provided will likely require some creativity from IPs to apply, we believe that IPs will be rewarded for the effort in incorporating the recommendations and resources provided in this toolkit to gather information that will lead to more effective implementation.

Specific gaps and challenges included:

- The assessment team was challenged by terminology. Although we were seeking tools and other resources that targeted young women—a very specific demographic—we found that a number of resources were targeted to youth, women, or a technical topic, such as trade or agriculture. We included terms we believe can be adapted in a youth-focused gender analysis, but it should be noted that describing them correctly required the use of language that may distract from the toolkit's core focus.

- Strengthening an intersectional framework in gender and youth assessments, which recognizes the unique challenges and opportunities within the broad category of "women" (e.g., LGBTQI+ women, women with disabilities, women in rural areas, etc.), within the broad category of "youth" (e.g., youth in or out of formal education systems, youth experiencing homelessness, LGBTQI+ youth, etc.), as well as the intersections between gender, age, and other identities remains critical.

- Although some of the tools provide resources for gathering information from other stakeholders, including young men, the focus of the toolkit is on young women's situations. Validation workshop participants called out the fact that young men's situations are similarly excluded from some analyses. Providing additional support to understand their interests and needs would also be valuable.

- It is worth noting that some IPs use internal tools for youth-focused gender analysis that are not publicly available.

As USAID increasingly requests IPs to integrate gender equality and PYD in its economic-growth portfolio, it is likely that improved guidance and additional tools will emerge. This document should be considered a living document and updated as appropriate as new tools and guidance become available.
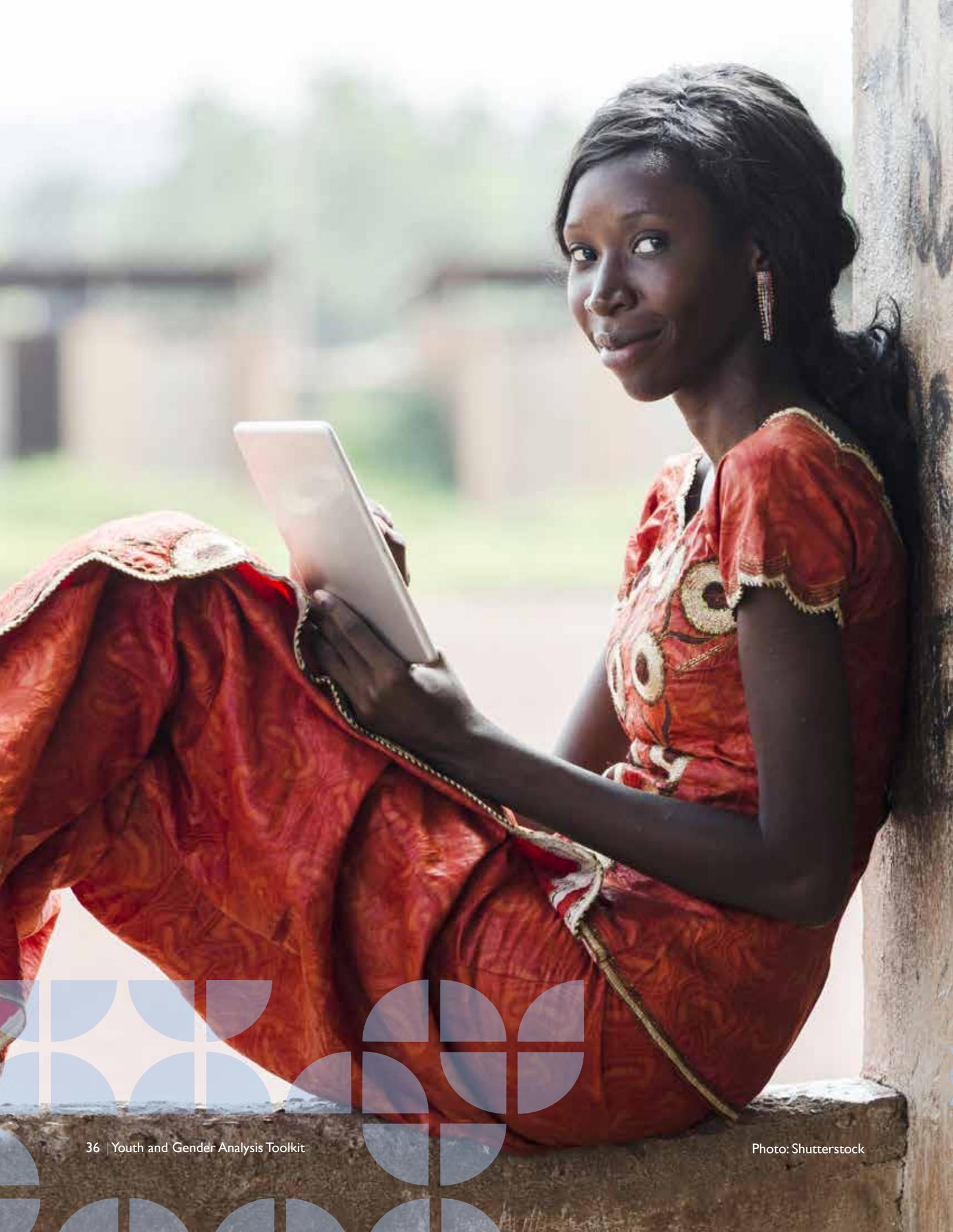
ANNEX 1: SUMMARY TABLE OF YOUTH- AND GENDER- FOCUSED ANALYSIS TOOLS

