



Barrier Analysis Toolkit

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Acronym Glossary

ASEAN	Association of Southeast Asian Nations
BAT	Barrier Analysis Toolkit
CEPPS	Consortium for Elections and Political Process Strengthening
CSI	Cross-Sectoral Initiative
CSO	Civil Society Organization
DEPP	Democratic Elections and Political Processes
DNH	Do No Harm
DRG	Democracy, Human Rights, and Governance
EU GDPR	General Data Protection Regulation within the European Union
FGD	Focus Group Discussion
IFES	International Foundation for Electoral Systems
INGO	International Non-Governmental Organization
IRI	International Republican Institute
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Queer, and Intersex
NDI	National Democratic Institute
NGO	Non-Governmental Organization
SBC	Social and Behavior Change
USAID	United States Agency for International Development
YAG	Youth Advisory Group

Key Terms

Terms	Definitions
Accessible	A site, facility, work environment, service, or program that is easy to approach, enter, operate, participate in, and/or use safely, independently, and with dignity.
Barrier	Specific determinants that prevent an individual or group from participating in or changing their behavior.
Barrier Analysis	An investigative research method aimed at identifying the conditions that prevent or restrict to a specific outcome.
Barrier Analysis Tool	An analytical tool to identify barriers or other determinants that influence behavior.
Behavior Statement	A statement describing a problem behavior and its context.
Binary Variable	A categorical variable that can only take one of two values, such as yes or no, or in the case of the BAT, 1 or 2.
Coding	A process of assigning words or phrases (codes) that identify portions of data in order to organize the data in a way that is most useful for analysis.
Cross-Sectoral	Working across two or more sectors in one activity. For instance, a program would be considered cross-sectoral if it included a voter registration drive that is linked to filing for unemployment benefits or vaccination appointments.
Data Analysis	A means of transforming data into actionable knowledge, enabling better decision-making, problem-solving, and performance improvement across a wide range of domains and applications.
Data Entry	The process of systematically inputting, recording, or transcribing data or information into a computer or other digital storage system.
Deductive Coding	Codes predetermined before analysis begins; can be derived from research questions or other subject-specific knowledge.
Determinants	A factor that promotes or is a barrier to the desired behavior.
Inductive Coding	Codes that emerge from data as repetitive themes during analysis.

Terms	Definitions		
Inclusion	Ensuring that historically underrepresented and marginalized groups including young people, are able to fully, equitably, and meaningfully access and participate in civic and political life.		
Intersectionality	The idea that persons who identify as members of multiple marginalized groups, such as young women from an ethnic minority group, have unique perspectives and experiences as a result of their multiple identities.		
Marginalized Group	Marginalized groups are defined as women, youth, persons with disabilities, lesbian, gay, bisexual, transgender, queer, and intersex+ (LGBTQI+) individuals, ethnic, religious, and linguistic minorities, Indigenous Peoples, internally displaced persons (IDPs), and other groups relevant to the country in which programming is taking place who have historically been excluded, disenfranchised, and/or discriminated against on the basis of their identity(ies).		
Non-Probability Sampling	Non-probability sampling is a method in which not all population members have an equal chance of participating in the study.		
Personally Identifiable Information	Any information which can be used to identify a person.		
Political Participation	Any action taken by an individual or as part of a group with the intent of influencing their government at any level, including on social, political, economic, cultural, or environmental issues.		
Politically Active	Those who engage in activities with the goal of influencing their government on a regular basis (timeframe and frequency being context dependent).		
Politically Passive	Those who are not engaged in activities with the goal of influencing political participation on a regular basis (timeframe and frequency being context dependent).		



Terms	Definitions
Positive Youth Development ¹	An approach that empowers youth leadership by supporting and strengthening young people's assets, agency, and contributions, and the enabling environment in which they operate.
Probability Sampling	Probability sampling refers to the selection of a sample from a population based on random selection or chance.
Target Group	The group of individuals with some specific demographic type (e.g., age, gender, race, ethnicity, disability) that is the focus of the research question and will participate in the Barrier Analysis interviews.
Sector	A distinct social, economic, or political subdivision of society such as education, technology, media, business, healthcare, and peace and security.
Social and Behavior Change Approach	An approach that seeks to influence the voluntary behavior of a population by addressing the factors facilitating or blocking a behavior to improve their lives.
Social and Economic Determinant	Factors that influence political and civic participation among youth, such as family values, class structure, caste, religion, traditions, attitudes, beliefs, and culture.
Unique Identifier	How data remains anonymous but still attributable to a specific individual to allow for analysis of their responses.
Youth/Young People	USAID uses the terms youth and young people interchangeably and defines youth as individuals between the ages of 10 and 29. However, USAID extends their age limit to 35 for political participation work, since age-related exclusion in this area usually reaches beyond 29 years.
	CEPPS generally works with young people between the ages of 18-35 and this will be the age range in reference throughout the toolkit. CEPPS also recognizes that the diverse youth population is not homogenous and is comprised of all genders, lesbian, gay, bisexual, transgender, queer, and intersex (LGBTQI+) youth, youth with disabilities, ethnic and religious minority youth, Indigenous youth, and other marginalized communities.

¹ For more information, see YouthPower2, Positive Youth Development Framework. <u>https://ww.youthpower.org/positive-youth-development-pyd-framework</u>

Purpose of the Toolkit

Despite constituting more than half of the global population, young people in all their diversity continue to be underrepresented in political decision-making processes. Only 2.6 percent of young people under age 30 globally are parliamentarians, with less than 1 percent being young women.² According to CEPPS research on pro-youth policies, less than 10 percent of young people globally would consider joining a political party, including those that view membership as a means to secure employment.³ Statistics also show that voter turnout among young people between the ages of 18 and 25, most of whom are first-time voters, tends to be lower than other age groups.⁴

Without meaningful participation in public and political life, young people are limited in their ability to influence policy and affect changes that will improve their lives and the wellbeing of their communities. Addressing the challenge of low levels of participation in formal political activities is crucial for increasing young people's influence and political power, strengthening the relationship between young people and government, and promoting a more inclusive and equitable society.

In order to support programs and initiatives that increase youth representation and participation in government and community decision-making processes, democracy, human rights, and governance (DRG) practitioners working with young people must first understand whether and why young people are actively participating in political life. This raises the question:

What prevents young people from participating in political activities?⁵

Questions such as this can be answered by conducting a **barrier analysis**. A barrier analysis is an investigative research method aimed at identifying the conditions that prevent or restrict a specific outcome. The underlying condition could be either the absence or presence of a particular feature, intervention, resource, or structural factor. Barrier analyses allow the implementer to uncover the permissive conditions for achieving a desired outcome.

² Inter-Parliamentary Union, 2021. <u>https://www.ipu.org/youth2021</u>

³ Azelton, Barrowman, Reppell, L, 2019. <u>https://cepps.org/technical-leadership/raising-their-voices-how-effective-are-pro-youth-laws-and-policies/</u>

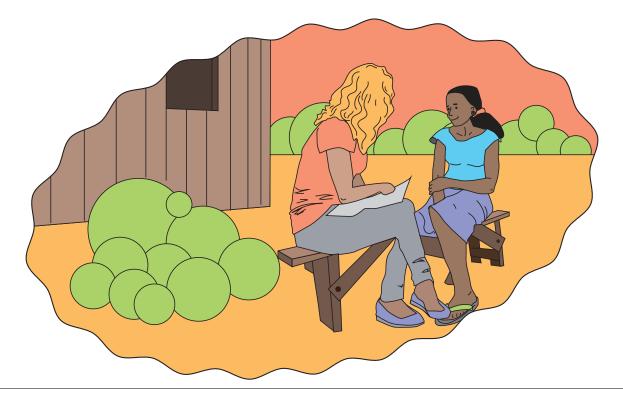
⁴ United Nations Office of the Secretary-General's Envoy on Youth, #YouthStats. <u>https://www.un.org/youthenvoy/</u> political-participation/

⁵ The BAT research question can also be examined in the context of the DEPP Learning Agenda, Question 1.1: "What are the factors that contribute to and/or constrain the access of marginalized communities (women, youth, Indigenous Peoples, LGBTQI+, persons with disabilities, ethnic/religious minorities, etc.) to meaningfully participate in civic and political life?" For more information see CEPPS, The DEPP Learning Agenda. <u>https://cepps.org/learning-agenda/</u>

This **Barrier Analysis Toolkit** (hereafter BAT or Toolkit) is a step-by-step research guide specifically designed to identify the factors motivating young people to engage in political life or not. Understanding these motivating factors is essential for designing and implementing targeted programs that encourage greater and more meaningful political participation of young people. The Toolkit builds upon existing barrier analysis methodologies⁶ but has been tailored to assess the political participation of young people. The six steps include: setting up the barrier analysis, preparing the interviews, interviewing, data entry, data analysis, and applying findings.

