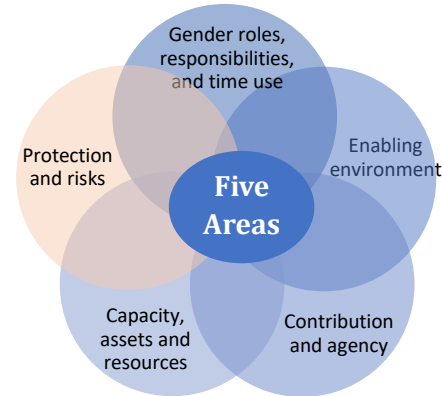


Handout

Intersectional Rapid Gender and Protection Analysis (IRGPA) Five Areas of Inquiry



Area of Inquiry	Definition
1. Enabling Environment	<p>Enabling Environment is a concept that has been used in the PYD approach to refer to a context that supports diverse people, develops their skills, and provides opportunities, resources and access to services. It also strengthens the ability of people to avoid risks and to stay safe and be protected and live without fear.</p> <p>Through the IRGPA questions, we want to understand whether an environment promotes this or not, and why. Some things to examine in the environment:</p> <ul style="list-style-type: none"> • The cultural norms and beliefs. • Laws, policies, regulations, and institutional practices. • The economic, political, legal, environmental, cultural, social, and technological contexts. • The allies and opponents to youth.
2. Gender roles, responsibilities and time use	<p>Gender Roles is a concept used in most of the GESI Analysis. It refers to different roles that are assigned to, or that are imposed on individuals based on their sex. It includes norms and behaviors associated with being a woman, man, girl or boy. It also refers to how people use their time and what responsibilities they are assigned, based on their sex.</p> <p>Through the IRGPA questions, we want to understand how the gender roles in communities are and why. It aims to anticipate potential constraints in regard to participation in the Program activities and how the gender roles of participants, responsibilities and time use also expose youth to certain protection risks in these activities. Some things to examine in the social and economic roles within a community:</p> <ul style="list-style-type: none"> • How diverse people live their daily lives. • The roles, responsibilities, and time used during paid work, unpaid work and community activities (e.g., who are farmers, teachers, doctors, nurses, who is taking care of children and doing work in the home, who is carrying water, protecting the community, etc.). • Who takes part in market and non-market activities (e.g., men are agricultures, women are teachers, women are doing most of the care work of children, etc.).
3. Agency and Contribution	<p>Contribution and Agency are two different concepts used in the PYD approach to refer to – Agency is the ability of diverse people to use their capacities, skills and resources to make or influence their decisions and to set goals to achieve their desired outcomes without fear of violence or retribution. Contribution is when communities provide space for diverse people to be a source of change for their own and for the community's development.</p> <p>Through the IRGPA questions, we want to understand how communities engage diverse people in their development and how this differs according to gender and other identities, and why, as</p>

	<p>well as how diverse people's contribution and agency can expose them to certain protection risks. Some things to examine in the community:</p> <ul style="list-style-type: none"> • Positive identity and Self-esteem (e.g., how is self-esteem of girls in schools) • Self-efficacy and ability to plan ahead and set goals. • Decision-making (e.g., who makes decisions in the house, in the workplace, in the school, in the church, in the community, etc.) • Access to power (think about how access to power looks like in your community, e.g., be part of the Municipality, etc.) • Leadership (e.g., who are the people in leadership positions and how it differs based on their identities) • Civic engagement • Labor market
4. Assets and Resources	<p>Assets and Resources are concepts that have been used in the PYD approach and GESI analysis and other frameworks to refer to - Assets are <u>productive resources</u> (e.g., livestock, land, certain types of technology). Resource refers to <u>non-productive resources</u> (e.g., income, social benefits, public services, information, digital training).</p> <p>Through the IRGPA questions, we want to understand whether, and to which degree, diverse people have access to different resources, and why. It aims to identify existing capacities of individuals, groups or organizations who will engage in the Program that can help participants avoid a risk or overcome a vulnerability. Some things to examine:</p> <ul style="list-style-type: none"> • Income • Land control • Technology and digital training • Access to services (health, education, mobilization, etc.) • Access to information
5. Protection and Risks	<p>Protection is a persons' ability to avoid risks, stay safe and secure, and be protected from harm, including violence and retribution. Violence, including but not limited to physical, financial, emotional, and spiritual harms. Understand and recognize that protection and safety is often subjective and personal and affects our ability to identify and understand different risks.</p> <p>Through the IRGPA questions, we want to understand how diverse people experience safety or harm (including if it is a perception), and how this differs according to gender and other identities, and why. Some things to examine:</p> <ul style="list-style-type: none"> • Gender Based Violence data. • Perceptions of violence and risks in places like the streets, homes, school, workplace, public spaces, private spaces, etc. <p>For understanding the protection and risk context, you will also complete a Risk Mapping and Protection Resource Mapping.</p> <p><i>NOTE: due to the sensitivity of this topic, you should not ask any participant about their own experiences with violence as this can cause harm.</i></p>

Case Study

Computer Café works toward providing equitable access to technology in a mountainous and rural area of the Dominican Republic. They decide that to strengthen their PYD programming they want to do an IRGPA to understand how gender, age and other identities impact equitable access to technology in their community. They meet with their small team to discuss the GESI challenges in their small team to discuss the GESI challenges in their community and what questions they need to answer to strengthen their programming.

Identified Challenge: *Equitable access to technology in their community, a mountainous and rural area of the Dominican Republic.*