

EMPOWERED AID

PARTICIPATORY ACTION RESEARCH WORKSHOPS

CURRICULUM AND FACILITATION GUIDE

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.



Table of Contents

INTRODUCTION	2
WHAT IS THIS TOOL & HOW DID WE USE IT?	3
FACILITATOR AGENDA	4
WORKSHOP FACILITATION GUIDE	8
ANNEX 1: PRE-POST TEST AND ANSWER KEY	44

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)

This guide was drafted by Alina Potts, Harriet Kolli, Loujine Fattal, Farah Hallak and Elizabeth Hedge.

Suggested Citation: *The Global Women's Institute (GWI). (2020). Empowered Aid: Participatory Action Research Workshop Facilitation Guide. Washington, DC: The Global Women's Institute at The George Washington University.*

INTRODUCTION

Empowered Aid 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 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). 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 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



IRC Uganda staff involved in the research practice how they will facilitate this method with the women and girl researchers during the Staff Participatory Action Research Workshops held in Yumbe, Uganda. All photos taken & used with informed consent.

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?

We developed this curriculum and facilitation guide to support the iterative, participatory action process of Empowered Aid. This was part of a phased research design phase, in which GWI staff shared PAR approaches with partner staff from CARE (in Lebanon) and IRC (in Uganda), and then worked together co-creating and organizing a workshop space in which to plan for research design and implementation with women and girl researcher team members—regardless of literacy level—from the refugee community in each country.

Specifically, the Empowered Aid PAR Workshops engaged staff in participatory processes around key concepts such as gender and power, GBV, and SEA, before delving into participatory action research meaning and methods, and specific inputs into the research objectives and tools. The staff would facilitate group discussions and interviews also spent ample time practicing the tools.

CARE Lebanon and IRC Uganda staff involved then co-facilitated the same sessions in two-day workshops with women and girl researchers, thus co-creating a space in which women and girls were brought into these same conversations and share power with the research team as literacy was not a barrier.

We encourage you to use and adapt it further for your research and programming 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, TOOLS, RESEARCH REPORTS, & POLICY BRIEFS, CAN BE FOUND AT:
[HTTPS://GLOBALWOMENSINSTITUTE.GWU.EDU/EMPOWERED-AID-RESOURCES](https://globalwomensinstitute.gwu.edu/empowered-aid-resources)

FACILITATOR AGENDA

Day 1:

Time	Focus of session	Facilitator(s)	Supplies / materials	PowerPoint (Y/N)	Printing / Preparation
9:00 – 10:00AM	Introduction				For Partner Staff: <ul style="list-style-type: none"> • Women & Girls' workshop agendas on flipchart paper • Women & Girls workshop facilitation guide (1 per person)
10:00 – 11:00AM	Key Concepts		Flipchart paper; sticky notes; markers	Exercise instructions	Types of power photo print outs
11:00 – 11:15AM	Tea break				
11:15AM – 1:00PM	Key Concepts cont'd		Flipchart paper; sticky notes; markers		
1:00 – 2:00PM	Lunch				
2:00 – 2:30PM	Key Concepts cont'd		Flipchart paper; sticky notes; markers		
2:30 – 4:45PM	Sexual Exploitation & Abuse		Flipchart paper; sticky notes; markers	Exercise instructions	SEA definitions on flipchart paper SEA scenarios on flipchart paper
4:45PM – 5:15PM	Referral Pathway		Flipchart paper; sticky notes; markers	Diagram of referral pathway	Print outs of referral pathway information and relevant hotline numbers
5:15PM – 5:30PM	Closing				

Day 2: For Partner Staff

Time	Focus of session	Facilitator(s)	Supplies / materials	PowerPoint (Y/N)	Printing / Preparation
9:00 – 9:30AM	Opening: Day 1 Review by Eyes & Ears				
9:30 – 10:30AM	What Does It Mean to be an Activist?		Flipchart paper; sticky notes; markers		
10:30 – 11:00	Introducing Empowered Aid & Participatory Action Research		Flipchart paper; sticky notes; markers		
11:00 – 11:15AM	Tea break				
11:15AM – 12:45PM	Introducing Empowered Aid cont'd.		Flipchart paper; sticky notes; markers		
12:45 – 1:45PM	Lunch				
1:45 – 4:30PM	Research methods, research implementation, and partner staff roles				Pictures of each type of aid
4:30PM – 5:00PM	Practice Participant Aid Debate & Body Mapping Exercise		Flipchart paper, tape, paints, colored markers, crayons, colored pencils	Exercise instructions	Pictures of each type of aid
5:00PM – 5:30PM	Closing				

