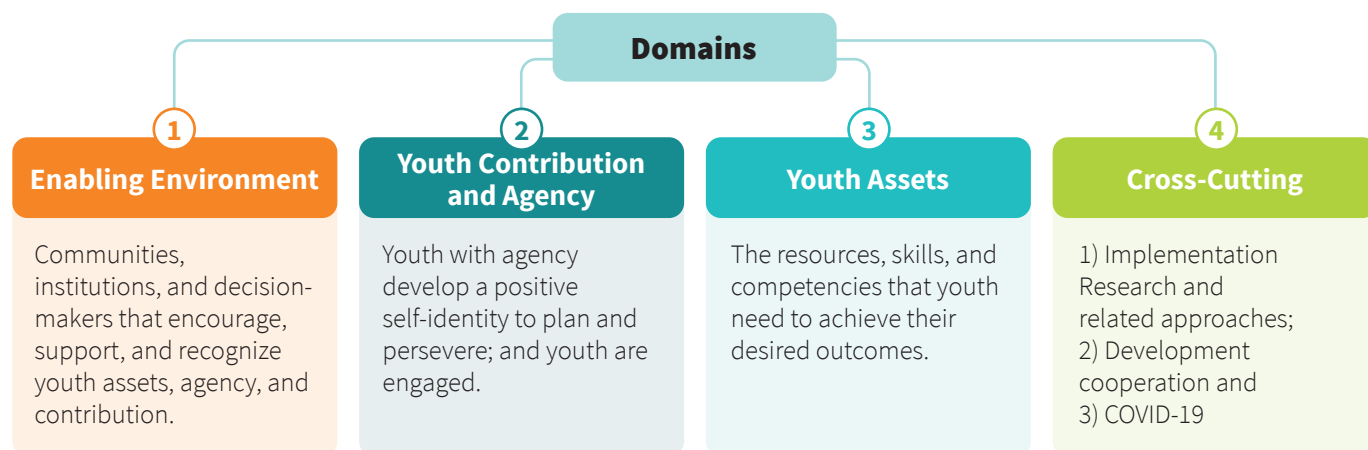# Global GESI Analysis - Executive Summary

Youth Excel aims to **advance gender[1] equality** by using **research, learning, and data** to change systems and transform norms, shifting **power differentials** so that diverse youth—including youth of all genders in different age categories—**influence development agendas** and development decision making.

In late 2020, we 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.

Domains of Inquiry

Domains

1 Enabling Environment	**2 Youth Contribution and Agency**	**3 Youth Assets**	**4 Cross-Cutting**
Communities, institutions, and decision-makers that encourage, support, and recognize youth assets, agency, and contribution.	Youth with agency develop a positive self-identity to plan and persevere; and youth are engaged.	The resources, skills, and competencies that youth need to achieve their desired outcomes.	1) Implementation Research and related approaches; 2) Development cooperation and 3) COVID-19

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1   **Gender:** Socially defined differences between women and men, gender diverse adults, girls and boys, and gender diverse children and young people. These differences may include economic, social, and political roles, responsibilities, rights, entitlements, characteristics, obligations, and power dynamics associated with sex and sexuality. The social definitions of what it means to belong to a certain gender may vary among cultures and change over time.

KEY DATA POINTS
PYD Domains and Cross Cutting

Enabling Environment

- Several international policies specifically address youth rights.
- Globally 19.5% of men believe that it is unacceptable for women to work.
- Only 56% of countries allow LGBTQI+ organizations to register as such.
- Almost 1 in 3 women have experienced sexual violence.

Youth Contribution and Agency

- 76% of girls/young women in a 19-country survey want to be leaders.
- 25% of parliament seats in 153 countries are held by women, and 2.2% of parliament members are under 30.
- Globally women complete over 75% of care work.
- About 267 million youth are not in employment, education, or training (NEET).

Youth Assets

- About 90% of girls and 93% of boys age 15-24 are literate.
- 41% of women and 36% of men who graduate secondary school attend university.
- Of the 58 million children out of school in 2015, 1/3 had a disability.
- As much as 40% of the world's population doesn't have access to education in a language they speak or understand.

