

EMPOWERED AID

PSEA TRAINING FOR TRANSPORT DRIVERS
WORKING IN AID DISTRIBUTION

FACILITATION GUIDE

The Global
Women's Institute

THE GEORGE WASHINGTON UNIVERSITY

Lebanon Partners:



اتحاد الجمعيات الإغاثية و التنمية
Union of Relief & Development Associations

Uganda Partners:



World Vision

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INTRODUCTION

The Global Women's Institute's "Empowered Aid" study is feminist, participatory action research (PAR) that recognizes women and girls as contextual safeguarding experts and engages them as co-producers of knowledge, supported to safely take an active role in asking and answering questions about their own lives. PAR proactively acknowledges and addresses power imbalances—in this case, between men and women; aid workers and those receiving aid; and researchers and those being researched. Just as participation lies at the center of accountable humanitarian response, it is a critical element for research that seeks to shift power imbalances. Empowered Aid is organized in three phases. This facilitation guide is part of a set of resources used during the second phase, which applied recommendations from women and girls (during phase 1) to help make aid distributions safer. This facilitation guide was used to train transporters working in aid distribution on key concepts in gender, SEA, and SEA risk mitigation.

During phase one, women and girls identified sexual exploitation and abuse (SEA) risks in relation to accessing four different types of aid, which they selected: food, shelter, WASH, cash (in Lebanon), and fuel & firewood (in Uganda). In both Lebanon and Uganda, SEA was reported as occurring across all types of aid explored, in all stages of the distribution cycle—from communicating and receiving information; to registering or being verified for aid; at the distribution site; traveling to and transporting aid from these sites; and safely storing aid. In addition, women and girls reported multiple barriers to reporting cases of SEA, including lack of knowledge or faith in reporting mechanisms, stigma and other negative repercussions from community and family members, and the normalization of SEA, meaning that for many, they and their families and communities see it as the cost of receiving life-saving assistance.

During the second phase, women and girls' observations guided the identification and prioritization of ways to improve aid distributions, which are then piloted with NGO operational partners in Lebanon and Uganda using an implementation science approach. The Empowered Aid team developed and pilot tested a set of tools for point-of-distribution and post-distribution monitoring to see how



IRC Uganda member of the Empowered Aid team co-facilitating a training with World Vision Uganda for truck drivers involved in distributing food aid.

these adaptations improved safety for women and girl aid recipients. Some of those adaptations pertained to transportation, as this was one area where women and girl aid recipients pointed to SEA risk.

The third phase of Empowered Aid focused on research uptake and peer-to-peer capacity building through the development and rollout of an online course based on our learning. In this phase, women and girls and other research team members in Uganda and Lebanon co-created platforms to share what they learned and build capacity for women- and girl-led, participatory action research in refugee settings.

WHAT IS THIS TOOL & HOW DID WE USE IT?

The Empowered Aid team developed this curriculum and training facilitation guide to support the training of those working in transport surrounding aid distribution—truck drivers, bus drivers, contracted transporters, independent taxi organizations, etc. The purpose of engaging transporters in this way is to increase knowledge and understanding of surrounding aid distribution, introduce risk mitigation strategies, and ultimately get transporter buy-in to reduce risk of SEA posed to aid recipients related to transportation.

During phase one of the Empowered Aid project, women and girls identified transportation as a key setting where SEA occurred, and in some cases identified transporters as perpetrators of SEA. In Uganda, women and girls reported that drivers supporting aid distribution had propositioned them, followed them, and sexually exploited them. One woman living as a refugee in Uganda stated:

"It also happened to me, when I brought my alcohol I was selling around and this driver [who transports food into the settlement] has to come and ask for my body, that he needs my body, he will pay for my body. For me I don't know Swahili and he was speaking Swahili and so I had to ask a colleague, and she told me what he say, and even me for myself I felt ashamed."



Truck drivers and staff from World Vision and IRC Uganda after a PSEA training.

Adolescent girls in Uganda were also reported to be sexually exploited by drivers. One refugee woman said,

“Now that due to Corona [virus] people need support anything can happen, some girls were made pregnant by drivers but have been abandoned.”

Another reported,

“Yes, it happens because of lock down [due to the pandemic] there is no money, our girls are being sexually exploited by the drivers, ‘boda boda men,’ to meet their basic needs and some end up in early marriages.”

Further, in Lebanon, refugee women and girls raised instances of harassment and abduction by taxi drivers on the way to and from aid distribution sites. One girl described her hesitation to take a taxi to the distribution site, saying,

“It’s a long way from where I live to the distribution center, so I will need to take a taxi which may not be safe for a girl of my age, even for older woman.”

Another woman aid recipient talked about a taxi driver perpetrating SEA against her when transporting aid,

“This was what the driver offered me. He asked if I needed money, I refused. Then he asked if I needed food, I told him that I could manage. Also, he offered to take me on a cruise, I refused.”

Given the research findings highlighted perpetration by transport drivers, such as water and food truck drivers and taxi drivers, this curriculum was developed by GWI, IRC and World Vision staff to target this high-risk group of aid actors. It was piloted in Uganda to train truck drivers during preparation for a food distribution. The training is based on the findings and voices of the refugee women and girl researchers from Phase One, in both Lebanon and Uganda. It is designed as a two-day training that first covers key concepts such as gender and power, GBV, and SEA, before delving into specific SEA risks in the context of food distribution—specifically transportation-related risks—and risk mitigation strategies.

We encourage you to use and adapt this guide further for your training needs.