Day 2: For Women & Girl Researchers

Time	Focus of session	Facilitator(s)	Supplies / materials	PowerPoint (Y/N)	Printing / Preparation
9:00 – 9:30AM	Opening: Day 1 Review by Eyes & Ears				
9:30 – 10:30AM	What Does It Mean to be an Activist?		Flipchart paper; sticky notes; markers		
10:30 – 11:00AM	Introducing Empowered Aid & Participatory Action Research		Flipchart paper; sticky notes; markers		
11:00 – 11:15AM	Tea break				
11:15AM – 12:45PM	Introducing Empowered Aid cont'd.		Flipchart paper; sticky notes; markers		
12:45 – 1:00PM	Introduce Participant Aid Debate				Pictures of each type of aid
1:00 – 2:00PM	Lunch				
2:00 – 3:00PM	Participant Aid Debate				Pictures of each type of aid
3:00 – 4:30PM	Obtaining consent		Pens, ink pad for thumbprints		<ul style="list-style-type: none"> • Consent forms for PGDs and QIs printed (1 per person) • 1 packet of tools per research partner staff
4:30 – 5:00PM	Body Mapping Exercise		Flipchart paper, tape, paints, colored markers, crayons, colored pencils	Exercise instructions	
5:00 – 5:30PM	Closing				

Day 3: For Research Partner Staff Only

Time	Focus of session	Facilitator(s)	Supplies / materials	PowerPoint (Y/N)	Printing / Preparation
9:00 – 9:30AM	Opening: Day 2 Review by Eyes & Ears				
9:30 – 10:15AM	Review facilitation guides and begin drafting dictionary of key terms		Flipchart paper; sticky notes; markers		Women & Girls' workshop agendas on flipchart paper Women & girls workshop facilitation guide (1 per person)
10:15 – 11:00AM	Research Tools Review & Practice				Copy of each tool and consent forms for research partner staff (1 packet per person) Audio recorder
11:00 – 11:15AM	Tea break				
11:15AM – 1:00PM	Research Tools Review & Practice cont'd.		Flipchart paper; sticky notes; markers		Packet of tools; audio recorder
1:00 – 2:00PM	Lunch				
2:00 – 4:00PM	Tools practice		Flipchart paper; sticky notes; markers		Packet of tools; audio recorder
4:00 – 4:45PM	Final review of facilitation guides and prep for women & girls workshop Final questions & clarifications		Flipchart paper; sticky notes; markers	Exercise instructions	Women & Girls' workshop agendas on flipchart paper Ensure that all staff have women & girls workshop facilitation guide (1 per person)
4:45 – 5:00PM	Closing visualization exercise		Flipchart paper, tape, paints, colored markers, crayons, colored pencils		

WORKSHOP FACILITATION GUIDE

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

Day 1:

- **Session 1: Introduction (1 hour)**
 - Welcome & Introductions
 - Icebreaker
 - Expectations & Ground Rules
- **Session 2: Key Concepts (3.5 hours)**
 - Gender & Sex
 - Power & Consent
 - Gender-Based Violence

Lunch (1 hour)

- **Session 3: Risks Women & Girls May Face When Accessing Aid (2.25 hours)**
 - Scenarios
 - Sexual Exploitation and Abuse
 - Community Mapping Activity
- **Session 4: Share Reporting Mechanisms/Referral Pathway (30 minutes)**

Session 1: INTRODUCTION (1 hour)

I. Introductions

Lead everyone through an icebreaker of your choice.

Invite everyone to find a pair and introduce themselves to each other. Bring everyone into a group and each participant introduce their pair to the room.