Tool	Focus	Structure	Youth/Gender Elements	Considerations/Limitations
General Guidance for Youth- and/or Gender-Focused Analyses				
GESI Tool and Guidelines (Climate Resilient Infrastructure Development Facility, 2016)	Natural resource management	Guidelines on how to consider and address GESI issues throughout the activity development stages, and when appropriate guide implementation.	Definition of GESI includes age as well as other factors including ethnicity, economy, disability, and geographical locations.	The tool was designed for a specific area but can be adapted to assess young women's access to resources in other types of activities.
Gender Toolkit (UNICEF, 2018)	Gender mainstreaming	Includes definitions, principles and checklists and guidance on conducting a gender analysis.	Targeted to women and girls, although it also includes a checklist on engaging men and boys.	Although this was designed for UNICEF, elements, such as the principles of gender mainstreaming, are universal and can be applied to any activity.
Gender, Inclusion and Trade Thematic Brief (Prosperity Fund, 2019)	Trade	Outlines linkages between trade, economic growth, poverty reduction and gender equality and list different tools, approaches, and frameworks which can respond to those challenges.	No mention of youth, up to IP to disaggregate.	The study lists, describes and assesses a number of tools that the reader will have to track down if they wish to apply one or more to an activity.

Tool	Focus	Structure	Youth/Gender Elements	Considerations/Limitations
Global Gender Equality and Social Inclusion Analysis (IREX, 2021	Gender and Social Inclusion	Presents an analysis of gender gaps and inequities based on other identities; outlines recommendations for strengthening the inclusivity of activities and outcomes and presents recommendations for country or regional gender analyses.	The document looks at youth and gender with an intersectional lens under the overarching PYD framework.	While designed specifically for the Youth Excel project, the findings can certainly be applied more broadly to economic growth projects. The section on recommendations for intersectional gender analyses is only a small part of the overall document, but is one of the few tools that clearly lays out an approach to accounting for intersectionality.
Transforming Agency, Access, and Power Toolkit (TAAP) and Guide for Inclusive Development (World Learning et al, 2018)	Inclusive development	Each chapter provides guidance on a different activity phase, with Phase II related to analysis. There is a one-stop tool shop at the end.	This toolkit focuses on power as a starting point to analyze how various identities intersect (particularly youth or older persons; disability; displaced status; race, ethnicity, indigenous identity; religious identity; sex, with an emphasis on women and girls; and sexual orientation, gender identity, or LGBTQI+) and considerations for equity across the program cycle.	The TAAP Toolkit and Guide for Inclusive Development is the product of extensive international collaboration, consultations, and pilots in seven countries, and has been developed as open source. The document is online and requires bandwidth to navigate. Worksheets can be downloaded.