For questions, or to share how you are using these materials, contact Alina Potts, Principal Investigator, at [apotts \(at\) gwu.edu](mailto:apotts@gwu.edu).

ALL *EMPOWERED AID* FACILITATION MANUALS, TOOLKITS, RESEARCH REPORTS & POLICY BRIEFS CAN BE FOUND
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FACILITATOR AGENDA

Day 1:

Time	Session	Focus of session	Facilitator(s)	PowerPoint Slides	Materials, Printing and other Preparation
9:00:AM – 9:15AM	1	Welcome, Introductions, Icebreaker, Ground Rules, Eyes & Ears		Slides with introduction	Flipchart paper, markers, post its
9:15AM – 10:00AM		Introducing Empowered Aid Pre-test		Slides with summary of EA and pre-test	Print off 40 copies of pre-test (20 for each day)
10:00AM – 11:00AM	2	Key Concepts: Power & Consent		Slides with key concepts	Flipchart paper, markers, post its
11:00AM – 11:15 AM		Morning break			
11:15AM – 1:00PM		Key Concepts: Gender & Sex Gender-Based Violence (GBV Tree)		Slides with key concepts	Flipchart paper, markers, post its
1:00PM – 2:00PM		Lunch			
2:00PM – 3:45PM	3	SEA Definitions & Vignettes		Slides on SEA	Prepare vignette on 3 flipcharts and write questions for each group underneath (if time)
3:45PM – 4:00PM		Afternoon break			
4:00PM – 5:15PM	5	Principles of working with women and girls Visioning exercise PSEA responsibility & referral		Slides with guiding principles, referral pathway	Large post its, watercolors, markers, crayons, markers
5:15PM-5:30PM	5	Wrap up & quick recap		Slides on debrief and closing, Logistics for day 2	

Day 2:

Time	Session	Focus of session	Facilitator(s)	Slides	Printing / Prep
9:00:AM – 9:30AM	5	Welcome Logistics of Day 2 Day 1 Recap		Slides with introduction (welcome, recap, and day 2 agenda)	Flipchart paper, markers, post its
9:30AM – 10:45AM	6	Overview of Empowered Aid Risk Mitigation Activity		Slides with Overview of EA, Risk Mitigation Activity	Flipchart paper, markers, post its
10:45AM – 11:00AM		Morning break			
11:00AM – 12:15PM	6	Review Phase 1 Findings Round Robin Activity		Slide with EA Phase 1 findings	Print out of overall brief (20 copies total) Visual findings ¹
12:15PM – 1:00PM	6	Phase II activities & staff roles		Slides with summary, instructions	
		Lunch			
2:00PM – 3:30PM	7	Review: Gender Analysis Observation Activity			
3:30PM – 3:45PM		Afternoon break			
3:45PM – 4:30PM	7	Review cont'd: Review Training Key Concepts			
4:30PM—4:45PM		Post-test		Slides on post-test	Print out of post-test (20 copies total)
4:45PM – 5:00PM		Closing			

¹ The Empowered Aid team used visual depictions of the findings and recommendations from Phase 1 of Empowered Aid for ease of understanding amongst low-literacy populations. Examples of these visual findings can be found in Annex 1 and in the Phase 1 Action Analysis Workshop Facilitation Guide on Empowered Aid's website: <https://globalwomensinstitute.gwu.edu/empowered-aid-resources> or directly at [this link](#).

WORKSHOP FACILITATION GUIDE

NOTE: *Italicized text* is used throughout this guide to highlight actions to be taken or text that should be read aloud.

Day 1:

1. Session 1: Introduction (9:00 – 10:00am)

- I. Welcome, Introductions & Icebreaker
- II. Ground rules / Eyes & Ears
- III. Introducing Empowered Aid
- IV. Pre-Test

2. Session 2: Key Concepts (10:00am – 1:00pm) *Morning break: 10:30-10:45am *will happen during Session 2*

- I. Power and Consent
- II. Gender and Sex
- III. Gender-based violence (GBV tree)

Lunch: 1:00 – 2:00pm

3. Session 3: Sexual Exploitation and Abuse (2:00- 3:45pm)

- I. SEA Definitions
- II. SEA Stories

Afternoon break: 3:45pm – 4:00pm

4. Session 4: Principles of Working with Women and Girls (4:00 – 5:15pm)

- I. Review principles of working with women and girls
- II. PSEA responsibility and referral pathway
- III. Visioning exercise

5. Closing (5:15 – 5:30pm)

Session 1: INTRODUCTION (9:00 – 10:00am)

Complete participant sign-in sheet and photo consent form

Introductions

Invite everyone to sit down and introduce themselves to those around them

Expectations for the workshops

Lead facilitator will explain what to expect from the workshop and the workshop plan

- This two-day workshop will give you further information on the subject matter you will be engaging with and ground your knowledge on the key concepts
- Next week we will be holding workshops with volunteer staff that will be very similar to this workshop as well as an advisory group meeting with the women and girls from Phase 1 of the Empowered Aid project
- This workshop will focus on training the staff to build your knowledge around GBV and SEA in aid distribution
- Workshops will be participant oriented and discussion based with the intention of engaging the staff in planning the workshops with volunteers
- Day 1 will be an overview of the study (Phases 1 & 2), introduction to key concepts, and deep dive into SEA
- Day 2 will share findings from Phase 1 of the study, including findings from Phase I, apply the key concepts covered in Day 1 through further exercises, and share more detail about planned project activities and staff roles

Ground rules (come up with the participants all together)

Lead facilitator will then ask all the staff participants to suggest ground rules for the discussions. Facilitator will write these on a flipchart.