II. Expectations for the workshops

Lead facilitator will give a short overview of the purpose of the project and workshops

Short overview of the project:

Facilitator says: *Empowered aid is a research study that seeks to engage women and girls in research activities so that their concerns and needs are addressed in aid distribution. The information that you provide in the group discussions and interviews will be used to inform new ways of distributing aid so that they are safer and more accountable to women and girls. We cannot promise change will take place, but we will do our best, together, to advocate for them.*

FOR PARTNER STAFF: *This three-day workshop will give you further information on the subject matter you will be engaging with and how you will facilitate the research exercises with women and girls. We will also practice together. You will then facilitate, with support from us, the workshops with women and girls. We will decide together which sessions will be included in those workshops and draft the facilitation agenda together.*

FOR WOMEN & GIRLS: *This [two-three] day workshop will give you further information about participatory action research. We will hear from you about what you would like to focus on, and how you will take part in the study. We will also choose and practice the research tools so you feel comfortable with them.*

Lead facilitator will explain what to expect from the workshops:

- *Workshops will be participant-oriented and discussion based with the intention of engaging you all*
- *You will take part in different exercises that will ask you to share, write ideas down, draw, tell stories, and more*
- *There may be sensitive uncomfortable subjects, and you are welcome to not participate at any time*
- *While it is important for us to learn your thoughts, always remember to listen to each other*
- *There will be food!*

III. Ground rules

Lead facilitator will then ask all the partner 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 on a piece of flipchart paper). The Eyes & Ears will help the facilitators to keep the workshop on schedule and share any feedback with the facilitation team that they witnessed and listened to throughout the day. "Eyes and Ears" will also facilitate an interactive recap on the second morning of the workshop.

Explain: *Before we talk about how we will implement the project; we want to deepen our understanding of some key concepts. Ask if there are any questions up to this point.*

IV. FOR PARTNER STAFF ONLY: Pre-Test - *Distribute pre-test and give participants 15 – 20 minutes to answer 5 questions*

Facilitation Note: a pre- and post-test given at the beginning and the end of the workshop helps to ensure participants are grasping the content and that the curriculum being used is effective. It can also help the facilitation team target specific areas that are not resonating with participants. See **Annex 1** for a sample pre/post-test and answer key.

Opening Activity: Visualization Exercise (10-15 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 Empowered Aid can have, alongside my other work in food 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 4-5 minutes, ask participants to come back together and if anyone would like to share with the bigger group.

Facilitation Note: To help with planning facilitation, at the end of each session with the research partner staff, the facilitation team should remind the staff that they will support facilitating each session with the women & girl researchers and they can either sign up at that moment or later. A reminder note is included at the end of each session for the facilitation team that says *“Partner staff decide who will (co)facilitate this session in the women and girls’ workshops.”*

Session 2: KEY CONCEPTS (3.5 hours)

Facilitation note: this session will familiarize participants with concepts of gender and sex, power and consent, and gender-based violence.

FOR PARTNER STAFF: Key Concepts Activity

If the partner staff are already familiar with core concepts, break partner staff up into 3 groups and give them notecards with different terms on them relating to gender, sex, power, consent, and gender-based violence (GBV).

Ask partner staff: *Please work in teams to define the terms on your notecards, and describe how those concepts relate to the gender-based violence prevention and response work you do.* [provide them flipcharts, markers, post-its]

Each group will present back in plenary. Facilitate discussion around the terms they discussed and a collective talk about the wider issue of GBV and causes/consequences.

I. Gender and Sex (1 hour)

Activity: Defining Gender and Sex (30 minutes)

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. [If literacy rate is high among participants, ask participants to read the definitions aloud.] 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. This can be done in a dynamic way – by distributing cards (one color for sex, one color for gender) and asking everyone to hold up the color that corresponds with their answer, or by asking everyone to stand and walk to one part of

the room or another based on their answer (as in the next exercise). It is meant to facilitate debate and discussion, and further contextualize the discussion.

- *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 than the education of girls.*
- *Men's voices get deeper when they become adults; girls' voices tend to stay the same.*
- *The role of a husband carries higher status than that of a wife.*

Activity: 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 Research partner staff should read over the statements together, choose the top 5 statements, and adapt them appropriately for the context if needed for the women & girls workshops.

- *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.*

II. Power and Consent (1 hour)

Facilitation note: The Empowered Aid team first discussed power and consent before engaging participants in discussions on GBV so they were grounded in the concept of power and the role it plays in our lives, then in subsequent exercises explore the role it plays in GBV and SEA.

Activity: Power Up! Identifying Types of Power exercise from the SASA! Toolkit¹

Divide participants into four groups.

