

EMPOWERED AID

ACTION ANALYSIS WORKSHOPS

FACILITATION GUIDE FOR WOMEN & GIRL RESEARCHERS

The Global
Women's Institute

THE GEORGE WASHINGTON UNIVERSITY

Empowered Aid is conducted by the Global Women's Institute
in partnership with CARE in Lebanon and the IRC in Uganda.



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EMPOWERED AID'S LEBANON AND UGANDA RESEARCH REPORTS, FULL SET OF POLICY BRIEFS, AND ACCOMPANYING TOOLS AND RESOURCES, CAN BE FOUND ONLINE AT: [HTTPS://GLOBALWOMENSINSTITUTE.GWU.EDU/EMPOWERED-AID-RESOURCES](https://globalwomensinstitute.gwu.edu/empowered-aid-resources)

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Suggested Citation: *The Global Women's Institute (GWI). (2020). Empowered Aid: Action Analysis Workshop Facilitation Guide for Women and Girl Researchers. Washington, DC: The Global Women's Institute at The George Washington University.*

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 guide is part of a set of resources used during the first phase, which was grounded in ethnographic work in which women and girls documented their observations of how accessing aid can create, or reinforce, opportunities for sexual exploitation and abuse (SEA) to occur. Specifically, 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). This phase was conducted in partnership with the International Rescue Committee in Uganda and CARE International in Lebanon, over one year.

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



South Sudanese women who formed part of the research team in Uganda use role plays to analyze the themes arising from their collective findings generated during the data collection phase. All photos taken & used with informed consent.

Workshop preparation

Prior to the Action Analysis workshops with partner staff and women & girl researchers, GWI staff and Empowered Aid Research Managers/Officers in each country—who are from the country of study and based within NGO partners—undertook preliminary thematic analysis of qualitative findings in Dedoose, with at least two people coding each transcript and weekly meetings to review and discuss coding decisions. This formed part of the capacity-sharing component of the research, which actively aimed to ‘demystify’ each step of the research process and build practitioners’ confidence and experience in applying rigorous research methods.

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.

In the second phase (currently underway) their observations guide the identification and prioritization of ways to improve aid distributions, which are then piloted with NGO operational partners using an implementation science approach. The third phase, slated to begin in late 2020, will focus on research uptake and peer-to-peer capacity building in a third country, tentatively Bangladesh. In this phase, women and girls and other research team members in Uganda and Lebanon will share what they've learned and build networks around women and girl-led, participatory action research in refugee settings.

WHAT IS THIS TOOL & HOW DID WE USE IT?

The Action Analysis workshops were developed to support participatory data analysis, as part of Empowered Aid’s commitment to centering participation and power-sharing at each stage of the research process. Like other aspects of the study, the process of developing these workshops allowed for co-creation and capacity-sharing with women NGO staff with GBV/SEA programming experience yet largely new to formal research, as well as with women and girls from the refugee community and part of the research team. Their sharing of lived experiences and programmatic expertise was essential to developing and undertaking these workshops.

Specifically, this *Action Analysis Workshop Facilitation Guide for Women & Girls* was used to engage women and girls from the refugee community in the ‘meaning making’ process of data analysis. While designed for use with qualitative data, this process can be applied to analyze quantitative data as well. This guide emphasizes participation in reviewing and analyzing the data by sharing back the preliminary findings and recommendations collected

and organized thematically; asking if the findings resonate with the participants and reflect the conversations they had; and inviting further input and revision; and prioritizing recommendations arising from the findings, for dissemination to policymakers, researchers, and practitioners.

Women and girls workshops were held separately, i.e. women together and girls together, within each country under study, with NGO partner staff actively involved in facilitating.¹ Women and girls participating in the respective workshops were those who are part of the Empowered Aid research team and actively involved in the research design and data collection process. The workshop emphasizes use of visual and movement-based tools, so that literacy is not a barrier to participating in data analysis processes.