Tool	Focus	Structure	Youth/Gender Elements	Considerations/Limitations
Youth Compass: A Strategic Guide to Strengthen Youth Activities (YouthPower Action, 2017)	Youth empowerment	A three-step, seven task strategic process for analyzing a youth activity's weaknesses, opportunities, or gaps; identifying and prioritizing actions to strengthen the activity; and incorporating the "strengthening actions" into the activity.	Aims for young women and men to benefit equally from interventions.	The Youth Compass was pilot tested in two USAID youth activities, one in Jordan and the other in Indonesia. The outcomes and resulting feedback from these pilots were used to refine and strengthen the guide.
Youth Integration Toolkit (JBS International, 2015)	Youth inclusion	The early sections provide background info; Section 4 includes sector-specific information sheets on topics relevant to holistic youth development along with links to key documents and websites and sample questions for consideration when framing youth analysis.	Focuses on understanding youth needs through various lenses of age, gender, context, ethnicity, and religion as well as other experiential components, such as disability and sexual orientation.	This tool to incorporate youth as a target population into program design was designed for missions but can also be used by IPs. It covers a range of sectors. The ones most relevant to this toolkit are employment and education.
Guidance for Agriculture, Trade, and Financial Inclusion				
Feed the Future Project Design Guide for Youth Inclusive Agriculture and Food Systems, Volume I (Making Cents International, 2018)	Agriculture	Provides approaches, frameworks, and tools to design agriculture programs that promote successful and meaningful youth engagement.	The guide acknowledges the heterogeneity of young men and women and identify the specific age-appropriate youth segment(s) to be included in or targeted by the project/activity. Applies a PYD lens and approach.	This is a standalone tool. If a standalone youth analysis is not an option, integrate youth analysis as part of the mandatory gender analysis and/or Mission-led value-chain analysis.

Tool	Focus	Structure	Youth/Gender Elements	Considerations/Limitations
Gender- and Youth-Sensitive Data Collection Tools to Support Decision Making for Inclusive Sustainable Agricultural Intensification (International Journal of Agricultural Sustainability, 2020)	Agriculture	Provides a review of gender- and youth-sensitive data collection tools along different women's empowerment domains.	Focus on both gender and youth.	The study lists, describes and assesses a number of tools that the reader will have to track down if they wish to apply one or more to an activity. It also assesses cost and staff time needed to utilize the tools.
Intervention Guide for the Women's Empowerment in Agriculture Index (ACDI/VOCA, 2016)	Agriculture	Provides gender analysis questions and illustrative interventions across the five WEAI domains.	Targeted to women, Ips will need to determine if/how to target the questions towards young people.	Designed for practitioners of market systems programs.
Tool for Assessing Motivations of Private Sector Partners to Work with Women as Suppliers, Employees, and Consumers (ACDI/VOCA, 2021)	Private-sector engagement	Includes a checklist and an example from a market systems activity.	Related to women, so IPs will need to determine if/how to target the questions towards young people.	The checklist is targeted towards agricultural input dealers but can be adapted to any private-sector stakeholder.

Tool	Focus	Structure	Youth/Gender Elements	Considerations/Limitations
Women's Empowerment and Market Systems: Concepts, practical guidance, and tools (Beam Exchange, 2016)	Women's economic empowerment	The document summarizes women's empowerment and market systems concepts, offers practical guidance on women's empowerment in market systems, and includes tools that can be applied at different stages within the activity lifecycle.	There is mention of promotion of inclusion at the activities level including youth, but the document is primarily targeted to women and IPs will need to determine if/how to target the questions towards young people.	Some of the tools are general and look at empowerment overall while others are more narrow-e.g., one looks at women's roles, empowerment, and access to finance in agriculture.
Youth Financial Inclusion Policy Framework (Alliance for Financial Inclusion, 2021)	Financial inclusion	Examines regulatory frameworks and public policy initiatives along four dimensions: data collection; national strategies; regulatory reforms; and public policies and non-regulatory intervention.		Highlights the different financial needs of youth at different life stages. Includes excellent background material. The data collection segment is short, but comprehensive.
Guidance for Education, Employment, and Entrepreneurship				
Guide on Making Technical and Vocational Education and Training (TVET) and Skills Development Inclusive for All (ILO, 2020)	Adult education	Background on inclusion/exclusion in TVETs, case studies on TVET reform and gender mainstreaming, self-assessment checklists.	Gender, age, and other intersectionalities are mentioned throughout.	Checklists available in the guide or in digital format.