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.

Ask the groups 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:

- 1. Did you imagine anything like this when you were thinking about power?*
- 2. 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.



IRC Empowered Aid Research Manager Harriet Kolli leads the Power Up! activity during the Women's PAR workshop in Yumbe, Uganda.

¹ SASA! is a community mobilization approach developed by the 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/>.

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.

III. Activity: Power Situations:

Facilitation note: Partner staff should read over the table together and contextualize the statements i.e. names and locations, appropriately for the context they are working in. To conserve time in the women and girl researchers' workshops, the partner staff should choose the top 10 statements to review, rather than all 20. In the table below, the rows marked "U" were adapted by the Uganda team for their context and the rows marked "L" were adapted by the Lebanon team for theirs. "B" were selected for use by the teams in both contexts.

1	B	A sugar daddy promises his young girlfriend a new phone.	Power over
2	U	Poni feels good about herself.	Power within
3	B	The community passes a bylaw about violence against women.	Power to
4	L	Rami and Hani are good friends who support each other in everything.	Power with
5	U	Jokudu tells Christine that she can stay with her if she feels scared at home.	Power with
6	L	Jamil forced Mona to eat cold food, because he said should not have let it get cold	Power over
7	U	Gabi does not feel ready for sex yet, but Gereng convinced her with the threat to look for another girlfriend.	Power over
8	L	Yassin feels that he can create change and balance power in his relationship.	Power within
9	L	Marwa organizes a community event.	Power to
10	U	Opani has HIV but does not let that spoil her life.	Power within
11	U	Rose helps her friend in setup a center for supporting women who have experienced violence.	Power with
12	L	Amon burns Samira's shoes, because she did not ask him whether she could buy them.	Power over
13	U	Viola talks to her friends about the connection between violence against women and HIV/AIDs.	Power to
14	L	Fouad sees people insulting Musa who is talking about non-violence at a meeting. He defends Musa.	Power with
15	U	Dusman is confident that she can finish her studies.	Power within
16	U	Bida shows the SASA! Film to his fellow card players	Power to
17	L	Mohammed organizes his neighbors to form a Domestic Violence Watch Group.	Power to
18	U	Bebisa encourages his friend who is trying to change.	Power with
19	U	Moses hoots at girls on the street.	Power over
20	L	Sahra 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.*

Think back to our discussion earlier about the differences between gender, which society decides, and sex, which is biological. 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.

Key Point: *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.*

IV. Gender-Based Violence (1 hour)

Activity: Defining GBV (Problem Tree Diagram)

Hang flipchart on the wall with outline of a tree.

Say: *We will now talk about gender-based violence. Have any of you heard this term before?*

Wait for responses from the room.

Explain: *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:

- I. *What's the current situation in your community regarding violence against women and girls?*
- II. *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

III. *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

IV. *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' behaviour
- Economic problems

Final Key Message: *GBV IS NEVER JUSTIFIED.*

Activity: The Empowerment Tree

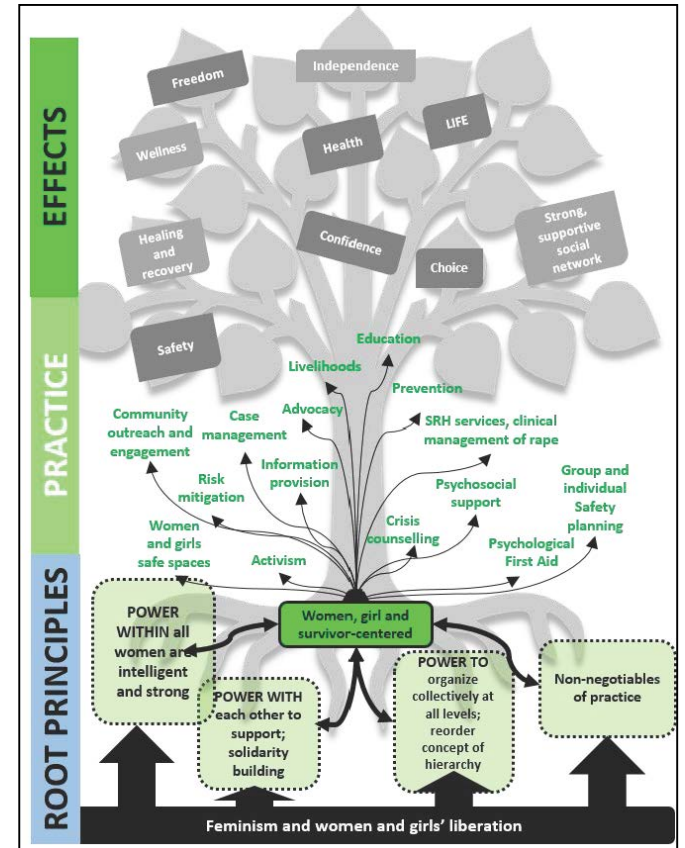
If time, to counter-balance the GBV problem tree exercise, participants can execute the same tree exercise but instead focusing on empowerment and resilience.