The primary audience of this BAT is DRG practitioners who work with young people and seek to facilitate a similar investigation into this specific demographic, young people, or a smaller group within this heterogeneous population, such as young women or young persons with disabilities. It could be useful to conduct a barrier analysis during the program design phase to inform the program's approach and activities and identify how to design a program. The BAT can also be implemented as part of a program assessment at any point in the project lifecycle to determine the efficacy of current activities or understand why a cross-sectoral approach is or is not working.

While the following sections of the toolkit are meant to address the question posed at the start of this section, the BAT can also be modified to address other research questions. For instance, a barrier analysis could be used to determine why only some young people who are currently active in a particular sector, such as security, education, or media, are also participating meaningfully in political activities. The stages of the BAT below should be adapted according to specific needs.



⁶ The BAT methodology is based on methodology used by IRI to develop its barrier analysis report (Miner, 2021). It additionally draws on best practices highlighted by <u>Kittle, 2013</u>, in the barrier analysis guide developed under the terms of a subgrant agreement with USAID to Helen Keller International.

Toolkit Background

This Toolkit was developed under the Consortium for Elections and Political Process Strengthening (CEPPS) DRG Youth Cross Sectoral Initiative (CSI), a multi-year, multi-phased program exploring and uncovering promising practices that advance the political participation, representation, power, and leadership of young people in decision-making positions and processes.⁷ CEPPS is comprised of nonprofit, nonpartisan, nongovernmental organizations (NGOs) dedicated to advancing and supporting democratic practices and institutions around the globe. Established in 1995, CEPPS pools the expertise of three premier international organizations dedicated to democratic development: the International Foundation for Electoral Systems (IFES), the International Republican Institute (IRI), and the National Democratic Institute (NDI).⁸ This program takes place as part of the United States Agency for International Development (USAID) Democratic Elections and Political Processes (DEPP) Leader with Associates Award, which enables the consortium to support the establishment and consolidation of inclusive and accountable democracies to advance freedom, dignity, and development over five years.

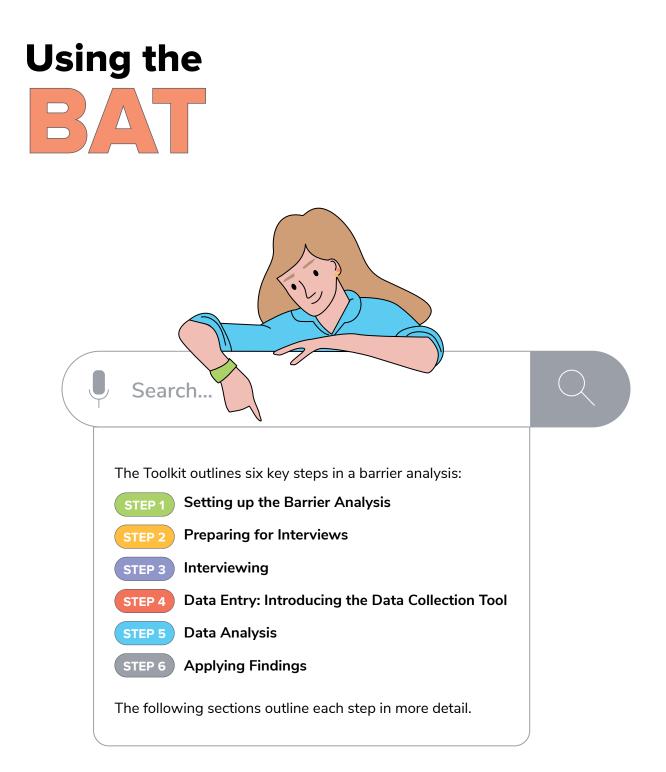
The BAT complements existing CEPPS project guides on best practices for applying a cross-sectoral approach⁹ and using a social and behavior change (SBC) approach¹⁰ to bolster youth leadership and political participation. The BAT was also driven by input from the second cohort of the DRG CSI Youth Advisory Group (YAG).¹¹ The YAG, composed of seven young leaders from around the world working across different sectors, provided key insights into the applicability, constraints, and needs of practitioners seeking to conduct a youth barrier analysis. The YAG reviewed and contributed to the drafting and finalization of the Toolkit through virtual and in-person feedback sessions, focusing on refining the content to be most useful for young people and the key actors that support their political participation.

- ¹⁰ CEPPS, 2022, A Practitioner's Guide. <u>https://cepps.org/wp-content/uploads/2022/07/CEPPS-Youth_SBC-Toolkit_Final_Accessible.pdf</u>
- ¹¹ For more information on the CEPPS YAG, see CEPPS, 2022, CEPPS 2022 Youth Advisory Group. <u>https://cepps.org/</u> <u>story/cepps-advisory-group-2022/</u>

⁷ CEPPS, Youth Democracy and Governance Cross Sectoral Initiative. <u>https://cepps.org/youth-initiative/</u>

⁸ For more information on each institute, see <u>IFES</u>, <u>IRI</u>, and <u>NDI</u>.

⁹ CEPPS, 2022, Engaging Young People Across Sectors. <u>https://cepps.org/wp-content/uploads/2022/06/</u> <u>TOOLKIT-CSI.pdf</u>





Setting up the Barrier Analysis



Before conducting a barrier analysis, some additional work is needed to transform the initial question, "What prevents young people from participating in political activities?", into an actionable research agenda. These initial steps include defining the intended behavioral change and the target population in a behavior statement, identifying data needs and available data sources, and, for primary data collection, outlining a data generation plan including sampling.

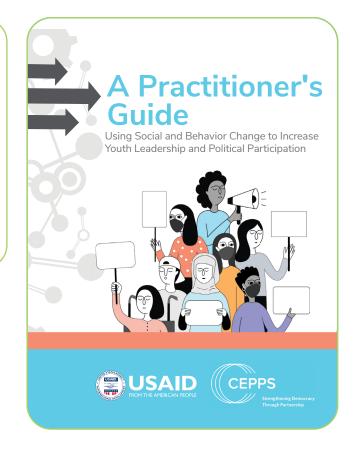
1.1 Determining a Behavior Statement

Creating a behavior statement is the first step in preparing to conduct a barrier analysis. A **behavior statement** identifies the target population being observed and the action or behavioral change that is expected or necessary to achieve the desired outcome. This statement motivates the research design choices made for the rest of the study. A good behavior statement is direct and concise.¹²

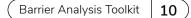
This toolkit will use the following behavior statement as an example:

To foster a more responsive and inclusive democracy, young people (between the ages of 18 to 35) of diverse identities and backgrounds need to be politically active.

A detailed explanation and examples of how to create a behavior statement can be found in CEPPS' A Practitioner's Guide: Using Social and Behavior Change to Increase Youth Leadership and Political Participation.



¹² For a set of best practices and guide to creating a behavior statement, see CEPPS, 2022, A Practitioner's Guide (referenced in the call out box). <u>https://cepps.org/wp-content/uploads/2022/07/CEPPS-Youth_SBC-Toolkit_Final_Accessible.pdf</u>



1.1.1 Defining the intended behavioral change

After identifying the target demographic and desired outcome, the second step in creating a behavior statement is specifically defining the intended behavioral change. For the purposes of this toolkit, the intended behavioral change is being "politically active." **Political participation** is defined as any action taken by an individual or as part of a group with the intent of influencing their government at any level, including social, political, economic, cultural, or environmental issues. Political activities may include:

- Voting
- Protesting
- Canvassing
- Phone banking
- Email letter writing campaigns
- Contacting an elected official
- Any form of advocacy
- Fundraising or donating
- Serving as a civil servant
- Serving as an election worker/observer
- Hosting a podcast with political pundits
- Interacting with an elected leader's social media account via comments, resharing with thoughts, tagging, or watching live. Applies also to media coverage about political leaders. Excludes simply liking/sharing content without additional engagement.

These activities may be organized and accomplished individually, such as by voting. Political activities might also be mobilized through group affiliations. For instance, an environmental rights civil society organization (CSO) could engage in advocacy, a youth wing of a political party could organize a march, an intramural sports club could sponsor a fundraiser for a politician, or faith-based groups could help recruit election day workers.

For the purposes of the example behavior statement used in this Toolkit, frequency of political actions is key to defining active political participation. The appropriate timeframe for determining political activity will vary according to several factors, such as if elections have just taken place or are happening soon. Individuals may be expected to engage in more political activity in the month prior to an election than at other times. Consider how defining the timeframe will include or exclude participants. The time frame and frequency of engagement should be determined based on the specific local context.