Tool	Focus	Structure	Youth/Gender Elements	Considerations/Limitations
How to Conduct an Effective Labor Market Assessment (The International Youth Foundation)	Job creation	Introduces standard program development process that incorporates assessments of local employment environments as a core activity.	Targeted to disadvantaged young people; gender included in goals and research questions.	While gender is mentioned, there may be more opportunities to integrate learning throughout the process.
Workforce Connections: Key Approaches to Labor-Market Assessment (LMA) (FHI360, 2018)	Job creation	Provides a customizable methodological framework for conducting an LMA, presenting overall guidance and some specific tools and approaches, and pointing the user toward additional relevant resources.	Primarily created to understand opportunities for youth but is customizable to various populations of interest including women or others.	Can be used to assess labor markets that combine both formal and informal wage labor and the role of agricultural workers, the self-employed, and entrepreneurs. Tools can be used in specific circumstances: for example, the demand-side tools can be used in economic growth and livelihoods development contexts, while the supply-side tools can be used in educational development programming.
Worklinks Skills and Values Assessment (World Learning, 2020)	Soft skills, entrepreneurship, and civic values	Includes three indices of 56 questions which take around 15 minutes to complete.	Targeted to youth and young adults.	Available in English, French, Algerian Arabic, Iraqi Arabic, and Kurdish. Includes a background report on the full validation process in Algeria.

Tool	Focus	Structure	Youth/Gender Elements	Considerations/Limitations
Youth Assessment Tool: Growth and Employment (DANIDA)	Job creation	Includes some sector specific background; a theory of change on growth and employment; a matrix that describes some of hindering and enabling factors that may impact young people's access to employment and income; and example of guiding questions.	While gender is included in the illustrative questions, IPs could consider further disaggregation in other questions.	This is an online tool on DANIDA's website and has links to guidance notes on a youth situational analysis and youth in other sectors.
Youth-Led Labor Market Assessment Framework and Guide (IREX)	Job creation / participatory research	Includes YLMA Framework; lessons learned and recommendations from the pilot; and tools.	Incorporates gender and social-inclusion approaches.	Piloted with youth researchers in Uganda to learn and strengthen the framework.
Guidance for Youth Participation in Analysis				
Community Youth Mapping: A Tool for Youth Participation and Program Design (Education Development Center, Inc., 2011)	Youth engagement in activity design	Provides a layout of how to carry out community youth mapping (CYM) through examples from eight countries.	The tool is designed for youth, both to engage them in design and to learn about their needs and interests. Though gender is barely touched on, engaging young women throughout the process is likely to provide required information for activity design.	While this tool was not designed for economic-growth activities, of the eight examples, one is around livelihoods. IPs can adapt the tool to different technical areas. The tool is meant to capture information at the community level. Depending on the activity scope, it may be necessary to apply additional tools to generate information about stakeholders outside the community.