Explain: *This tree helps us diagram a world where women and girls pursue their potential and are free from violence and inequality and how to wield their positive power.*

Step 1: Remind women and girls of the types of power they discussed earlier and what they mean. Label the roots of the tree with the different types of power that women and girls can wield to create practices that empower women and girl.

Step 2: Women & girls then label the trunk of the tree are those different types of practices that bring about gender equality and women's empowerment.

Step 3: Then, label the branches and leaves of the tree with the positive effects of those practices.



This is an example of the Empowerment Tree was created by the IRC Emergency Response team.

Definition of Gender Based Violence:

“An umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females. The term ‘gender-based violence’ is primarily used to underscore the fact that structural, gender-based power differentials between males and females around the world place females at risk for multiple forms of violence. As agreed in the Declaration on the Elimination of Violence against Women (1993), this includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty, whether occurring in public or in private life. The term is also used by some actors to describe some forms of sexual violence against males and /or targeted violence against LGBTI populations, in these cases when referencing violence related to gender-inequitable norms of masculinity and/or norms of gender identity.” ([2015 IASC GBV Guidelines](#)).

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.*

V. Informed Consent (30 minutes)

FOR PARTNER STAFF: 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.”

Explaining informed consent: *Knowing the consequences, and you are fully given a choice.*

Explain: *Refugee women and girls may be less likely to give informed consent because they are in a situation of need for a life-saving service. This becomes even more complex when people in position of power withhold the service and demand for what are often called “favors” in exchange.*

Listed are the ingredients of informed consent:

- *Having all the information and understands 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*
- *Given freely and voluntarily*

Partner staff decide who will (co)facilitate this session in the women and girls' workshops.

Session 3: RISKS WOMEN AND GIRLS MAY FACE WHEN ACCESSING AID / SEXUAL EXPLOITATION AND ABUSE (2.15 hours)

Introduce SEA by talking about risks.

FOR RESEARCH PARTNER STAFF: Facilitator says: *We will now talk about sexual exploitation and abuse women and girls may face during and related to aid distribution due to gender imbalances and lack of informed consent we talked about yesterday. This can be by humanitarian workers, refugee staff, refugee leaders and other community members demanding for humanitarian services which should always be freely accessed.*

FOR WOMEN & GIRL RESEARCHERS: Facilitator says: *We will now talk about specific risks women and girls may face during and related to aid distribution, due to the **gender power imbalances** and lack of **informed consent** we talked about earlier. This can be by humanitarian workers, refugee staff, refugee leaders and other community members demanding for humanitarian services which should always be freely accessed.*

Activity: Community Mapping (45 minutes)

Facilitator says: *Now we are going to review an activity together to draw a map of the settlement and identify all the aid distribution points.*

Step 1: Divide participants into groups of 3-4 people working in the same area and give them several pieces of flipchart paper and markers. Ask them to draw a map/representation of the area they live in.

Step 2: *Now mark the areas in where aid is distributed. Please list the form of aid (this could be in words or in symbols).*

Step 3: *Now, list the kinds of risk for women and girls that can take place at these distribution areas. This could be in terms of lack of information, lack of access (i.e. safe transport to and back), etc.*

Step 4: *Next, list the types of violence that these risks can lead to for women and girls. This could be in terms of sexual exploitation, intimate partner violence, forced sex, etc.*

Step 5: *Now, please identify other places in the settlements where sexual abuse and exploitation is likely to take place. For example, there may be known areas where aid actors arrange to meet with women and girls.*



(Left and top) Community mapping, facilitated by CARE Lebanon staff, during the PAR Workshop with refugee women researchers in Tripoli, Lebanon. (Bottom) IRC Uganda staff involved in the research practice how to facilitate a community mapping exercise during the Partner Staff PAR Workshop in Yumbe, Uganda.