Select the “Eyes and Ears” (write down 2 volunteers for each day of the workshop)

Introduce Empowered Aid project:

Empowered Aid is a project led by the Global Women's Institute in partnership with World Vision and International Rescue Committee in Uganda, and CARE International in Lebanon, along with a group of refugee women and girl co-researchers, that looks at the safety risks and concerns women and girls face during aid distribution processes.

The purpose of this study is to better understand the ways in which accessing humanitarian aid may increase risk of sexual exploitation and abuse (SEA) for refugee women and girls, and to use this information to make aid distribution safer and more accountable to women and girls.

The project spanned 3 phases:

- Phase I: Collect data on the risks women and girls face during aid distribution, and recommendations on how they would make aid distribution safer
- Phase II: Test the recommendations that women and girls provided during Phase I to observe and understand if the recommendations do make women and girls safer. Put all findings and recommendations into a toolkit to be used during future aid distributions.
- Phase III: Develop and rollout training curriculum and guidance, based on findings, to help make aid distributions safer for women and girls.

In the first phase of this project, women and girls were engaged to inform the research process and planning. This was done through what is called “**participatory action research**,” a type of research that includes women and girls so they can identify the risks they and their peers face, and ways to better address them.

Women and girls selected for the study went through workshops, and participated as co-researchers taking part in **participatory group discussions** and **individual interviews**. The questions asked for information on concerns, observations, and ideas related to four different types of aid. The women and girls in Lebanon and Uganda chose four types of aid through a voting exercise: food, shelter, WASH, and fuel and firewood.

During the second phase of the project, the Empowered Aid team and partners tested recommendations given by women and girls on how to make aid distributions safer. The women and girls who were part of the research in Phase I formed an advisory group, and continued to provide input on progress and findings during phase two.

Tomorrow we will go more in depth into the findings from Phase I of the study, and how this informs recommendations for making aid distributions safer for women and girls.

Discussion / Q&A

Pass around pre-test, or divide into small groups and answer pre-test questions with a facilitator (see slides):

1. *What role does 'power' play in gender-based violence?*
2. *What is one of the defining characteristics of 'sexual exploitation and abuse'?*
3. *Name two of the four guiding principles for using a survivor-centered approach*

Session 2: LEARNING KEY CONCEPTS (10:00am – 1:00pm)

I. Power and Consent (60 MINUTES)

A. Power Up!

[This exercise is from Raising Voices' SASA! Start Training manual]

Power is something that is always in our lives. It influences our decisions and choices, yet we rarely think about it. Please close your eyes for a minute or so.

Once everyone's eyes are closed, continue: Now in your own mind, try to imagine power. (pause) What does power look like to you? (pause) What images come into your mind? (pause). Now please open your eyes.

What was it that you imagined when you closed your eyes? Encourage participants to describe or even to act out their images of power with their bodies.

After several participants have described or acted out their images of power, take out the four photocopied drawings.²

Ask the group to pass the drawings around until all participants have seen all four. Then tape each drawing to a blank flipchart on the wall.

Address one drawing at a time. Ask participants the following two questions for each drawing:

- a. *Did you imagine anything like this when you were thinking about power?*
- b. *How would you describe this type of power?*

After both questions have been discussed, introduce the matching SASA! power term and write it on the flipchart: i.e., **power within**, **power over**, **power with** and **power to**.

Ask all participants to stand in the middle of the room.

Explain: To further explore what these four types of power mean, we will do another exercise. I will read a series of statements. After each statement, move to the flipchart that describe the type of power that you feel the statement most describes.

Ensure the directions are clear, and then begin. After each statement, if there is disagreement, discuss to come to a consensus.

Power Situations: (*Note: names may be replaced with culturally relevant names)

1	A sugar daddy promises his young girlfriend a new phone.	Power over
2	Poni feels good about herself.	Power within
3	The community passes a bylaw about violence against women.	Power to
4	Mary and Keji are good friends who support each other in everything.	Power with
5	Jokudu tells Christine that she can stay with her if she feels scared at home.	Power with
6	Wani forced Anna to eat cold food, because he said should not have let it get cold	Power over
7	Gabi does not feel ready for sex yet, but Gereng convinced her with the threat to look for another girlfriend.	Power over
8	John feels that he can create change and balance power in his relationship.	Power within
9	Tabu organizes a community event.	Power to
10	Opani has HIV but does not let that spoil her life.	Power within
11	Rose helps her friend in setup a center for supporting women who have experienced violence	Power with

² See Annex 1.

12	Peter burns Yeno's shoes, because she did not ask him whether she could buy them.	Power over
13	Viola talks to her friends about the connection between violence against women and HIV/AIDs.	Power to
14	Duku sees people insulting Towongo who is talking about non-violence at a meeting. He defends Towongo.	Power with
15	Dusman is confident that she can finish her studies.	Power within
16	Bida talks to EMAP men about understanding gender	Power to
17	Alafi organizes his neighbors to form a Community Watch Group	Power to
18	Bebisa encourages his friend who is trying to change.	Power with
19	Moses hoots at girls on the street.	Power over
20	Adare decides she will not let anyone abuse her	Power within

Summarize the following key points:

- a. *"There are different types of power. In Empowered Aid, we will focus on power within oneself, power over someone, power with others and power to act."*
- b. *"Power can be used positively or negatively."*
- c. *"Power is not in limited supply. One person having power does not mean she/he must take power away from another person. Everyone can have power."*

Close: *When there is an imbalance of power between a woman and a man, we say that someone is using his **power over**. This power imbalance exists because community members are unaware, accept it or are just silent about it.*

Facilitator note: Power is the ability to influence or control resources, people, and opportunities. Power can be used for good, but it can also be abused. In essence, the more power you have the better chance you have to use your source of power for good by fairly distributing resources and opportunities. But at the same time, with more power, you also have a greater chance to manipulate or abuse it for your own benefit and self-interest by unfairly distributing resources and opportunities.