Tool	Focus	Structure	Youth/Gender Elements	Considerations/Limitations
Youth-Adult Partnerships in Evaluation (Y-AP/E): A Resource Guide for Translating Research into Practice (ACT for Youth Center of Excellence, Cornell University, 2012)	Participatory evaluation	Includes a brief history of participatory evaluation, five tip sheets and a list of data analysis strategies.	Primarily targeted to youth overall, IPs will need to determine if/how to apply the questions towards young women specifically.	Dated tool that the team chose to include for its clear background section and easy to use tip sheets.
Guidance for Conflict Zones and Pandemic Response				
Facilitation Guide: Gender-Sensitive Conflict Analysis (Conciliation Resources and Saferworld, 2020)	Gender-sensitive conflict analysis (GSCA)	Provides guidance and tools on information gathering and analysis to assist facilitators in using a participatory GSCA methodology.	While it highlights an inclusive and intersectional approach, the tool does not contain much guidance on integrating youth in the analysis process.	This tool is not designed for economic-growth activities, but selected components or the tool as a whole can be applied in addition to more standard tools to understand and support young women's empowerment in conflict-affected contexts.
Gender-Based Violence Resource List and Good Practices in Agriculture and Other Sectors (EnCompass, 2020)	Agriculture and other sectors	Captures and synthesizes existing GBV resources and promising practices in agriculture and other technical sectors.	All included tools gender-focused, some have youth elements.	Includes an annotated resources list with corresponding good practices, only some of which are related to the analysis phase. Next phase will be to select and adapt one tool for the agriculture sector, and, eventually, become part of an agriculture-centric GBV Resource Compendium.

Tool	Focus	Structure	Youth/Gender Elements	Considerations/Limitations
Practical Guidance for Gender-Sensitive Conflict Analysis (United Nations)	GSCA	Describes the benefits of assessing common gender biases in conflict analysis and provides analysis guidance as well as potential pitfalls.	Targeted to women, Ips will need to determine if/how to target the questions towards young people.	A practical tool that can be used in tandem with more technical analysis.
USAID's Gender and COVID-19 Guidance (USAID, 2020	COVID-19 response	Includes overall and sector specific guidance for gathering COVID-related gender impacts and responding to them.	The document discusses children, women, and youth as well as marginalized groups within those categories.	Relevant sectors included in the guidance document are: agriculture, food security and nutrition; economic stability, growth, and empowerment; education; and environment and natural resource management and use.

Photo: Young woman working as a seamstress

ANNEX 2: DOMAIN-SPECIFIC GUIDING QUESTIONS[8]

Through the review of the various documents for this toolkit, a set of guiding questions came to light. This section is structured around the five domains in ADS 205, but regardless of what framework is used to structure the analysis, IPs are encouraged to use the questions below as a starting point in designing a youth- and/or gender-focused analysis.

Laws, Policies, Regulations, and Institutional Practices

- How does the legal system treat women and men? Are young men and women treated equally in local laws, policies, or plans?

- What are the main national youth platforms? Are they regarded as representative of youth and as legitimate entities (i.e., Do they have a democratic structure?, Are they open to diversity?, and Do they have regional/local representation?)

- Are there laws, policies, and institutional practices that may contain implicit or explicit gender biases and that may need to be addressed by the activity?

- Are there laws, policies, and/or action plans relevant to youth, particularly in relation to this activity? What structures exist to implement/enforce these laws, policies, and/or plans?

- Are there protections in place regarding workplace conduct, such as sexual harassment?

- Are there existing laws, policies, procedures, or institutional practices directed to LGBTQI+ youth?

- Are there existing laws, policies, procedures, or institutional practices that address child sexual exploitation or GBV?

- What is working well to support youth and enable them to actualize their potential? What promising policies, structures, programs, and partnerships currently exist that could be learned from, scaled up, and/or borrowed?

Cultural Norms and Beliefs

- What is appropriate behavior for a young woman and a young man? Describe the beliefs that describe the ideal versions of young women and young men; how do these beliefs influence their behaviors?

- What gender norms exist that may affect women's ability to assume leadership roles and decision-making in the activity, as well as participate in the labor market? Are these different for young women? If so, in what ways?

- How do traditional gender and social norms lead to gender- and age-related constraints that might negatively impact the activity's ability to achieve its intended goals and targets? Are there opportunities to transform these norms?