Taking these components into account, in this Toolkit, young people are considered **politically active** if they have engaged in at least one activity to influence their government in the past month. Young people are considered **politically passive** if they have not engaged in any of these types of activities in the same month. Notably, being politically passive does not preclude political awareness. Rather,

since the main research question is about how to increase involvement, awareness does not meet the bar for "active." Using these definitions, this Toolkit seeks to understand why some young people are politically passive so that practitioners can design interventions to mobilize young people to become politically active.

1.2 Identifying Data Sources and Data Collection Methods

After defining the target group and intended behavior change, move on to thinking about the kind of data needed to answer the question. Using a variety of data can be helpful in identifying the factors that facilitate or inhibit young people's political participation. Different kinds of data will require the use of various data collection methods. The barrier analysis relies heavily on the results of primary research, though secondary research is a necessary first step. These research methods will be defined in the next sections.

1.2.1. Secondary Research

Before beginning to collect primary data for the barrier analysis, it is best to conduct a thorough desk review of the existing research and data available on the topic, known as **secondary research**. Desk research can help guide the primary research by identifying the established trends and gaps related to young people's political participation and the determinants that influence youth political participation. **Determinants** are factors that either promote or are a barrier to the desired behavior.

When conducting desk research, analyze and cite only formal and credible sources. Determine if a source is credible by asking, for example:

- Is the author considered an expert or well-respected thought leader?
- Is the research and evidence from within the last decade and/or relevant to the context?
- Does the author present multiple perspectives rather than advancing only one (possibly indicative of bias)?
- Does the source of information come from a trusted site?

See Table 1 for types of secondary sources for potential inclusion in a desk review.

Table 1 Sources for Secondary Data Collection

- Reports, surveys, and assessments from CSOs, NGOs, international non-governmental organizations (INGOs), and intergovernmental organizations.
- Academic journals and research databases, which can provide a multidisciplinary approach.
- Official government reports and studies, which can provide demographic and country-specific data.
- Civil society findings, which can complement official government reports.

From the desk research conducted under the main research question, it is evident that young people's political participation can be influenced by many factors such as family, values, class structure, caste, religion, customs, attitudes, beliefs, and culture. This list, however, is quite long. How can we tell which factors are most important? Are they all equally important all the time and in every setting? To weigh these possible explanatory factors – potential barriers to political participation – against one another, move to the primary data collection stage.

1.2.2. Primary Research

Primary research involves collecting data or information for the first time or in a new way. There are many ways to gather information about individuals and their behaviors, including focus groups, participant observation, and surveys, but the BAT relies on interviews as the primary data generation method.¹³ Interviews allow for gathering detailed information from a small set of specifically selected individuals. These interviewees are selected based on the assumption that they have unique perspectives or insights that can help answer the question at hand.

Before interviews commence, the implementer will need to generate an interview script. Welldesigned interview questions can help the implementer discern between the various factors that are known to influence young people's political participation.¹⁴ Table 2 lists examples of the potential determinants identified by the implementers for this BAT and the corresponding interview questions meant to inquire about each determinant.¹⁵ These questions and others are included in the annexed Interview Guide (Annex 1).

As Table 2 illustrates, the interview protocol utilizes a variety of question types which were designed to align with USAID's PYD approach. These different question types will be further discussed in the analysis section, as they require different recording and analysis techniques.

¹³ Although different contexts and communities may be better suited for alternative data collection methods like focus groups, this toolkit uses individual interviews as the main source of data collection.

¹⁴ This list of determinants has been reworked since the Designing for Behavior Change training curriculum was first published in 2008 to better fit agriculture and natural resource management behaviors and is somewhat different from the list of determinants used in the 2008 health and nutrition-focused Barrier Analysis manual. It was republished in Kittle, 2013. <u>https://pdf.usaid.gov/pdf_docs/PA00JMZW.pdf</u>

¹⁵ This table has been adapted from the full BAT Interview Guide using determinants for the example behavior statement used in this Toolkit. For the full BAT Interview Guide, see Annex 1.

Table 2 Determinants and Corresponding BAT Interview Questions

Determinant and Definition	Corresponding Interview Guide Question
Perceived self-efficacy : A young person's belief that they can be politically engaged given their current knowledge and skills.	(Question 1) With your present knowledge, do you think you are capable of being politically active?(Question 2) With your present resources and skills, do you think you are capable of being politically active?
Perceived positive consequences: A young person's perception that there are benefits to being politically engaged.	(Question 12) What are the benefits, if any, of being politically active? (Question 15) Who, if anyone, supports or would support your decision to be politically active? Who, if anyone, does not or would not support your decision to be politically active?
Perceived negative consequences: A young person's perception that	(Question 6) How likely is it for you to be discouraged or stopped from being politically active because of your age (under 35 years old)?
there are disadvantages to being politically engaged.	(Question 7) How likely is it for a young woman, young Indigenous person, young person with a disability, or young person from another marginalized community (or member of multiple of these groups) to be discouraged or stopped from being politically active?
	(Question 13) What are the disadvantages, if any, to being politically active?
Perceived social norms : The perceptions that people hold about whether or not young	(Question 3) Are there any social norms, cultural rules or taboos that prohibit or support young people being politically active? If so, how do these social norms impact your decision to be politically active?
people should be politically active or politically engaged.	(Question 4) Are there any norms that prohibit or support young women, young people from ethnic minority groups, or young people from other marginalized communities being politically active? If so, how do these social norms impact your decision to be politically active?
Perceived severity : A young person's belief that being politically passive or inactive is a matter that has a substantial impact in their lives.	(Question 5) How serious of a problem is it for you that people from all age groups are not involved in politics?
Perceived action efficacy : The belief that young people's political participation will influence	(Question 8) If a large number of youth participate in politics, how likely are local officials to acknowledge and address young people's interests?
stakeholders to take action related to young people's needs.	(Question 9) If a large number of youth participate in politics, how likely are national level officials to acknowledge and address young people's interests?
Access: The availability of products or services to young people that are required or helpful to adopt a given behavior.	(Question 10) Based on the information you are able to and know how to access, are you aware of how you can be politically active? (Question 14) What, if anything, would make it easier for you to be politically active? What, if anything, would make it harder?
Policy: The existence of laws and regulations (local, regional, or national) that hinder or facilitate the adoption of a behavior.	(Question 11) Are there any laws or rules in place that you know of that make it more likely that you will engage in political participation?

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Preparing for nterviews



After developing an interview protocol, additional preparation is required before interviews can begin. A sampling strategy will determine which individuals are interviewed. This is also the time to take stock of ethical responsibilities to interviewees and any other research participants, including ways to safeguard their personal data and ensure their privacy. This section describes these considerations and how to plan for recruitment of interviewees.

2.1 Selecting a Sampling Strategy

At a national or community level of analysis, it is, practically speaking, impossible to collect data from <u>all</u> politically active and passive young people. It is therefore necessary to collect data from a **sample** rather than the entire population. In general, a sample can be understood as a smaller and select number of individuals that is representative of the entire population.

The first step is defining the sampling strategy. A sampling strategy outlines how participants (data sources) are being selected to ensure they are a representative sample of the larger group or population being studied. While there are many sampling techniques, the two types of sampling referred to in this section are probability and non-probability sampling.

Probability sampling refers to the selection of a sample from a population based on random selection or chance. Using this method means everyone has an equal or near-equal chance of being chosen for the sample. This randomization ensures the representative validity of the sample when compared to the target population, by increasing objectivity and limiting selection bias on the part of the implementer designing the study. Probability sampling is often more complex, time-consuming, and costly than non-probability sampling; for these reasons, probability sampling is not suggested for use in conducting a barrier analysis.

Non-probability sampling is a method in which not all population members have an equal chance of participating in the study. In this type of sampling approach, implementers strategically select individuals to participate in the research. When applying a non-probability sampling approach, consider the aims and resources available for the study and then select a strategy to achieve those aims given the resources available.

There are many types of non-probability sampling methods, which fall into two main categories: convenience and purposive. **Convenience sampling** selects subjects based on ease of accessibility, such as interviewing young people that pass by in the city center or young people that are affiliated with a local CSO partner. **Purposive sampling** is a technique in which researchers choose participants based on specific characteristics they want to study, such as choosing to 'oversample' young people from minority populations to ensure their perspective is captured.

This Toolkit highlights the process of utilizing non-probability purposive sampling. For the BAT interviews, the primary data source is young people who can be further categorized as politically active and politically passive. Although young people exist across a spectrum of identities and contexts, by comparing two groups practicing "opposite" behaviors, practitioners can see where there are differences in why young people are or are not politically engaged. It is imperative to note the use of this sampling style in the methodology section of the final report and to be transparent about the fact that findings are not necessarily generalizable to all young people in the target population or other contexts.

2.1.1 Setting a Sample Size

In addition to identifying more specifically who should be included in the sample, determine the appropriate number of interviews needed to sufficiently answer the research question. Take into consideration available resources, project scope, and priorities to determine the appropriate sample size. Generally, the larger the sample size, the more data will be generated, and therefore, the more patterns or trends that can be identified.