Having access and control over sources of power allows an individual to make decisions. There are various types of power which include power within, power with, power to, and power over. We also know that there are different sources of power and these are political, economic, gender, age, education, military and financial. However, we have also observed that power can be used positively or negatively, and that **Power over is the negative type of power. Gender-based violence is about use and abuse of power.** Power in itself is not bad. It is the abuse of power that results in harm and suffering of those who have less power. *People in charge of aid distribution are in very powerful positions in the community and therefore can easily use this power to take advantage of the vulnerable women and girls.*

II. Informed Consent

Definition of informed consent from IASC GBV Guidelines: *“Informed consent is voluntarily and freely given based upon a clear appreciation and understanding of the facts, implications and future consequences of an action. In order to give informed consent, the individual concerned must have all relevant facts at the time consent is given and be able to evaluate and understand the consequences of an action. They also must be aware of and have the power to exercise their right to refuse to engage in an action and/or to not be coerced (i.e. being persuaded based on force or threats). Children are generally considered unable to provide informed consent because they do not have the ability and/or experience to anticipate the implications of an action, and they may not understand or be empowered to exercise their right to refuse. There are also instances where consent might not be possible due to cognitive impairments and/or physical, sensory, or developmental disabilities.”*

Ingredients of informed consent:

- Having all the information and understanding the consequences of their action
- Being both old enough (above 18) and mentally sound enough to understand the agreement and the consequences
- Being of equal power relationships

MORNING BREAK: 11:00 – 11:15AM

III. Gender and Sex (30 minutes)

Gender vs. Sex

Step 1 – Draw two separate circles on a flipchart and write (or otherwise represent) “Men” and “Women” in the circles and ask the group, “If someone came here suddenly from another planet and we wanted to explain to them the difference between men and women, how would we do it?” Start with the suggestions for describing men and write them all down next to the circle for men. The answers may include any kind of description, such as physical characteristics, social traits, activities, etc. Then ask “How would we describe a woman to our friend from another planet?” and write the suggestions down beside the women's circle.

Step 2 – Ask the group, "Which of these differences are biologically based, that is characteristics that we are born with and cannot be changed, and which are created by society (in other words, we are not born with them and they can be changed)?" Mark with one color biological characteristics (i.e. sex) and with another color, those which are socially determined characteristics (i.e. gender).

Step 3 – Show the flipchart “Defining Sex and Gender” with visual cues next to it. Make sure that everybody understands the definition of and differences between sex and gender.

Defining Sex and Gender	
GENDER	SEX
<ul style="list-style-type: none"> • Culturally created norms regarding roles and responsibilities of men and women • Gender is changeable; dynamic • Gender roles vary and change across societies, cultures and historical periods 	<ul style="list-style-type: none"> • Biological differences between men and women • Not changeable (i.e. men cannot become pregnant) • Does not vary across societies, cultures and historical periods

Ask participants to say if this is a gender or sex difference.

- Women give birth to babies, men do not
- Men make decisions for the family; women are caretakers for the family
- Women can breastfeed babies, men can bottle-feed babies
- The education of boys is more valuable to society
- Men’s voices get deeper when they become adults; women’s voices stay the same
- The role of a husband carries higher status than the wife

Myths and Truths About Gender and Sex (30 minutes)

Step 1 – Place a set of 3 notecards / post-it notes around the room in 3 different colors, green means "I AGREE", orange with "I DISAGREE," and yellow means "DON'T KNOW".

Step 2 – Read out loud the following statements and ask participants to move to stand by the sign that represents their opinion about the statement. Ask a few participants on each side to explain their opinion. The facilitator may ask questions to stimulate discussion, but it is not necessary to provide "correct" answers, as these will be discussed in greater depth later on. On a flipchart the facilitator can write down the number of people who agree and disagree with each statement. Statements can be changed to reflect specific beliefs or sayings from the local context

Statements to read

- It is important that sons have more education than daughters.
- Women should leave politics to the men.
- A woman has to have a husband or sons or some other male kinsman to protect her.
- A good woman never questions her husband's opinions.
- There are times when a woman deserves to be beaten.
- A man should have the final word about decisions in his home.
- Men are violent by nature.
- A woman should put up with violence in order to keep her family together.
- Violence against women exists in every society in the world.
- Nobody deserves to be beaten. Violence is always the responsibility of the person who uses it.

*We now know that differences exist between gender, which society decides, and sex, which is biological. Think back to our discussion earlier about the different types of power and how to use your power. This power imbalance between men and women is socially determined. It can also be called "gender inequality".
For this situation to change, we can all play a role.*

IV. Gender-Based Violence (60 minutes)

Defining GBV: Hang flipchart on the wall with outline of a tree.

Facilitator: *We will now talk about gender-based violence. Have any of you heard this term before? Share what you know about the term.*

Wait for responses from the room.