Activity: SEA Scenarios (1 hour)

Facilitation note: during the workshop, the research partner staff should review the scenarios and adapt them to the context they are working in, for example changing the names and locations, the type of types of aid being distributed, the method of distribution, etc. Once the scenarios have been adapted, they can be re-inserted into the facilitation guide for the women and girl researchers workshop.

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

Scenario 1: Mary is a 16-year-old girl living in a small community in Kakonko. Mary has 4 younger brothers and sisters. Her parents do not have very much money and find it very difficult to provide the costs for education, clothing and food for all of the children. There had even been some discussion about Mary dropping out of school to assist her mother doing petty trading to bring in extra money. However, all of the problems have been solved as Betty has started a relationship with one of the facilitators at an NGO. He has promised to pay for her brothers and sisters to continue with their education. Mary's parents are very relieved that this opportunity has come and encourage Mary to maintain the relationship. It has really helped the family and now all of the children can continue in school.

Scenario 2: Peter is a refugee in who works for an INGO on water access. Peter is really interested in starting a relationship with 22-year-old Martha, a girl he knows from when he was a little boy. He knows that her family needs access to water, but not necessarily as badly as another family. But he knows Martha's family will get water eventually. Peter is interested in having Martha notice him, so he puts a water bladder right near her shelter. They get access before everything else. Eventually, Peter and Martha start a relationship. She is very grateful for Peter's help.

Scenario 3: Jimmy is an NGO driver. He found Sarah a 17-year-old girl one day on the road and offered to take her home. Since then he visits her and takes for her some of the food aid that his NGO gives to the refugees. He promised to give them more if Sarah can be his girlfriend. Sarah's parents are very happy and are encouraging Sarah to agree to the relationship.

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 scenarios, 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 humanitarian staff (including volunteers, contractors) in aid distribution?*
- What could [Mary, Martha, or Sarah] do in response to her situation? Where could she go for help? What would the response be?*
- Would you change anything about these scenarios to better reflect this context? What?*

Facilitation note: Make necessary edits to questions based on changes to the scenarios for the women and girls workshops

Introduce Sexual Exploitation and Abuse

Definitions (30 Minutes)

FOR RESEARCH PARTNER STAFF: 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” *IASC GBV Guidelines (2015)*.

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” *IASC GBV Guidelines (2015)*.

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/survivor, 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.*

Partner staff decide who will (co)facilitate this session in the women and girls' workshops.

Session 4: SHARE REPORTING MECHANISMS/REFERRAL PATHWAY (30 MINUTES)

Review the referral pathway and reporting mechanisms with partner staff so they are all familiar with the information and comfortable in sharing with the women & girl researchers.

Ensure that participants are provided with the relevant and accurate resources available to women and girls in the area in which you are working.

Partner staff decide who will (co)facilitate this session in the women and girls' workshops.

CLOSING (15 minutes)

Ask participants if they need any clarification or have questions on any of the concepts, exercises, activities done or discussed.

Meet with Eyes & Ears for 5 minute debrief and feedback session and discuss morning recap.

Confirm arrival time for the next in the same location.

DAY 2

Opening: Review of Day 1 by Eyes & Ears (30 minutes)

- I. **Session 5: What Does It Mean to Be an Activist (1 hour)**
- II. **Session 6: Introducing Empowered Aid & Participatory Action Research (2 hours)**
Morning break (15 minutes)
- III. **Session 7A: FOR PARTNER STAFF WORKSHOP: Review Research Methods, Research Implementation, and Roles (2.45 hours)**
- IV. **Session 7B: FOR WOMEN & GIRL RESEARCHER WORKSHOP: Participant Aid Debate (1.15 hours)**
Lunch break (1 hour)
- V. **Session 8A: FOR WOMEN & GIRL RESEARCHERS WORKSHOP: Reviewing Tools & Obtaining Consent (1.5 hours)**
- VI. **Session 8B: FOR PARTNER STAFF WORKSHOP: Practice Participant Aid Debate & Body Mapping (30 minutes)**
- VII. **Session 9: FOR WOMEN & GIRL RESEARCHER WORKSHOP: Body Mapping Exercise (30 minutes)**

Q&A / Closing (30 minutes)

Opening: REVIEW OF DAY 1 BY EYES & EARS (30 minutes)

Recap of Day 1 by Eyes & Ears: The Eyes & Ears facilitate a dynamic recap with the group of the main points covered on the previous day, i.e. by asking questions or devising a game that encourages the group to recall what they learned.