A larger sample size also has the comparative advantage of yielding perspectives that may better reflect the diversity of young people in the target population and the barriers that affect their political participation. Implementers might suspect, based on desk research, that certain groups, such as young women or young Indigenous people, experience greater political marginalization and exclusion than other groups. A large sample allows implementers to identify patterns that hold across multiple demographic groups, which gives the implementer more confidence that the finding may be generalizable to the population of young people. Alternatively, it is possible to look for differences among subgroups with a larger sample as well, with some modifications to the analysis guide herein.¹⁶ Remember, larger samples also require more resources, especially within the data collection phase.

Because this Toolkit uses purposive sampling to choose participants based on only one demographic dimension – being politically active or politically passive – the sample size is set to 20 interviewees. The sample should have a similar number of passive and active respondents. This number of respondents will provide rich enough insights to notice patterns and identify outliers in the analysis given the thresholds for what is considered a significant finding, which will be discussed in Sections 3 and 4.

¹⁶ It might also be the case that the goal of research is to understand how different groups of young people do or do not engage politically and why. To explore the barriers related to subgroups of politically active or passive youth, revisit the behavior statement to target this specific demographic and adjust sample size to account for additional dimensions in the analysis. This Toolkit does not account for multiple characteristics, but Section 4 contains notes on how the toolkit can be modified to account for other demographics.

2.2 Primary Research Ethics

Once potential interviewees are identified, pause to ensure ethical standards for research are met. Following ethical guidelines when collecting barrier analysis data is an important measure to ensure that research is conducted with integrity and respect for individuals, which in turn strengthens the credibility and impact of research findings.¹⁷

One essential practice for ethical data collection is including **informed consent** in the interview protocol. Informed consent requires taking measures to ensure that all individuals involved in the research have the capacity to consent, comprehend the purpose of data collection, have an opportunity to ask questions, understand the risks and benefits involved, and are participating free from any coercion. Informed consent language is included in the BAT survey and should be adapted for use.¹⁸

Data collection teams should also take steps to ensure that the potential risk of harm to individuals involved in the barrier analysis (for example, the risk of someone's **personally identifiable information** being exposed in a closed political environment) is minimized, and that the benefit of participation outweighs any potential harm. All data sources should remain anonymous, and the assessment team should take care not to share any personal information that reveals their identity. A do no harm (DNH) approach ensures that the research, and any corresponding activities used throughout the research process, do not unintentionally reinforce existing barriers to inclusion, exacerbate underlying social or identity-based tensions, endanger participants physically, or subject them to emotional or psychological harm. To make those determinations, consult closely with stakeholders that represent diverse communities, specifically communities that are marginalized and/or underrepresented, and complete a risk assessment before planning for data collection.¹⁹ This includes discussing how research activities may be perceived by different groups, and working with local actors who know the social and political landscape and have the legitimacy to speak on behalf of key constituencies.

In addition to following these general measures to secure the privacy of the interviewees, researchers should adhere to relevant local, national, and international regulations regarding data privacy and data security for research, such as the General Data Protection Regulation within the European Union (EU GDPR).²⁰ These regulations will differ based on where the research is taking place and where the data is stored.

¹⁷ In addition to the steps outlined herein, any Barrier Analysis that is federally funded is required to be reviewed by an Institutional Review Board (IRB). To learn more about IRB federal guidelines, see U.S. Department of Health and Human Services. <u>https://www.hhs.gov/ohrp/regulations-and-policy/guidance/faq/irb-registration-process/index.html</u>

¹⁸ For additional templates of informed consent forms, see World Health Organization. <u>https://www.who.int/groups/</u> <u>research-ethics-review-committee/guidelines-on-submitting-research-proposals-for-ethics-review/templates-for-informedconsent-forms</u>

¹⁹ Bullen. <u>https://tools4dev.org/resources/risk-assessment-template/</u>

²⁰ To learn more, see GDPR.EU. <u>https://gdpr.eu/</u>

Working with young people may require additional ethical considerations, particularly if the participants are under the legal age of majority. If a young person is under the age of majority, which is typically 18, the interviewer should use a minor assent form, which allows for a minor to express their agency and willingness to participate.²¹ Parents, guardians, or caregivers need to provide consent in addition to the minor's assent. Again, the appropriate steps and the age can be confirmed by working with stakeholders familiar with the local regulations and laws.²²

2.3 Preparing for Interviewees with Varied Backgrounds

While the focus of this research is young people who are or are not politically active, these young people have intersectional identities. Inclusive data collection processes are essential to gathering information in a manner that anticipates the diversity of the individuals involved. Inclusive data collection practices require advanced planning accounting for participants' backgrounds and identities such as sexual orientation, gender identity, disability status, religion, ethnicity, literacy levels, any history of trauma, etc. These factors and others may affect an individual's ability and willingness to participate as well as their level of comfort and trust in the data collection process. All of these factors may impact both data sources and individuals who are available to participate in the research, as well as the data or responses provided by these individuals.



²¹ Examples of minor assent forms can be found in Annex C of <u>Schulte, 2018</u>, as well as in the templates for informed consent forms from the <u>World Health Organization</u>.

²² Should you choose to engage young people under 18, be sure to consider the added ethics considerations for participants who are children or minors. The significance of ethical responsibility and ensuring compliance with local regulations is paramount when working with younger participants. Implementers of this tool should also carefully assess whether it is necessary to engage with individuals below the age of 18, which in many countries, is below the voting age, to get insights relevant to the research question.

In order to design an interview process that is as inclusive as possible, implementers should take the following into consideration:

Interview location: The interview location should be a safe, private, and accessible space for all individuals, including women, gender non-conforming, and LGBTQI+ individuals, persons with disabilities, individuals with heightened security risks, ethnic or religious minority or caste-affected individuals, or respondents with lower economic status. For example, consider if the building has ramps to enter and elevators if the location is on the second floor or higher. Choose a location that allows participants to be out of public view, if desired, and that people of all genders feel safe entering. Consider the geography of the location itself and whether it is neutral, safe, and accessible for all, also considering individuals who may rely on public transportation. In some cases, it might be safer to conduct the interview over the phone or in a virtual meeting space. However, it is important to note that it may be more difficult to establish trust virtually than in person, which may make the discussion less candid.

Interview time: The interview time should be convenient and feasible for individuals from all backgrounds, such as young people working or in school, women who may be more likely to have childcare responsibilities, and religious groups who may partake in religious celebrations or prayer at certain times of the day or year. It is also important to consider that some individuals may feel unsafe traveling to and from the interview location after dark.

Interview language: Implementers should conduct interviews in the native language of the respondent, when possible. This may require identifying an external consultant who speaks the language to lead the interviews or hiring a professional interpreter. Sign language interpreters may also be needed should you interview participants who are Deaf or hard of hearing.

Assistants or Guardians: Participants with disabilities or participants under the legal age of majority may bring an assistant or legal guardian to an interview. It is important to direct all questions to the interviewee and not to their assistant or guardian. If the assistant or guardian tries to answer on behalf of the interviewee, it is important to guide the questioning back to the interviewee.

Participants with intellectual disabilities: Intellectual disability is a part of human diversity and young people with intellectual disabilities take part in political life alongside their peers. Accommodations can be made to ensure that interviews with persons with intellectual disabilities collect usable data. For example, a simplified questionnaire can be used that has easy to understand language. A pre-meeting can be held with accompanying assistants or guardians to discuss the goals of the research so they know how they can best support. Images can be shown to help the interviewee follow the conversation.

Privacy: Some populations may not be comfortable sharing their gender, age, disability, or other identifying information out loud. It may be helpful to ensure information privacy by having a nonverbal way of gathering the data, such as having a small card participants complete as an alternative to verbalizing this information. Alternatively, for something like age, one might ask if the respondent is between a set of ages, rather than asking for a specific number. Implementers should be intentional about the demographic information collected, only retaining information that is conceivably relevant to the research.





Interviewing



After completing the steps in the previous section, conduct the interviews. The BAT includes a prescripted Interview Guide which can be found as Annex 1. It features two distinct question types, multiple choice (with open-ended follow up) and short answer. These question types will be further discussed in Section 4 on Data Entry.