Facilitator: *We will use the image of a tree to talk about violence against women and girls. We will also use two colored post-its: one color will symbolize women and the other will symbolize girls.*

Ask:

1. *What's the current situation in your community regarding violence against women and girls?*
2. *What types of violence do they experience? Of all of these, which are most common? Which are the most severe? Who mistreats them?*

Discuss types of violence, grouping the post-its:

- Physical
 - Sexual
 - Psychological / emotional
 - Economic
3. *What are the health, emotional/psychological, and social **consequences** for women and girls who experience violence in the community?*
 - Health problems
 - Stigma
 - Unwanted pregnancy
 - Sexually transmitted infections
 - Unequal/Unfair distribution of services and aid
 - Threats and safety concerns
 - Death
 - Increases vulnerability for women and girls
 - It undermines women's agency and dignity
 4. *What do you think **contributes** to the violence against women and girls in the community? Probe: immediate reasons, social reasons*

Key messages:

Violence is a learned behavior, it is not inherent to one's character. How do people learn?

- Observation
- Culture
- Personal history/experience
- Family
- Communities, schools, friends

It is NOT caused by:

- Mental illness
- Alcohol and drugs
- Anger/stress
- Lack of self-control
- Victims' behavior
- Economic problems

GBV is never justified.

Reminder for the facilitator – Definition:

“Any act of gender-based violence that results in, or is likely to result in, physical, sexual, or psychological harm or suffering for women, including threats of such acts, coercion, or arbitrary deprivations of liberty, whether occurring in public or private life.”
United Nations General Assembly, 1993

Key message:

- Women and girls may be at heightened risk of violence in conflict and humanitarian settings due to displacement, loss of livelihood opportunities, harmful gender norms, breakdown of social structures

Should review:

- Gender
- Power
- Consent
- Meaning of GBV
- Types of GBV
- Causes and consequences of GBV

LUNCH: 1:00 – 2:00PM

Session 3: SEXUAL EXPLOITATION AND ABUSE (2:00 – 3:45pm)

Facilitator: We will now talk about sexual exploitation and abuse during and related to aid distribution. This can be by humanitarian workers, refugee staff, refugee leaders and other community members demanding for humanitarian services which should always be freely accessed.

***Note:** If it is appropriate for your context, you can show this video as an introduction to the topic: “To Serve with Pride – Zero Tolerance for Sexual Abuse and Exploitation.” It includes example of SEA perpetrated by drivers in aid settings: <https://www.youtube.com/watch?v=e62UEsSXxZE&t=82s> (20 minutes)

I. Definitions (45 MINUTES)

Distribute sticky notes and ask participants to write down different forms of sexual abuse and exploitation they are aware of occurring in their contexts.

Sexual Abuse

Step one: Ask Participants to share what their understanding of Sexual Abuse is. Gather 2-3 Responses, thank them for the responses and conclude by saying:

“Sexual abuse is the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal, manipulative or coercive conditions.”

Step two: Ask participants to list any forms of sexual abuse that they have seen happening during or related to aid distribution.

Forms of sexual abuse [note any others that come up]:

- Rape
- Sexual harassment
- Psychological and/or physical abuse may co-occur
- Unauthorized touches to obtain sexual gratification
- Sexually motivated comments and statements
- Rubbing one’s self on another with an intention to obtain sexual gratification

Sexual Exploitation

Step one: Ask Participants to share what their understanding of Sexual Abuse is. Gather 2-3 Responses, thank them for the responses and conclude by saying:

“Sexual Exploitation is any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including but not limited to profiting financially, socially or politically from the sexual exploitation of another”

Step two: Ask participants to list any forms sexual exploitation experienced during or related to aid distribution that they have seen happening.

Forms of sexual exploitation [note any others that come up]:

- Humanitarian worker requiring sex in exchange for material assistance, favors or privileges
- IDP chief requiring sex in exchange for favors or privileges
- Driver requiring sex in exchange for a ride to food distribution
- NGO worker demanding sex in exchange for a job offer
- Teacher requiring sex in exchange for passing grade or admission to class
- OVERALL: One person in power getting sex in exchange for something the more vulnerable person needs

After the exercise is over, summarize the main points of the discussion.

Points to emphasize:

- Sexual exploitation and abuse is a total violation of women and girls' rights and subjects them to traumatic, social, and emotional/psychological consequences.
- It violates international and national human rights standards and laws
- It can have serious consequences on the humanitarian staff member (alleged perpetrator), the victim, and the organization for whom the humanitarian staff member works
- Many other refugees may suffer as a result of others getting more food or supplies

II. SEA Stories (60 MINUTES)

Ask participants to divide into 3 groups. Each group is given one of the three vignettes below,³ and 5-10 minutes to organize a role play of it. Each group will then act out a scenario, followed by a facilitated discussion.

Have one facilitator support each small group to further explain instructions, help the group determine roles and names of characters and how they could act out the scene.

Story 1: (based on findings from Empowered Aid Phase I in Uganda) Refugee women and girls are finding difficulties with truck drivers delivery aid or water into refugee communities who recognize and choose to exploit women and girls' vulnerabilities as refugees. "For water points, there have been a number of cases reported where water contractors and water truck drivers have established sexual relationships with the girls in promise of usually things that may not happen but they take advantage of women and girls that might come as very vulnerable to them. So, others see that happen may not want to go through similar experiences."