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

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

THE COMPLEMENTARY WORKSHOP FACILITATION GUIDE FOR REFUGEE WOMEN AND GIRL RESEARCHERS, ALONG WITH OTHER MANUALS, TOOLS, RESEARCH REPORTS, & POLICY BRIEFS, CAN BE FOUND AT:
[HTTPS://GLOBALWOMENSINSTITUTE.GWU.EDU/EMPOWERED-AID-RESOURCES](https://globalwomensinstitute.gwu.edu/empowered-aid-resources)

¹ The *Action Analysis Workshop Facilitation Guide for Research Partner Staff* can be found at globalwomensinstitute.gwu.edu/empowered-aid-resources.

WORKSHOP AGENDA

Time	Session	Focus of session	Facilitator(s)	Translator(s)	PPT (Y/N)	Printing / Prep
9:00:AM-9:45AM	1	Welcome, Introductions, Icebreaker, Purpose				
9:45AM-10:15AM	2	Overview			Put body maps and community maps on slides	
10:15AM – 11:00AM	3	Sharing preliminary findings			Slide with main bullets of findings	Visuals of findings
11:00AM – 11:15AM		Tea break				
11:15AM -12:30PM	3 cont.	Continue sharing and discussion of preliminary findings				
12:30PM-1:30PM		Lunch				
1:30PM – 2:30PM	4	Digging deeper into findings (stories group work)			Slide with vignette & 3 questions	Prepare vignette on 3 flipcharts and write questions for each group underneath
2:30PM-3:30PM <i>(includes a 10 min tea break from 3:00 – 3:10PM)</i>	5	Recommendations and prioritization exercise			Slide with list of recommendations	<ul style="list-style-type: none"> • Visuals for recommendations • Voting mechanism • Flipchart with visuals for tabulation
3:30PM-4:00PM	6	Wrap up & next steps <ul style="list-style-type: none"> • Phase II • Communication moving forward 				

FACILITATION GUIDE

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

9:00 – 9:45am Session 1: Introduction

- Welcome & ground rules
- Icebreaker: What is your favorite smell?
- Purpose of the workshop: (1) Share main findings organized from all they and others shared with us, (2) Prioritize areas of focus for further work

9:45 – 10:15am Session 2: Overview

- Brief review of Phase I Empowered Aid and where we are in project. This should be an interactive discussion:
 - ➔ *What is GBV? What is SEA? What types of aid have we focused on?*
 - ➔ *What are the 'types of power'? (Review from Raising Voices' SASA! Activist Kit²) What is your role as an Empowered Aid Activist?*
- Ask if the women/girls would like to share any reflections from the data collection process, or things they wrote / draw during the participatory exercises they took part in

10:15am – 12:30pm Session 3: Sharing preliminary findings **with tea break from 11:00 – 11:15am **

- **Round Robin Exercise (*see photos in Annex 1*):**
 - Break participants into 4 small groups and share findings using visual tools developed
 - Each facilitation group spends 15 minutes explaining their visual findings, then the participant group rotates to the next station, and the facilitators explain the findings to the new group

² SASA! is a community mobilization approach developed by the Uganda-based non-profit organization Raising Voices for preventing violence against women and HIV. To access this exercise and Raising Voices' SASA! Activist Kit, visit <http://raisingvoices.org/sasa/>.

- **Note:** Facilitators plan which group they are assigned to in the Action Analysis Workshop for staff
- Plenary discussion:
 - *Does this align with what you shared? Is anything missing?*
 - *What do you have questions about?*

1:30 – 2:30pm Session 4: Digging deeper into the data (short stories)

Facilitator says: *As we saw this morning, women and girls may be at risk of SEA when accessing different types of aid.*

We are going to use some of the situations you have shared with us to further understand: how vulnerable women and girls are affected, what supports or prevents them from accessing services, and what can be done to make distributions safer for them.

After we read the story, we will break up into groups and act out this scenario, utilizing different vulnerable groups you identified in the research.