3.1 Recruiting Interview Participants

Because politically active young people can be politically engaged individually or through many different types of groups, interviewees can be found in many different places. Some examples of places to recruit interviewees are:

- Political party organizations
- Student organizations (possibly focused on politics)
- CSOs, including identity-based organizations such as women's groups or organizations of persons with disabilities
- Global and regional youth networks like Generation Democracy or the Latin American Youth Network for Democracy
- Youth partners of international democracy and governance organizations
- Online forums like USAID's YouthPower and YouthLead
- Vocational schools
- Sector-specific conferences, such as a climate exposition
- Sector-specific private companies, like those focused on finance or technology
- Sports leagues
- University campuses or events
- Activity based groups or societies
- Faith based organizations

More ways to identify potential participants can also be found in the CEPPS CSI Toolkit under "Identifying Participants from Across Sectors."²³

Given that the sample size in this Toolkit is small, it is necessary to recruit roughly the same number of politically active and politically passive respondents. The BAT Interview Guide includes screening questions to confirm that the individual is accurately identified as politically passive or active (Annex 1). In the final report, you should note your recruitment strategy and discuss how it impacts the sample bias. For example, if you recruited your sample from one political party, that may impact how you generalize findings. This too is where implementers can decide what demographic information might be relevant to track.

²³ CEPPS, 2022, Engaging Young People Across Sectors. <u>https://cepps.org/wp-content/uploads/2022/06/TOOLKIT-CSI.pdf</u>

3.2 Transcribing and Recording Interview Responses

The most important part of the interview is keeping a record of the responses. The respondent's answers to the interview questions (Annex 1) can be recorded either by hand on printouts of the questionnaire or electronically in real time. During these interviews, if agreed upon by the interviewee, it can be helpful to record the respondent on a phone or other recording device to ensure no information is missed during initial transcription. The interviewee should be asked about any recordings upfront and give explicit consent to be recorded. Interviewees are free to decline being recorded, in which case the interviewer's notes will be the sole source of record.

If the interviewer keeps notes of answers by hand, scan copies of printed interview sheets to store in a secure place, such as a cloud-based storage program. Alternatively, interviews can be transcribed afterwards into an electronic document. If they are transcribed, the original documents can be destroyed to ensure the data is not jeopardized and maintain anonymity for participants. Be sure not to record any personally identifiable data on the printouts or in electronic documents – including as file names.

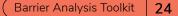
If the interviewer prefers to fill in the form digitally, they can transcribe answers as the conversation is taking place. Note that if the interview is occurring in person, especially if using a translator, transcribing on a computer or tablet could be disruptive to the conversation and introduce additional privacy concerns. It can also make it difficult to establish rapport, depending on the local context. In cases where the interviews are conducted online via a video or audio call, transcribing answers on a computer in real time is more acceptable.

The implementers should also have a plan in place for storing these files – whether they are hard copy or digital, text and audio/video files – in a secure and anonymous way to protect interviewees' privacy.





Data Entry: Introducing the Data Collection



As interviews are completed, the responses need to be stored in a central place to facilitate analysis. **Data entry** is the process of systematically inputting, recording, or transcribing data or information into a computer or other digital storage system.

This Toolkit includes an <u>example BAT Analysis Sheet</u> to use as a reference template for data storage. The sheet has four tabs: Summary Analysis, Data Sources Key, Example Q1 and Example Q14a. A downloadable template can be found <u>here</u>.

When entering data in the BAT Analysis Sheet, it is important to keep in mind:

- Data entry requires a high level of accuracy to ensure that the information is recorded without errors. Mistakes in data entry can lead to incorrect analyses and decision-making.
- Data entry should be consistent in terms of formatting, units of measurement, and conventions to maintain data integrity.
- Data entry should be verified by having at least two team members review the entries for accuracy and consistency in order to maintain data quality.
- The data entry will be done in a binary variable fashion, allowing the workbook to be pre-designed to take the totals, percentages, and other calculations based on this data structure.
- The example sheet is structured for youth as a single target group. The sheet can be updated to compare experiences of young people who identify with another marginalized group against the population as a whole.

The following sections explain how to enter the information from each interview into the Analysis Sheet.

4.1 Data Sources Key: Storing Interviewee Data

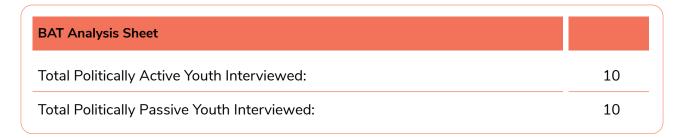
The 'Data Sources Key' tab is used to log interview respondents. This tab will keep track of how many respondents of each type were interviewed. To comply with the standards and ethics outlined in Section 2, each individual should be given a **unique identifier** in lieu of their name. This unique identifier is how the data will remain anonymous but still attributable to a specific individual to allow for analysis of patterns within their responses. Next to each respondent's unique identifier, indicate whether that person is politically passive or politically active.

Unique Identifier	Participation Type	Age	Gender	Disability Status
1	Active	21	F	Y
2	Passive	28	М	Ν
3	Active	18	М	Ν

The 'Data Sources Key' can also store demographic information about each interviewee for later use.²⁴ For instance, it may be helpful to record age, gender, disability status, or a city/town descriptor. The key should <u>not</u> include the respondents' names, specific addresses, email addresses, phone numbers, birthdates, or any other personally identifiable information in order to guarantee their anonymity and privacy. New columns can be added to track additional demographic information.

4.2 Setting Up Your Summary Analysis Sheet

Once the respondents have been logged into the key, tally the number of active and passive respondents at the top of the 'Summary Analysis' sheet. These boxes appear in yellow. It is important to keep these numbers up to date, because they are part of the pre-set percentage calculation on each question tab.



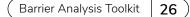
4.3 Filling in the Question Tabs

There are two types of questions found in the BAT: Type 1: Multiple Choice with Follow Up Questions and Type 2: Short Answer Questions. Both question types are asked to each interviewee. Each has a specific set of data entry instructions.

As the question tabs are filled in, there are several pre-set calculations that will be automatically generated. Specifically, the "Percentage of Total"²⁵ field on each question tab will update as respondents' answers are entered. The 'Summary Analysis' tab will also have automatically updated calculations drawn from individual question tabs, such as the difference in the percentage of politically active and passive youth who answered a question the same way. <u>These should not be assessed until all of the interview responses are recorded, and the data entry is complete</u>. Be sure to follow the guidance below to avoid creating any errors in formulas which will cause miscalculations.

Each question tab is set up for a total of 20 respondents, 10 active and 10 passive. If there are more respondents, be sure to add additional lines above the "Total" row. Ensure that the formulas for the totals capture all observations in the new cell range.

²⁵ The "Percentage Totals" calculation is the total number of respondents from one category (active or passive) who gave one answer, divided by the total number of respondents of that category. For example, if 7 politically active of 10 respondents answer "yes" to the same question, the calculation would be 7 divided by 10 to find the percentage total.



²⁴ Additional disaggregates could include disability status and gender.

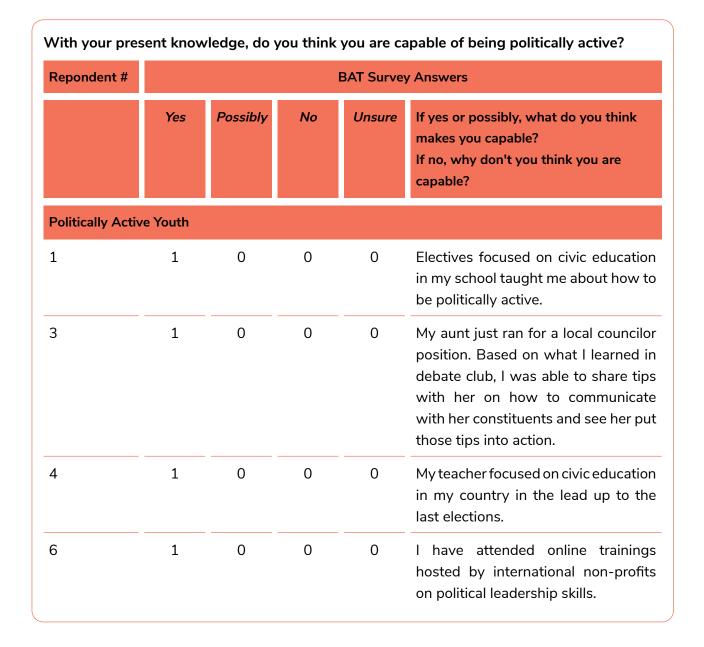
4.3.1 Question Type 1: Multiple Choice with Follow Up Question

The first type of question utilized in the interview protocol is multiple choice questions with follow up open-ended questions, as seen in Example Question 1. Refer to the 'Example Q1' tab in the sheet template to follow the next steps of data entry.

Example Question 1	
*This is the same as BAT Survey Question 1. With your present knowledge, do you think you are capabl	le of being politically active?
 Yes Possibly No Do Not Know 	
If yes or possibly, what do you think makes you capable? If no, why don't you think you are capable? What would mak	ke you feel capable?