³ *Facilitator Note: These vignettes were sourced from the qualitative data collected with the women and girls during the first Phase of Empowered Aid. This gave participants an opportunity to reflect on data collected in the communities they serve or belong to. These vignettes can be re-used, or replaced based on the context you are working in.*

Story 2: (based on findings from Empowered Aid Phase I in Lebanon) Refugee women and girls spoke about risks they faced when taking taxis to and from distribution sites. Taxi drivers were reported ask them for sexual acts or a sexual relationship: *'I went to receive the food assistance. I took a taxi, and the driver said this... he asked me if I accept the offer... he swore that he wouldn't say a word to my husband... he said that he would give me the amount I ask for \$1000... \$2000... I didn't accept... I didn't accept at all.'* Some women reported being kidnapped and driven of course by taxi drivers who wanted a sexual relationship. Women said they preferred to have the aid delivered to their home, by a team that includes a woman, rather than face the risks associated with taking a taxi.

Story 3: (based on findings from Empowered Aid Phase I in Uganda) The boda boda drivers come to the distribution points. Sometimes women or girls agree with the driver to bring the food aid back home for her. Yes, when she is alone with the driver, the driver tries to corner her. He says he will carry the food for her, and of course the distance is long and after carrying the food he will end up telling the woman/girl, *'I have helped you, I want you.'*

Remind Participants: *During this session, we encourage you not to mention individual cases or experiences and do not include names or information that could lead to identification of the woman or girl. As you are aware, we support women and girls who experience any form of violence. This is a safe and confidential space and we therefore require you do not share with others, what your friends share during this session. We would not want to put any woman or girl at risk.*

After the vignettes, facilitate a discussion with the group. Write down responses on a flipchart.

- *What did you think about the role plays?*
- *Have you observed that these things happen in your areas?*
- *What are some of the concerns you have with the behaviors of the NGO workers, volunteers, contractors, and community leaders in aid distribution?*
- *What could the woman or girl do in response to her situation? Where could she go for help? What would the response be?*

Video: To Serve with Pride - Zero Tolerance for Sexual Abuse and Exploitation

If time allows, it may be helpful to show this 20-minute video to further introduce concepts around PSEA in humanitarian settings:

<https://www.youtube.com/watch?v=48MCG22FqrE>

AFTERNOON BREAK: 3:45 – 4:00PM

Session 4: PRINCIPLES OF WORKING WITH WOMEN AND GIRLS & PSEA PATHWAY (4:00 – 5:15pm)

I. Principles of working with women and girls (30 minutes)

Facilitator to introduce GBV guiding principles and survivor centered approach.

Review 4 GBV Guiding Principles:

1. Right to Safety
2. Right to Confidentiality
3. Right to Dignity & Self Determination
4. Non-Discrimination

A survivor centered approach is one that places the survivors needs at the center of any decisions or actions taken.

Referral:

- Ask participants if they are familiar with the referral pathway for GBV and SEA cases
- If participants are familiar, ask a participant or two to describe the referral pathway (diagram on flipchart)

II. PSEA Responsibility & Referral Pathway (30 minutes)

***Note:** We have reserved 30 minutes in the schedule for a PSEA introductory or refresher trainer, specific to your organization. Feel free to spend this time reviewing your organization's specific PSEA reporting system, including contractors'/staff members' obligations under that system.

Remind participants that this project seeks to increase prevention of sexual exploitation and abuse. We are NOT seeking specific reports or incidents. However, if participants do disclose information, information and support for safe referrals will be provided by IRC and World Vision.

***Note:** *This training does not qualify participants as counselors/first responders, rather your role is to refer if a survivor does disclose or you witness an incident.*

To assist with referral, review the 8 core actions of psychological first aid:

1. *Contact and Engagement:* To respond to contacts initiated by survivors, or to initiate contacts in a non-intrusive, compassionate, and helpful manner.
2. *Safety and Comfort:* To enhance immediate and ongoing safety, and provide physical and emotional comfort.
3. *Stabilization (if needed):* To calm and orient emotionally overwhelmed or disoriented survivors.
4. *Information Gathering on Current Needs and Concerns:* To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid interventions.
5. *Practical Assistance:* To offer practical help to survivors in addressing immediate needs and concerns.
6. *Connection with Social Supports:* To help establish brief or ongoing contacts with primary support persons and other sources of support, including family members, friends, and community helping resources.
7. *Information on Coping:* To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. *Linkage with Collaborative Services:* To link survivors with available services needed at the time or in the future.

III. Visioning Exercise (15 minutes)

Distribute paper, pens, markers, and crayons. Ask participants to close their eyes and ask the following question:

- What is my vision for the impact that this training can have alongside my work related to the aid distribution?

After 2-3 minutes, ask participants to close their eyes again and ask the following question:

- How do I see my role in this impact?

After another 2-3 minutes, ask participants to come back together and discuss with the bigger group

CLOSING (5:15 – 5:30pm)

- *Ask if they need any clarification or have questions on any of the concepts, exercises, activities done or discussed*
- *Confirm arrival time for the next day at 9:00am in the same location*
- *Meet with Eyes & Ears for 5 minutes and remind them they will do a recap in the morning*

Day 2:

1. Session 5: Welcome & Day 1 Recap (9:00 – 9:30am)

- I. Welcome
- II. Eyes & Ears Recap Day 1

2. Session 6: Overview of Empowered Aid (9:30am – 1:00pm) *Morning break: 10:45 – 11:00am*

- I. Recap of Overall Project
- II. Phase I Findings
- III. Phase II Findings & Toolkit (Focus on those pertaining to Drivers)

Lunch: 1 – 2pm

3. Session 7: Review of Training Concepts (2:00 – 4:30pm) *Afternoon break: 3:30 – 3:45pm*

- I. Gender analysis observation activity
- II. Review
- III. Post-test
- IV. Discussion / Q&A

4. Closing (4:45 – 5:00pm)

- I. Final questions / next steps

Session 5: WELCOME & DAY 1 RECAP (9:00 – 9:30am)

Welcome participants to day 2 of the workshop

- Complete participant sign-in sheet and re-affirm photo consent

Ask Eyes & Ears to recap day 1

Review Day 2 agenda

Session 6: OVERVIEW OF EMPOWERED AID (9:30am – 1:00pm)

Explain the research project more in depth: the purpose, how the research will be conducted, who will be involved.