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[8] **Guiding questions were adapted from the following reviewed mission and project-level analyses:**
- Strengthening Entrepreneurship and Enterprise Development (SEED) Project - Gender Analysis
- Gender analysis – USAID/Rwanda Youth Workforce Development Project
- Honduras Workforce Development Activity Gender Analysis
- USAID/Ethiopia Cross-Sectoral Youth Assessment Situational Analysis
- West Africa Trade and Investment Hub Integration Plan for Gender and Other Vulnerable Groups
- Strengthen PSNP4 Institutions and Resilience (SPIR) Development Food Security Activity (DFSA): Gender Analysis Report
- Guidance Note - Youth in Growth and Employment
- Intervention Guide for the Women's Empowerment in Agriculture Index
- Gender Toolkit: Integrating Gender in Programming for Every Child in South Asia, UNICEF

- What are the most common forms of GBV and what fuels violence both at household and community level?

- Are there potential risks to do harm (including reinforcing unequal gender norms or subjecting women to increased GBV due to men's response to women's increased earning potential)? How might the activity mitigate these risks?

Document Review and Organization

- What are male and female roles, responsibilities, and time use that could prevent or facilitate participation in the activity? How do these differ from young women and young men (if at all)?

- What is the gendered division of labor? What are young men and young women's responsibilities regarding childcare and housework? What division in responsibilities are there between older women and younger women?

- If young women have greater responsibilities in childcare and housework, do they have enough time to engage in (insert program activities)?

- Would responsibilities at home prevent young women from participating at a certain time of day or on certain days of the week?

- Do women, men, girls, or boys have restrictions on their mobility? What are those restrictions? How do they influence women's and girls' access to services?

Access to and Control over Assets and Resources

- What is the status of young women and young men and their access to/control over assets, resources, opportunities, and services relevant to the activity?

- What types of assets do young women own? How does this differ from young men? What cultural norms exist around young men's and women's ownership of land and assets?

- Are young women and men able to choose any occupation? Who controls the cash and other benefits earned from income-generating activities?

- Are young women and young men equally able to establish bank accounts or other savings accounts with their own money? Where do young women currently access financing and how does this differ from young men?

- How do young women spend the money that they save or receive on credit? How do these spending patterns differ from the patterns of young men?

- What opportunities are there for young women to get an education/develop skills/earn money? What challenges, if any, do young women face to get an education/develop skills/earn money?

- What influences (positively or negatively) young women's abilities to realize their aspirations within education and the labor market?

- How does access to and control over resources affect women's, men's, girls', and boys' ability to seek and receive services, access transportation, and access information?

- Patterns of Power and Decision-Making

- Who makes important decisions at the household and community levels? What age and gender determinants exist in defining who has decision-making authority?

- Do young women face limitations in participating in and controlling decision-making? What are these?

- Do women hold the power to make economic decisions? What about younger women?

- Do young women actively participate in formal decision-making structures that address business-related issues, such as local economic development or business associations?

- Are women and men represented in decision-making positions in these structures? What about younger women and men? To what extent are young women's ideas and input heard?

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ANNEX 3: METHODOLOGY

Youth and Gender Tools and Analyses Document Search

Between January and March of 2021, the YP2LE Team identified and reviewed tools and analyses from IPs, USAID, and other donors. For the search process, the team looked for tools on the USAID Development Experiences Clearinghouse (DEC), the YouthPower platform, Google, and specific IP and activity websites. Criteria for selection included:

- Tools used to support start-up gender/youth analysis;

- Completed gender/youth analyses prepared for the start-up phase;

- Tools and analyses that focused on economic growth sectors including agriculture, workforce development, business, trade, and entrepreneurship; and

- Tools and analyses that targeted women aged 18-30.

To ensure the most relevant and up-to-date documents were highlighted, the team focused on resources published in the last five years (i.e., 2016 onward) on youth and young women. However, certain older documents, such as USAID's Guide to Cross-Sectoral Youth Assessments—which remain pertinent despite being written outside of the identified timeframe—were also included.

Youth and Gender Tools and Analyses Survey

In addition to searching for relevant tools and analyses online, the team prepared a list of contacts of key stakeholders who implement programs targeting youth in the economic growth and workforce-development areas, including youth and gender specialists at USAID Washington and overseas Missions, IPs, and other donors. After validating the list with USAID, the team prepared a short survey to learn what resources they currently use, what resources they have available, what resources they require, and what they consider as best practices for youth and gender analyses. This also included a request for templates and examples of gender/youth analyses.