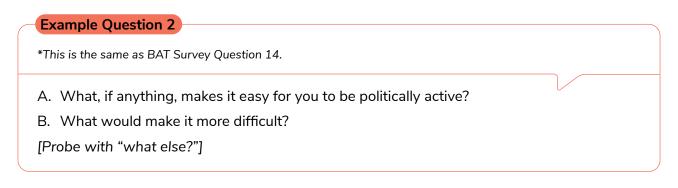
Under the question's corresponding tab, record the information collected during the interview. For each response (row), put a "1" in the column that corresponds to the respondent's answer and "0" in the other columns. For example, if the respondents said "yes" to Q1, enter a "1" under the "yes" column and a "0" in the "possibly," "no," and "unsure" columns. Responses to the follow up probing questions should be recorded word for word in the last column of that same row.





4.3.2 Question Type 2: Short Answer Questions

Questions 12 to 14 are a series of short answer questions, as seen in Example Question 2. Refer to the 'Example Q14' tab in the sheet template to follow the next steps of data entry.



On the question's corresponding tab, write each short answer provided by the interviewee in both their initial remarks and anything that comes from asking a probing question of "what else."

Unique Identifier	
1	My office offers employee resource groups on political engagement or social justice.
3	My peers at work started to host lunchtime sessions where we can learn about political issues, policies, or advocacy strategies.
4	l attend community meetings with friends, which we find out about through announcements shared by my university. Having friends with me makes these activities more enjoyable and less intimidating.





Data Analysis



The purpose of **data analysis** is to transform data into actionable knowledge, enabling better decision-making, problem-solving, and performance improvement across a wide range of domains and applications. The goal of conducting a barrier analysis is to better understand the reasons for the gap in political activity among young people. The following analysis will seek significant <u>differences</u> in the patterns of responses from politically active and politically passive respondents.

The remainder of this section explains the steps involved in analyzing the data entered into the sheet by question type. Open ended questions require some additional coding, which is explained in sections 5.1.2 and 5.2.1. Finally, this section suggests an overall assessment methodology to turn the finalized data sheet into actionable findings.

5.1 Analyzing Question Type 1 Responses

5.1.1 Review Summary Statistics from Multiple Choice Responses

Once all data is entered into the appropriate question tabs, refer to the 'Summary Analysis' tab, in particular the "Percentage Difference" column. The 'Summary Analysis' tab takes the "Percentage Totals" as calculated on the question tabs; it then computes the difference between the percentage of respondents from each category who answer the same way. In this example, responses with a percentage difference of over 15 percent are analyzed further.²⁶ Not all questions will show a large difference between respondent groups, which is okay. Smaller percentage differences simply mean the passive and active young people interviewed do not differ in their views on that particular question. Because the aim of this analysis is to better understand differences between the two groups, questions with similar response rates will not receive further analysis.²⁷ Continue with the subsequent steps only for the cells demonstrating a 15 percent difference or higher.

²⁶ Although the threshold for what may be considered significant can differ depending on the implementer, the 15 percent threshold is based on Kittle, 2017. <u>https://www.behaviourchange.net/docs/kittle-b-2017-practical-guide-to-conducting-barrier-analysis.pdf#page=161&zoom=100,93,96</u>

²⁷ While the BAT focuses on the differences between the target groups, the similarities might also be an interesting finding if they counter the expectations from the desk research stage. For example, if the leading hypothesis in the literature suggests a reason for the divide between active and passive youth, but the interview respondents do not differ in their responses to the question about that one thing, it is worth acknowledging in the report. This might suggest more than one reason for the politically active divide.

Type 1: Multiple Choice with Follow Up Question – Questions 1 to 11	Percentage of:		Percentage
	Active	Passive	Difference:
1. With your present knowledge, do you think you are capable of being politically active?			
Yes	80.00%	10.00%	70.00%
Possibly	20.00%	20.00%	0.00%
No	0.00%	60.00%	-60.00%
Do not Know	0.00%	10.00%	-10.00%

5.1.2 Generate Additional Codes

For the answers meriting further analysis (highlighted in blue above), implementers can use inductive coding to analyze the related open-ended questions (for example, "If yes or possibly, what do you think makes you capable?"). **Inductive coding** involves identifying patterns that emerge from qualitative data as repetitive themes. As patterns or repeated topics appear, labels can be applied to each topic, becoming the data points to analyze. These labels should be kept brief (1-5 words wherever possible) and summarize the information at a high level.²⁸ The codes for respondents who answered "yes" to the original question and those that answered "no" might be different. You will generate the codes separately, comparing responses from those who answered "no" and those that answered "yes" separately.

Inductive coding is typically an iterative process. For instance, the example provided might start with "elective" and "club"; from there, those codes can be categorized together as "school sponsored activities." In the end, the code can be made more explicit: "School Offers Civic Ed/Political Activities."

²⁸ For more information about the process of inductive coding, review <u>Frampton's 2020 article</u> as well as Linneberg and Korsgaard's article in the <u>Qualitative Research Journal</u>. The final set of new codes should be added as new columns to the spreadsheet.

Electives focused on civic education in my <mark>school</mark> taught me about how to be politically active.	→	Relevant Code: <mark>School Offers Civic Ed/ Political Activities</mark>
My aunt just ran for a local councilor position. Based on what I learned in debate club, I was able to share tips with her on how to communicate with her constituents and see her put those tips into action.		Relevant Codes: Family Support/Involvement in Politics <mark>School Offers Civic Ed/ Political Activities</mark>

5.1.3 Score New Codes

Once the new codes are added as columns to the spreadsheet, the responses can be coded quantitatively in the same manner as the pre-established codes. Review all of the responses again in case a code that emerged later in the process also is applicable to a response earlier in the sheet. As in Step 4.3.1, add a "1" in the corresponding column for each relevant code. It is okay if an answer fits multiple codes – simply include a "1" in each relevant column.

If yes or possibly, what do you think makes you capable? If no, why don't you think you are capable?	School Offers Civic Ed/ Political Activities	Family Support/ Involvement in Politics
Electives focused on civic education in my school taught me about how to be politically active.	1	0
My aunt just ran for a local councilor position. Based on what I learned in debate club, I was able to share tips with her on how to communicate with her constituents and see her put those		
tips into action.	1	1

5.1.4 Re-Review Summary Statistics

Once the codes are entered, a percentage will be calculated at the bottom of the sheet. This shows the percentage of respondents whose answers reflected that theme. This calculation also appears on the 'Summary Analysis' tab.

School Offers Civic Ed/ Political Activities	Family Support/ Involvement in Politics	Attended Trainings (Outside of School)	Current Job is Politically Focused
1	0	0	0
1	1	0	0
1	0	0	0
0	0	1	0
0	0	0	1
0	1	0	0
0	0	0	1
0	0	0	0
1	0	0	0
0	0	0	0
4	2	1	2
40.00%	20.00%	10.00%	20.00%

This is an image from the 'Question' tab.

If yes or possibly:	
School Offers Civic Ed/ Political Activities	40.00%
Family Support/Involvement in Politics	20.00%
Attended Trainings (Outside of School)	10.00%
Current Job is Politically Focused	20.00%

This is an image from the 'Summary Analysis' tab.

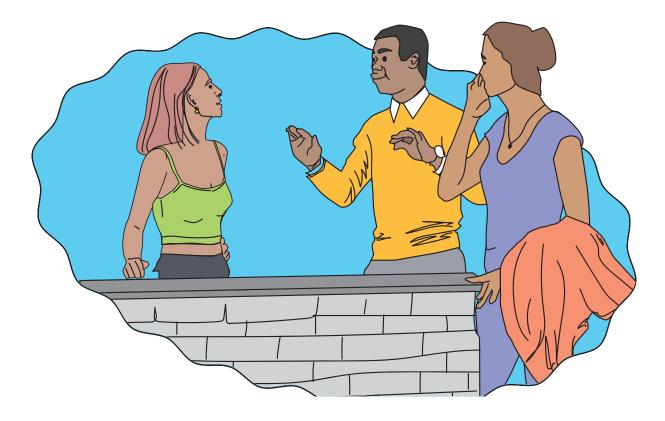
5.2 Analyzing Question Type 2 Responses

Analysis of the short answer question begins with the inductive coding process, similar to sections 5.1.2 and 5.1.3.

5.2.1 Generate Appropriate Codes

Like in Step 5.1.2, the open-ended short answer responses must be coded in order to be analyzed. Review the answers and use inductive coding to analyze what repetitive themes emerged from the recorded data. Each code should be entered as a new column in the light blue boxes. Unlike 5.1.2, there will be one set of codes generated from all of the respondents.

More information and opportunities provided	Relevant Codes:
at my workplace about getting involved in	Information about how to engage is
politics, as well as how it relates to my job	available
as a teacher.	Opportunities within workplace
My free time is spent with friends, but if	Relevant Codes:
there was <mark>Information on getting involved</mark>	Friends are engaging in politics
in politics as a group, I would be interested	<mark>Information about how to engage is</mark>
to hear about them. It would be even better	available
if a young person my age told me how they	Outreach by young people engaged in
engage during their free time.	politics



5.2.2 Score New Codes

As in Step 5.2.3, indicate that a response reflects the code by recording a '1' under the code that corresponds to the answer. All other boxes should be filled by a '0.'