Cross-Cutting

COVID 19:
- Mental anxiety due to COVID-19 was identified in 90% of youth with 1 in 6 losing their jobs.
- As many as 24 million learners risked not returning to school post-COVID.

Research and Development Cooperation:
- Less than 30% of staff in research and development are women. Research and science at academic institutions "claim knowledge" at the expense of marginalized groups.
- Development cooperation stakeholders suffer from internal inequities. The field has roots in colonialism and is still grappling with post-colonialism.

An **intersectional approach** brings the understanding that other factors within gender contribute to discrimination, marginalization, and inequities. These factors may include race, socioeconomic status, ethnicity, age, gender identity, religious affiliation, sexual orientation and disability, among other factors.

In some cases, we could not access data which disaggregated beyond age and gender to apply an intersectional approach. We at times focus exclusively on gender analysis as a result, without the intersectional dimension.

HIGHLIGHTED RECOMMENDATIONS

1 Youth selection
- Partner up with **organizations led by youth from marginalized groups.**
- Convene **intentionally diverse** young people, in an **inclusive, accessible and safe** way.

2 Youth engagement
- Promote youth **role models,** share success stories and show them as change makers, leaders, and professionals in nontraditional roles.
- Provide **suitable solutions based on the context** (data plans, Wi-Fi, offline data resources).
- Promote **youth voices**, and original work as virtual creators (not only users).

3 Capacity strengthening
- Train and mentor **young women and girls -and other marginilized groups**- to strengthen their role as leaders.
- Recognize **skills and abilities acquired outside of formal education** and provide opportunities for youth to use and strengthen existing skills.

4 Network building
- Work with caregivers, families, schools, communities to provide opportunities for and encourage youth leadership, especially among youth from marginalized groups.
- Consider the **continuous burden on marginalized groups to be the stewards of change**, and encourage and enable all to promote equality and inclusion.

5 Dissemination
- **Plan and budget to make materials accessible** to different audiences, specifically targeting marginalized groups (such as minorities who do not speak the official language, youth with disabilities, and with low level of formal education). Adapt font, colors, and language for accessibility. Be transparent about limitations.

6 Do No (More) Harm
- Develop **comprehensive Safeguarding Policies** to prevent and mitigate risks and abuse of children, youth, and vulnerable adults, and Invest in a project risk assessment and take measures to mitigate risks.
- Consider **the harm that language can do, and create inclusive glossaries for all applicable languages.** Equip interpreters with the glossary to reduce harm of offensive and violent language.

7 IR and MEL
- **Collaborate with communities on what they want to learn**, and make sure to adapt interventions to become more inclusive as well as effective.
- Design **inclusive research tools** that consider the gender gap and other aspects that hinder access to higher education and to do research, such as socioeconomic status and ethnicity, in low income and upper middle-income countries.
- **Track progress on the inclusivity** of program outputs and outcomes.

8 Rapid Gender Analysis
- Regional/country/local research should be done by a **team of researchers with extensive knowledge of the local context.**
- Examine whether and how **legislation and implementation** adversely affect youth organizations that focus on young women's rights, LGBTIQ+ rights, environmental issues, or other marginalized groups.

ACTION POINTS "CALL TO ACTION!"

We have created a set of more than 40 different recommendations based on the findings. Now it's your turn to convert these general recommendations into specific actions from where you are to make your work a more inclusive and accessible space for all. There are no limits to creativity! Create your own adaptations according to your experience and context and tell us more about it here: excelyouth@irex.org

We want to learn from each other!

Target PWD rights' organizations when convening to have a diverse and meaningful participation

Conduct a 2 hour workshop to develop a risk assessment in your community

Offer data plans for youth to connect to your Zoom sessions in your invites

Make space to talk about power differentials in your team

ACTION POINTS!

Make a podcast with youth role models in your community

Your ideas and actions HERE

Click or follow this code to learn more about Youth Excel, ask questions or provide feedback

To read the full report click here