IV. Recap the Empowered Aid Project (75 minutes) 9:30-10:45am

Facilitator Says: The purpose of this study is to better understand the ways in which accessing humanitarian aid may increase risk of sexual exploitation and abuse (SEA), for refugee women and girls, and to use the information to make aid distribution safer and more accountable to women and girls.

The project spans 3 phases:

- Phase I: to collect data on the risks women and girls face during aid distribution, and recommendations on how they would make aid distribution safer (Lebanon & Uganda)
- Phase II: Test the recommendations that women and girls provided during Phase I to observe and understand if the recommendations do make women and girls safer
- Phase III: To disseminate, validate and replicate research findings, including networking and training led by women and girl refugee researchers, building on the participatory action approach (this includes trainings, such as this one).

The recommendations made by women and girls during the first phase of the project were applied in Phase II, working with aid distributors in Lebanon and Uganda to apply recommendations to help make distribution safer for women and girls. Some of these recommendations had to do with safer transport around aid distributions, and safer delivery of aid.

Discussion / Q&A

Risk Mitigation Activity (50 minutes)

After the discussion, ask participants what they know about risk mitigation in aid distribution:

Facilitator says: Now we are going to do an activity in groups, each group will discuss these 3 questions,

1. What are some of the characteristics of safe distribution activity?
2. What are protection concerns (risks) do you see during aid distribution?
3. What are your roles and responsibilities in mitigating some of these risk as aid actors?

Step 1: Divide participants into groups of 3 counting 1 – 3.

Step 2: Allow them to break up into their groups and share flipcharts. Ask them to take 15-20 minutes to discuss each of the questions and prepare some main point to share back to the group. Discuss in plenary for another 15-20 minutes, allowing groups to present if they would like to share.

MORNING BREAK: 10:45 – 11:00AM

V. Phase I Findings (75 minutes) 11:00am – 12:15pm

Facilitator to walk through findings with staff. This includes an overview of the findings and a focus on the findings that pertain to drivers.

Sexual exploitation and abuse can happen throughout the aid distribution process: when communicating information on distribution / registration, during registration exercises, at the aid distribution, when transporting aid items, and when storing aid.

Break the participants into 4 small groups and do a round robin to share visual findings,⁴ each facilitator sharing a set of findings. After each small group has learnt about all 4 sets of findings, come back together for a plenary discussion using the following questions:

- What do you find interesting about these findings? What surprises you?
- Do these findings sound correct to you or like things you have observed or heard?
- What do you have questions about?

VI. Phase II findings and implications (45 minutes)

Facilitator gives overview of Phase II findings, and implications for practice:

During Phase II, we applied some of the recommendations that women and girls made during Phase I to aid distributions and measured how they work.

The goal was to be able to measure change in perceptions of safety/risk for aid recipients in a relatively short period of time i.e. between 2 distributions. We adapted measurement frameworks & tools, i.e. post-distribution monitoring tools, grounded in women and girls' conceptions of what constitutes safety (applying findings from Phase I)

By demonstrating how to put women and girls' recommendations from Phase 1 into action, we aim to show the feasibility in refugee contexts, and how small changes can help reduce risk of SEA.

Go through findings from slides from Phase II in Lebanon and Uganda.

In both countries where these recommendations were tested, we found that transportation was a key area where SEA occurred, and that many of the recommendations from women and girls were aimed at reducing risk around transportation.

Facilitator explains: *After this two-day training, you should be able to reflect on what each of you have been doing during and after an aid distribution and adjust if your actions have been putting women and girl aid recipients at risk or exposing them to SEA with the distribution. There is zero tolerance to SEA and it can lead to termination of the contract of the partner that hired you and end of your tenure with humanitarian aid work.*

Discussion / Q&A (15 minutes)

⁴ See Annex 1.

LUNCH: 1:00 – 2:00PM

Hand out written post-test, or conduct verbal post-test using questions from slide. Let participants know that we will be reviewing all key concepts after the post-test, to ensure understanding.

1. *What role does 'power' play in gender-based violence?*
2. *What is one of the defining characteristics of 'sexual exploitation and abuse'?*
3. *Name two of the four guiding principles for using a survivor-centered approach*

Session 7: REVIEW AND CLOSING (2:20 – 4:45pm)

I. Gender Analysis Observation Activity (25 minutes)

Ask participants to take part in an observational gender analysis, walking around the room and observing what types of safety risks may exist for women and girls vs. men and boys and note them down.

Questions to consider as you are observing:

- Are there specific locations that seem safe/unsafe?
- Are there objects that seem safe/unsafe?
- Are there clear walkways?

Come back together in plenary and ask participants to share the observations they noted.

NOTE: Gender analysis: examines the roles, activities, and relationships between males and females, or how an experience, activity, or role might differ for a male or female.

II. Review (90 minutes)

Break the staff into small groups to recap main topics of the training. Give each group flipchart paper to take notes and allow 30 minutes to discuss. Facilitators rotate to support each group.