BAT Survey Answers	Codes		
	Opportunities within workplace	Friends are engaging in politics	
My office offers employee resource groups on political engagement or social justice.	1	0	
My peers at work started to host lunchtime sessions where we can learn about political issues, policies, or advocacy strategies.	1	0	
I attend community meetings with friends, which we find out about through announcements shared by my university. Having friends with me makes these activities			
more enjoyable and less intimidating.	0	1	

5.2.3 Review Summary Statistics

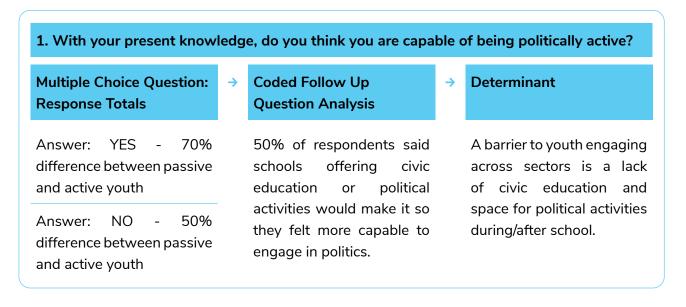
Once data is entered into the question tab, review the quantitative distinctions in the 'Summary Analysis' tab, again paying particular attention to the "Percentage Difference" column. Again, responses with a percentage difference of 15 percent or greater between active and passive youth are further analyzed.

14a. What, if anything, makes it easy for you to be politically active?			
Opportunities within workplace	70.00%	20.00%	50.00%
Friends are engaging in politics	50.00%	40.00%	10.00%
Information about how to engage is available	50.00%	60.00%	-10.00%
Outreach by young people engaged in politics	30.00%	60.00%	-30.00%
Activities include accommodations for people from marginalized communities	10.00%	30.00%	-20.00%

5.3 Drawing Conclusions from Patterns in the Data

The disparities between respondent groups on the 'Summary Analysis' tab reveal possible determinants of the desired behavior, being politically active.

For instance, in 'Example Question 1,' there was a large gap between politically active and passive youth who think they have the present knowledge to engage in politics. When asked why, a majority of politically active respondents said that civic education and political activities available at their schools made them feel more capable to engage in politics. In their open-ended responses, most of the politically passive youth also suggested that provision of these activities would make them more inclined to be politically active. The availability of civic education activities is therefore a clear barrier to more young people engaging across sectors.



Similar analysis can be conducted for the other questions of interest. Understanding how politically active youth overcame similar obstacles to participation faced by politically passive youth can imply future interventions and recommendations.



Applying Findings



This section contains practical next steps for implementers who have completed a barrier analysis: applying the findings to interventions and disseminating those findings to a wider audience via reports.

6.1 Designing an Intervention

The evidence of specific barriers identified in the barrier analysis can be used to design interventions that target those gaps. For example, if access to civic education opportunities is identified as a barrier to further political engagement, implementers can design programs to help establish civic education activities with local partners.

The CEPPS' Practitioners Guide²⁹ is a useful tool for designing an intervention that includes an SBC approach. Effective SBC interventions work across individual, societal, and environmental levels, using strategies that seek to support the promotion and adoption of behaviors working with various groups and addressing multiple determinants. Examples of intervention strategies can be seen on page 30 of the Practitioners Guide, which is included as Annex 2 in the Toolkit.

6.2 Reporting Findings

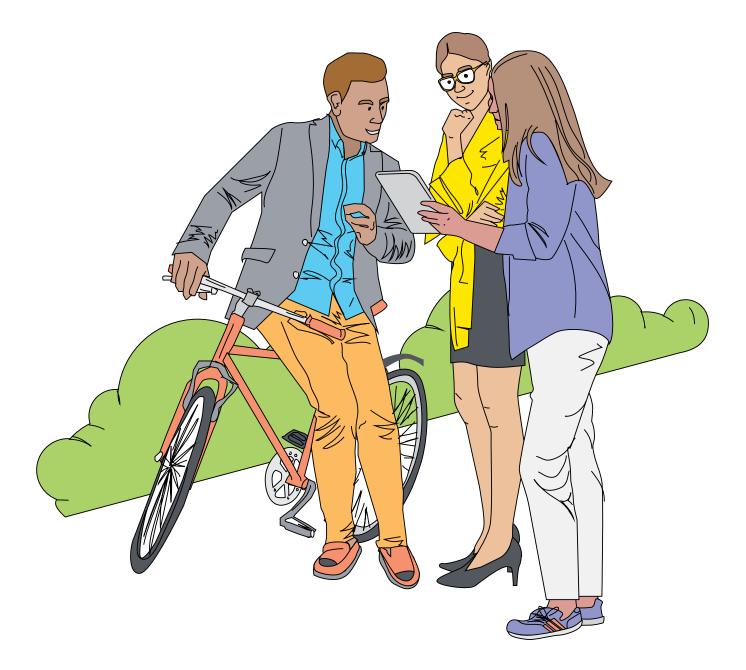
The barrier analysis implementers should aim to share the findings beyond their own institutions. Publishing a report based on the research can contribute to the broader DRG community's efforts to engage more young people politically.

The barrier analysis report should be clear about all earlier data collection and interview design choices and all steps taken during the analysis. Even if other demographic information was not used to analyze data, the demographic data collected in Step 4.1 should be reflected in the final report. For example, if all the respondents identify as young women or are all from the same socioeconomic background, the researchers should state this clearly in the report as it influences how easily the findings can be generalized to other demographic groups. Transparently publishing these research design choices can also allow future researchers and BAT implementers to build upon the findings.

The report should serve as a guiding document for youth-led or youth-focused practitioners to outline the barriers young people are facing when trying to politically participate. The report should also include recommendations for how to address these barriers and make the main determinants actionable. The CEPPS Practitioner Guide is a useful resource for identifying possible interventions.

²⁹ CEPPS, 2022, A Practitioner's Guide. <u>https://cepps.org/wp-content/uploads/2022/07/CEPPS-Youth_SBC-Toolkit_Final_Accessible.pdf</u>

Reports should be disseminated broadly to as many stakeholders as possible in the community or country where the barrier analysis was conducted. Consider sharing the report directly with known school officials, local policymakers, CSOs, NGOs, INGOs, or business owners. These stakeholders will benefit from the knowledge contained in the report and may be potential partners for implementing the suggested interventions in the future. The report can also be shared online and promoted across social media platforms. For more information on how to reach actors across sectors, specifically to collaborate with the education sector or use the media sector to amplify recommendations, refer to the CEPPS CSI Toolkit³⁰ under the 'Include Collaboration Across Multiple Sectors' best practice.



³⁰ CEPPS, 2022, Engaging Young People Across Sectors. <u>https://cepps.org/wp-content/uploads/2022/06/TOOLKIT-CSI.pdf</u>



Next Steps

This Toolkit was designed as a tool for practitioners around the world to adapt and use in a variety of unique circumstances and environments. While barrier analyses will reach different conclusions across communities and populations of young people, what remains consistent is the importance of clearly and carefully identifying the determinants driving young people's behavior. These determinants are the foundation upon which a strong analysis rests and will inform more effective intervention strategies addressing the targeted behavior and resulting in more tailored and responsive outcomes. Using the barrier analysis findings, practitioners should design, test, and evaluate interventions that directly impact young people's behavior in terms of political participation. The global population of young people is a significant demographic force, and their political participation can have positive and important implications on democracy within their communities and across the world.

Annex 1: BAT Interview Guide

Interviewer's Name: Interviewee's Unique Identifier: Date:

Demographic Data

Gender Identity: Disability Status (if applicable): Ethnic and/or Religious Identity (if applicable):

Thank you for taking the time to speak with [me/us] today. The purpose of this interview is to determine the reasons youth either do or do not participate in political participation activities. Political participation is defined as any action taken by an individual or as part of a group activity with the intent of influencing their government. Active is defined as engaging in such activities at least once in the past month.

Our findings will be summarized in a report that we will share with [include how it will be shared]. However, your responses will remain confidential, meaning your name will not be associated with your responses in any report, and only the research team will have access to the individual answers you provide today. Please remember that you do not have to participate in this interview, and you do not have to answer any questions with which you are uncomfortable. Would you like to proceed or ask any questions? (Wait for a verbal or written response.)

Is it okay to record this conversation for the purpose of taking notes, again only the research team [and myself] will have access to the recording through the completion of data analysis? (Wait for a verbal or written response.)