Short Story Exercise:³

- Uganda Vignette: *“I want to talk about food. At times you find that we girls or women we find difficulties with the distributors. These distributors who are distributing. They come and tell that, ‘if you fall in love with me, I will add you more food, or for the cooking oil you will get a big share.’ So you end up... after they have realized the food is about to come, they move around corning girls or women, that, ‘if you really fall in love with me, I will add you food.’ So those are big challenges.”*
- Lebanon Vignette: *“If they came to her house, she shouldn’t be alone. They may harass her if she was alone, especially if they were men and most probably, they will be men. They may ask for something in return for fixing a certain damage, and if she doesn’t agree, they may hurt her. They may try to get close to her to provide her with the services that she needs.”*
- **Divide into 3 groups and prepare to act out the scenario as follows.** Instruct that they should be no longer than 2-3 minutes.

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 them an opportunity to reflect back on the data they helped collect. These vignettes can be re-used, or replaced based on the context you are working in.*

- Group 1: Act out this scenario showing what will happen if the survivor is an adult woman with 3 children who is a widow. How will she respond? How will her family and community respond? Which recommendations may help to better protect her?
 - Group 2: Act out this scenario showing what will happen if the survivor is an elderly woman. How will she respond? How will her family and community respond? Which recommendations may help to better protect her?
 - Group 3: Act out this scenario showing what will happen if the survivor is an adolescent girl. How will she respond? How will her family and community respond? Which recommendations may help to better protect her?
- After 15 minutes of preparation, the groups will act out their short stories for everyone in the workshop
 - Facilitate a group discussion: *What did you think of the stories? Did anything surprise or resonate with you?*

2:30 – 3:30pm Session 5: Prioritizing recommendations *with tea break from 3:00 – 3:10pm*

Review recommendations and introduce participatory voting exercise to prioritize them, noting we will use this as our guide or 'menu' of options when deciding what to focus on in the next phase of the project.

Voting Exercise (pictured below)

- Each participant receives 6 post-it notes (or other voting mechanism available i.e. pebbles). In the center of the room the visual representations of several recommendations that have come out of the initial analysis should be laid out.
- Ask participants to select their top three recommendations, and place their post-it notes accordingly. Participants place **three post-it notes** on the recommendation they think is most important, **two post-it notes** on the recommendation they believe is second most important, and **one post-it note** on the recommendation they believe to be third most important.
- Once all participants have placed their post-it notes, the facilitator will count the number of stones on each recommendation, and write them on a flipchart paper (which has been pre-prepared during the staff workshop along with pictures of the recommendations).
- The facilitator will then bring the group back together and carefully count all the post-it note votes placed on each finding in a transparent manner so all the participants can witness the counting and tabulation of the votes.

- After completing the vote count, the facilitator will lead a discussion with participants on why they chose their top recommendations and what they think of the final results.

3:30 – 4:00pm Session 6: Wrap up & next steps

- Discuss and decide what the role of women/girls will be moving forward (share examples to get ideas going)
- Share what communication they can expect from the research team in the future
- Ask if there are any closing questions or remarks
- Lead the group through a closing movement exercise / energizer of your choice

END OF GUIDE

ANNEX 1: PHOTOS OF VISUAL REPRESENTATION OF FINDINGS & FEEDBACK PROCESS



IRC Uganda staff (left) and CARE Lebanon staff (right) present visual representations of the preliminary thematic groupings to refugee women and girl team members. The use of visual and movement-based methods during this workshop helps remove literacy as a barrier to participating in data synthesis and analysis processes.

ANNEX 2: PHOTOS OF VOTING PROCESS



Sticky Notes are placed on visual representations of recommendations in Lebanon (left) and Uganda (center) during a participatory voting exercise with refugee women and girl team members. At far right, Empowered Aid Principal Investigator Alina Potts displays, side-by-side, the voting tabulation charts from the women's and the girl's Action Analysis Workshops in Uganda.