The survey included the following questions and allowed participants the opportunity to upload relevant resources:

- What tools/resources do you currently use for youth gender analysis for economic-growth programs (either stand-alone or integrated into overall gender analysis)?

- Are there any other tools/resources that you are familiar with that you could share with us, including tools from donors other than USAID?

- Are there any additional tools/resources you require to support youth gender analyses for economic-growth programs?

- What do you consider best practices for youth gender analyses?

- What, if any, challenges have you experienced when carrying out youth gender analyses for economic-growth programs?

The survey was uploaded to the SurveyMonkey platform and emailed to all contacts on February 2, remaining open until February 23. Participants were also encouraged to share the survey link with other relevant contacts in their network to gather their feedback and relevant tools. The survey served as an opportunity to identify additional relevant gender and youth tools and analyses, as well as obtain additional feedback from key stakeholders on promising approaches and priorities for future tool development.

Document Review and Organization

All identified resources were categorized as tools (e.g., guides or templates that contained information on carrying out youth and/or gender analyses) or analyses (documents outlining results of youth and/or gender analyses), uploaded and organized in relevant folders, and reviewed by the Team Lead and Youth Development Specialist. Tools were reviewed and their key purpose described to identify their relevance for inclusion in the review, if they are publicly available or internal, and their relevance for Mission audience. Relevant tools and analyses were then further reviewed to highlight their methodology, objectives, beneficiary populations, tools, stakeholder audience, relevant Missions, findings, and other best practices.

Results

A total of 57 tools and 52 analyses were identified from online searches and survey activities. In total, 35 tools and 35 analyses were included in the full review. Tools and analyses not included in the review were most often eliminated because they were outdated, not relevant, nor completed during the start-up phase, not linked to an activity, or not related to economic growth. Fourteen tools were developed with some level of support from USAID, while the remaining tools were products from other donors or IPs. Among relevant analyses documents, 13 were focused on youth, 18 were focused on gender, and four were more general and included elements of youth and gender. Tools included assessment guides, and resources highlighting strategies for gender-programming design, measuring gender and youth domains and intersections, youth inclusion, capacity building, life skills, gender- and youth-centered approaches to research methods, gender mainstreaming and analysis, COVID-19-related learnings, and sector-specific approaches (e.g., agriculture). Analysis documents focused on vulnerable groups, gender analyses, youth analyses, women's empowerment, youth inclusion and development, and sector-specific analyses related to trade, food security, livelihoods, resilience, agriculture and agribusiness, market systems, labor markets, workforce development, violent extremism, and education. See also further survey responses from participants in Annex 3.
Nine participants completed the youth and gender analysis survey and an additional stakeholder submitted relevant documents via email, which amounted to thirty-three total resources, including seven analyses and 25 guidance tools. Although the response rate was quite low, the comments echo the team's findings following the literature review.

Among tools and analyses that were reviewed, the entirety of a resource document's content was not always relevant. For example, a gender analysis completed for an agriculture sector-based activity may only have had two to three pages on youth but was still included in the analysis if that short section was relevant. Alternatively, many studies and tools were cross-sectoral or focused on a sector outside of economic growth, but still had elements that were relevant to this toolkit. Additionally, many of the tools addressed the design, implementation, and evaluation processes, but the key component of the document relevant for this activity that was reviewed in detail related to gender and/or youth analysis activities. Other documents reviewed had a more superficial focus on youth, citing that youth was a priority, but included minimal information on key considerations, approaches, and findings specific to youth. Among analysis documents identified and reviewed for the activity, at least 30 percent did not provide meaningful inputs in designing the toolkit. Activity analyses and tools also often neglected to define youth and or relevant age ranges, usually grouping younger youth (e.g., adolescents) with youth that are young adults (e.g., through age 35).

Limitations

While the online search and survey helped identify key resources to inform our toolkit development, our online search was limited to three search engines/databases as well as a two-month duration. Additionally, resources published in the last five years were prioritized for the review process, thus, potentially seminal tools and analyses on youth and gender programming were excluded from the review process.