- Group 1: Gender & Sex/ Power & Consent
- Group 2: GBV/SEA
- Group 3: How GBV/SEA occur in humanitarian settings/FDPs
- Group 4: Empowered Aid & Phase I findings
- Group 5: Empowered Aid & Phase II activities / staff roles

Come back together in plenary and have each group present their recap. (30 minutes)

AFTERNOON BREAK: 3:30 – 3:45PM *Or can occur in the middle of the above review session

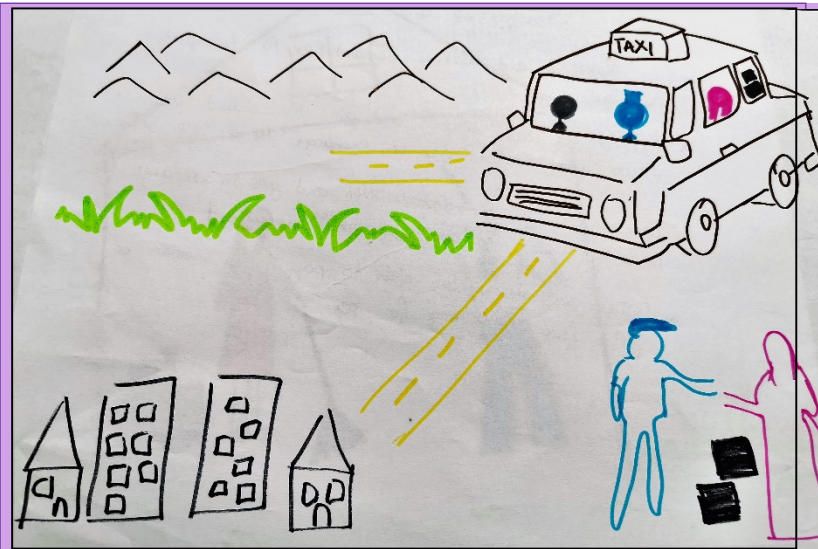
Discussion / Q&A (30 minutes)

***Note:** This time is reserved for a closing discussion around topics raised during this training, and how learning can be applied for transporters/drivers. Feel free to plan this discussion to your context).

CLOSING (4:45 – 5:00pm)

- I. **Final questions / next steps**

ANNEX 1: PHOTOS OF VISUAL REPRESENTATION OF FINDINGS



Transporting aid alone.

- ↳ Taxi drivers or aid workers demand sex for transporting food aid
- ↳ Taxi drivers take women and girls to isolated/unknown place and demand sex in exchange for a safe return
- ↳ Taxi drivers sexual exploit women and girls in exchange for monetary support and a comfortable livelihood
- ↳ Fellow passengers in taxi offer to pay for a woman or girl's fare in exchange for sex

Visual finding from Lebanon: On the back of each drawing, a short note is included to guide partner staff when facilitating feedback and input sessions during the Action Analysis workshops with women and girls. The finding represented here relates to SEA perpetrated by taxi drivers and/or fellow passengers when traveling to and from distribution sites.



Group 4: Recommendations

- Information communication / dispute resolution sessions with host community

Visual finding from Uganda: This drawing represents one of the recommendations made by women and girls to increase dispute resolution amongst refugees & host community living near the refugee settlements. On the back is a note included to guide partner staff when facilitating feedback and input sessions with women and girls.

ANNEX 2: PRE-POST TEST AND ANSWER KEY

1. What role does 'power' play in gender-based violence?

2. List the 4 main ingredients of informed consent

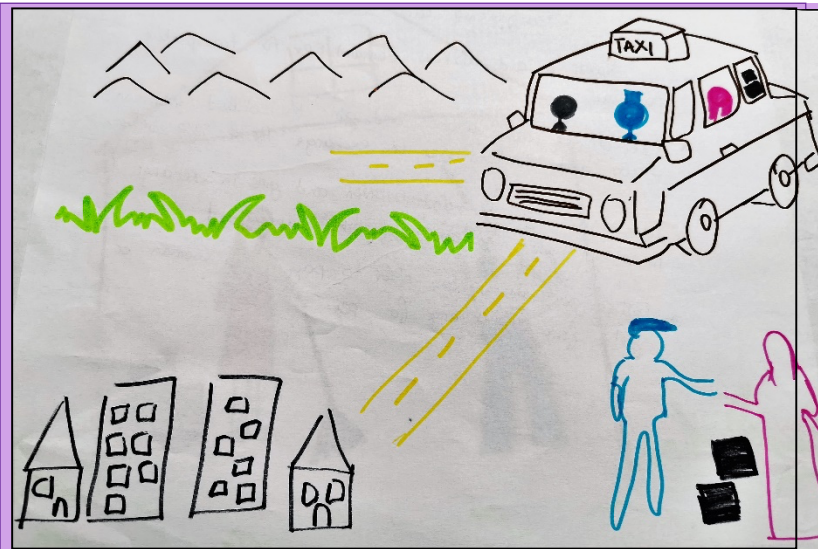
3. What are 3 of the defining characteristics of 'sexual exploitation and abuse'?

4. Name two of the four guiding principles for using a survivor-centered approach:

5. Name at least two consequences that survivors of SEA and other forms of GBV may face? These could be health consequences, psychological/emotional consequences or social consequences.

6. Why is “Power Over” considered negative use of power?

ANNEX 2: PHOTOS OF VISUAL REPRESENTATION OF FINDINGS



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