Screening Questions:

- 1. Are you between 18 and 35 years old?
- 2. Do you engage in political participation? Political participation is defined as any action taken by an individual or as part of a group with the intent of influencing their government at any level, including on social, political, economic, cultural, or environmental issues.
- 3. Have you participated in at least one activity to influence your government in the past month?

[If YES, label "active," if NO, label "passive."]

BAT Survey Questions:

Question 1
With your present <i>knowledge</i> , do you think you are capable of being politically active?
O Yes
○ No
🔵 Do Not Know
a. If yes or possibly, what do you think makes you capable?
b. If no, why don't you think you are capable? What would make you feel capable?
Question 2
Question 2
With your present <i>resources and skills</i> , do you think you are capable of being politically active?
☐ Yes
Possibly
○ No
Do Not Know
a. If yes or possibly, what do you think makes you capable?
b. If no, why don't you think you are capable? What would make you feel capable?
Question 3
Are there any social norms, cultural rules, or taboos that prohibit or support young people being politically active?
Yes
○ No
O Do Not know
Prefer not to say

[If yes, probe with "Which rules or taboos?"]

[If yes, probe with "How do these social norms impact your decision to be politically active?"]

Are there any norms that prohibit or support the following groups being politically active?

	Yes	No	Do Not Know	Prefer not to say
Young Women				
Young Indigenous Person				
Young Person with a Disability				
LGBTQI+ Youth				
Young Person from Another Marginalized Community (or member of multiple of these groups)				

a. **If yes for any groups,** please clarify which marginalized communities you are referring to. For example, marginalized communities can include ethnic minorities, Indigenous Peoples, persons with disabilities, LGBTQI+ individuals, persons excluded because of caste, religious minorities, and women.

[Probe with "Which rules or taboos?"]

[Probe with "How do these social norms impact your decision to be politically active?"]

How serious of a problem is it for you that people from all age groups are not involved in politics?

- Very serious
- Somewhat serious
- Not serious
- Not a problem all age groups are present

[Probe with "why?"]

Question 6

How likely is it for you to be discouraged or stopped from being politically active because of your age (under 35 years old)?

- Very likely
- Somewhat likely
- Not likely at all
- 🔵 Do not know
- Prefer not to say
- a. If very/somewhat likely, please explain who has or do you anticipate will discourage or stop you?
- b. All, is there any age at which people will not question your participation in political activities?

[Probe with "Why" and "Is this a common response?"]

How likely is it for the following groups to be discouraged or stopped from being politically active?

	Very Likely	Somewhat Likely	Not Likely At All	Do Not Know	Prefer not to say
Young Woman					
Young Indigenous Person					
Young Person with a Disability					
LGBTQI+ Youth					
Young Person from Another Marginalized Community (or member of multiple of these groups)					

a. **If very/somewhat likely for any groups,** please explain who has or do you anticipate will discourage or stop young women or other marginalized communities? Please clarify which marginalized communities you are referring to.

[Probe with "why" and "is this a common response?"]

Question 8

If a large number of youth participate in politics, how likely are local officials to acknowledge and address young people's interests?

- Very likely
- Somewhat likely
- Not likely at all
- 🔵 Do not know
- Prefer not to say
- a. **If very/somewhat likely,** who specifically do you think would engage? How would you want or expect the officials to address these needs?
- b. If not likely, why do you think they would not engage?

If a large number of youth participate in politics, how likely are national-level officials to acknowledge and address young people's interests?

Very	likely
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- Somewhat likely
- Not likely at all
- 🗌 Do not know
- Prefer not to say
- a. **If very/somewhat likely,** who specifically do you think would engage? How would you want or expect officials to address these needs?
- b. If not likely, why do you think they would not engage?

Question 10

Based on the information you are able to and know how to access, are you aware of how you can be politically active?

Yes

No No

Do not know

Prefer not to say

- a. If yes, what specifically do you access?
- b. If yes, how did you find out about this information and/or learn to access it?

Question 11

Are there any laws or rules in place that you know of that make it more likely that you will engage in political participation?

Yes

🗌 No

- Do not know
- Prefer not to say
- a. If yes, what laws or rules are you referring to?

Question 12

What are the benefits, if any, of being politically active?

[Probe with "what else?"]

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What are the disadvantages, if any, to being politically active?

[Probe with "what else?"]

Question 14

A. What, if anything, would make it easier for you to be politically active?B. What, if anything, would make it harder?

[Probe with "what else?"]

Question 15

A. Who, if anyone, supports or would support your decision to be politically active?B. Who, if anyone, does not or would not support your decision to be politically active?

NOTE: Approve and disapprove are synonymous with support and not support.

[Probe with "who else" or "anyone in particular?"]

Question 16

Is there anything else you would like to add about why you are or why you are not politically active?

Annex 2: Intervention Strategies from CEPPS SBC Toolkit



ENVIRONMENTAL INTERVENTIONS

EXAMPLE INTERVENTION AREAS	EXAMPLE INTERVENTION OPTIONS	EXAMPLE INTERVENTION STRATEGIES
Advocacy and Policy Reform	Changing laws, policies, and regulations that form structural barriers to change.	Advocacy campaigns
Institutional Partnerships	Establishing common purpose and sharing resources between government, private sector leaders, and other high-level institutions to enable change.	 System-level social norms-shifting Institutional trainings and reflection
Multi-media Campaigns	Leveraging the agenda-setting power of the media to distill knowledge, support shifting attitudes and beliefs, and promote positive norms and introduce positive deviants.	 TV campaigns Radio campaigns Communication materials (e.g., posters, flyers)
Social Mobilization	Organizing communities, groups, and individuals to publicly advocate for systemic change.	 Community action group formation and mobilization

SOCIETAL INTERVENTIONS

EXAMPLE INTERVENTION AREAS	EXAMPLE INTERVENTION OPTIONS		EXAMPLE INTERVENTION STRATEGIES
Positive Norms Promotion	Identifying positive or harmful social norms and working with communities and reference groups to shift or uplift them to support behavior change.	•	Community-level social norm-shifting activities
Gatekeeper Engagement	Encouraging community leaders to support or uphold relevant social norms to support social and behavior change.	•	Trainings and workshops with traditional or religious leaders to support norm shifts
Values Deliberation and Framing	Creating safe spaces for communities to surface and deliberate problematic norms and their impact on community members.	•	Small/community group formation, skills- building, training, and community outreach

EXAMPLE INTERVENTION AREAS	EXAMPLE INTERVENTION OPTIONS	EXAMPLE INTERVENTION STRATEGIES
Life Skills and Empowerment	Providing education that helps individuals improve their self-esteem, self-efficacy, sense of agency, and interpersonal skills.	Training programs, skills-building workshops
Direct Capacity Building	Helping individuals develop a specific set of skills and tools needed to enact a behavior through training or knowledge-building.	Training programs, skills-building workshops
Re-Evaluation Exercises	Working with individuals to identify and reflect on their biases, perceptions, and emotions about a behavior and how they impact their decision- making.	 Transformative workshops (e.g., gender trainings)

Annex 3: Additional Resources

A Practical Guide to Conducting a Barrier Analysis ³¹ (USAID)	The Practical Guide to Conducting a Barrier Analysis is a training curriculum that builds skills to plan and conduct a Barrier Analysis survey.
Social and Behavior Change in Democracy, Human Rights, and Governance: A Primer ³²	This primer, developed by USAID for DRG practitioners, provides an overview of SBC approaches, steps to developing an SBC approach, and additional SBC resources.
A Practitioner's Guide: Using Social and Behavior Change to Increase Youth Leadership and Political Participation ³³	A guide to social and behavior change (SBC) approaches to influence the voluntary behavior of a population by addressing the factors facilitating or blocking a behavior to improve their lives.
Engaging Young People Across Sectors: A Practical Guide for Amplifying the Positive Impact of Youth-Led and Youth-Serving Democracy, Rights, and Governance ³⁴	An interactive guide for youth development practitioners and young leaders implementing programs to support young people in gaining political knowledge and assuming political leadership.
USAID's International Data and Economic Analysis (IDEA) platform ³⁵	The IDEA platform collects and cleans data for thousands of vetted sources that anyone can query and download.

³¹ Kittle, B, 2013. <u>https://pdf.usaid.gov/pdf_docs/PA00JMZW.pdf</u>

³² USAID, Social and Behavior Change. <u>https://pdf.usaid.gov/pdf_docs/PA00XWX4.pdf</u>

³³ CEPPS, 2022, A Practitioner's Guide. <u>https://cepps.org/wp-content/uploads/2022/07/CEPPS-Youth_SBC-Toolkit_Final_</u> <u>Accessible.pdf</u>

³⁴ CEPPS, 2022, Engaging Young People Across Sectors. <u>https://cepps.org/wp-content/uploads/2022/06/TOOLKIT-CSI.pdf</u>

³⁵ USAID, IDEA. <u>https://idea.usaid.gov/</u>

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