The identification of USAID-specific tools and analyses was prioritized. Although we sought to recognize relevant tools from a range of international development donors, only a limited number of resources from other donors were identified.

Furthermore, despite outreach to 200+ relevant youth and gender stakeholders through a supplemental research activity (i.e., surveys) to complement resources identified in online searches, only nine participants responded. The lack of response may have been due to time constraints, unfamiliarity with YP2LE and the related activity, or general fatigue due to high rates of online engagement during the COVID-19 pandemic.

Additionally, stakeholders may not have been aware of or had access to tools or analyses they perceived as relevant for this activity. Finally, some of the tools and analyses shared by IPs were relevant but were internal documents that could not be shared in this toolkit but contributed to overall knowledge.

ANNEX 4: SURVEY RESULTS

Survey Question	Participant Responses
What tools/resources do you currently use for youth gender analysis for economic-growth programs (either standalone or integrated into overall gender analysis)?	- Incorporating the PYD domains into gender analyses - Designing activities to be more participatory for youth - Using USAID gender policy and gender analysis research guides - Employed gender-specific approaches to assessing youth employment ecosystems, FGDs, workforce skills and employment experience, youth landscape analyses - Using employer- and institution-assessment forms for youth-skill needs, youth labor-market assessments, and related training programs - Mission orders on gender analysis and economic-growth programs, CDCS gender analysis - Gender and social inclusion analyses, situational analyses, and GBV-targeted strategies
Are there any other tools/ resources that you are familiar with that you could share with us, including tools from donors other than USAID?	- Gender-analysis checklist on integration of gender into project activities - Gender strategies and job diagnostic tools with gender lens - Household surveys that disaggregate beyond gender - Transforming Agency, Access, and Power Toolkit - Guide on Making TVET and Skills Development Inclusive for All - ACDI/VOCA Gender-Analysis toolkit - PYD and sustainable development outcomes - World Bank Gender Dimension Studies
Are there any additional tools/resources you require to support youth gender analyses for economic-growth programs?	- Youth are often integrated in gender-analysis activities, but there is a need for additional tools for youth-specific analysis - Existing tools need to continue to be updated
What do you consider best practices for youth gender analyses?	- Plan gender analysis early - Gender and M&E team coordination from the beginning - Use of gender indicator(s) - Standardization of terminology (e.g., analysis vs. assessment vs. audit) - Be actionable - Completion of desk review to inform approach to analyses - Consistent core team membership and clear roles and responsibilities - Stakeholder and gender team involvement in M&E activities - Guidance on customization of approach based on desk review findings, country context

Survey Question	Participant Responses
	• Recommendations linked to concrete findings and activity deliverables, activities, indicators • Using a systems approach to change behavior, structures, and policies to be youth- and gender-responsive • Using mixed methods to explore "visible and invisible" barriers for youth and systems stakeholders • Clarifying definitions for age cohorts using life-course and intersectional lenses • Consider objective and subjective measures of job quality • Prioritizing more assessments with youth-specific analysis • Increasing youth participation • Using gender analysis and research guide • Disaggregation of data to identify inequality and inequity between population segments • Using monitoring, evaluation, and learning (MEL) initiatives from USAID is of high value for organizations to acquire greater commitment to the reporting of these indicators/processes
What, if any, challenges have you experienced when carrying out youth gender analyses for economic-growth programs?	• Reports and training material from USAID that serves as constant support to identify the obstacles that activities face from gender perspective and reinforce learning for its application in the activities • There is a need to have a gender specialist working with implementers on incorporating learnings to improve activities using a gender lens • Employer participation in assessments due to concerns about noncompliance with government policies • Understanding the challenges and nuances of youth transition into adulthood • Ethical challenges of engaging youth in research activities while ensuring informed consent and understanding of goals of activities • Finding accessible and quality data and reaching vulnerable populations during data-collection activities • Engaging youth under 18 directly as opposed to relying on insights of those 18 and above • Stressing that youth in different geographic regions experience different challenges and have different needs

ANNEX 5: REFERENCE LIST

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