Review the day's agenda [on a flipchart].

Session 5: WHAT DOES IT MEAN TO BE AN ACTIVIST? (1 hour)

Activism²

Explain: *This project engages women and girls in their communities, observing their surroundings and discussing them in interviews and focus group discussions.*

Facilitator asks: *How many of you have ever done an act of goodwill for another person, when that act was not necessarily within your official responsibility?*

- *What did you do?*
- *Why did you do it?*

Discuss the concept of “Activism”. Explain: *An Activist / Activism is*

- ✓ *Someone who feels deeply connected to an issue—who understands it, analyzes it and feels compelled to do something about it...is a person who is “active,” someone who is out and about to create change*
- ✓ *Sees the work of preventing violence against women not as a nine-to-five job, but as a personal mission*
- ✓ *Sees the big picture. They know they will have to work for a long time to witness the ultimate change they seek*
- ✓ *Recognizes that they cannot do it alone, so they connect with other activists and activist organizations. Together activists create a movement. Together they feel part of something larger than themselves, each taking small steps toward a broader shared goal*

How does this relate to participatory action research?

Qualities of a participatory action researcher:

- *Curious*
- *Compassionate*
- *Enthusiastic in learning*
- *Interested in participatory processes*
- *Attention to detail*
- *Caregivers are supportive (if under 18)*

² This exercise on Activism is adapted from SASA! is a community mobilization approach developed by the non-profit organization Raising Voices for preventing violence against women and HIV. To access this exercise in the START manual and Raising Voices’ SASA! Activist Kit, visit <http://raisingvoices.org/sasa/>.

Ask participants if they have any questions about research that is oriented toward taking action.

Staff decide who will (co)facilitate this session in the women and girls' workshops.

Session 6: INTRODUCING EMPOWERED AID & PARTICIPATORY ACTION RESEARCH (2 hours)

Layout the purpose of the study, first phase of the research, and the use of Participatory Action Research in the study.

Facilitation note: The study review goes into more depth for the research partner staff who will be conducting the participatory group discussions and semi-structured interviews. The language is simplified for the women and girl researchers for ease of understanding and clarity on their roles.

Reviewing the Empowered Aid Project (60 minutes)

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.*

*We are currently in the first phase of this study, in which women and girls will be engaged to inform the research process and planning. This will be 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.*

*[Partner staff / Women and girls] first go through similar workshops. [Women and girls] then take part in two **participatory group discussions**, one at the beginning and one at the end of the three-month data collection period.*

*Between those participatory group discussions, [IRC/CARE] partner staff will engage in a series of **four one-on-one, semi-structured qualitative interviews** with women and girls. These provide an avenue in which women and girls can share what they have observed in relation to challenges, concerns, ideas, and other observations related to four different types of aid, which [women and girl researchers] will select as part of this workshop.*

The information gathered from the study will then be used in Phase II to work with an agency responsible for distributions. Together, we will design and test ways to make distribution models safer for women and girls. We will consult with the women and girls how they would like to be involved at that stage.

Data collection will take place over the next 3 months in [insert location]

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 the partner staff.

Lead a discussion on the information covered (20 minutes)

Activity: Observation as Data Collection *introduce before the tea break

Before the tea break, introduce the Observation as Data Collection Exercise by asking participants to look around the room / their surroundings and note all the different things they see and write them on sticky notes.

Observation Activity Continued:

After the tea break, bring the group back together and tell them to report on the observations they made. After the discussion, Introduce the concept of observation:

- *Observation is an essential way of gaining understanding of your natural surroundings in the day-to-day or routine activities.*
- *Observation involves active looking or watching patiently in a nonjudgmental way.*
- *Simply observing your surroundings can be a critical way to collect data. While out in your communities, look around and examine the people, places, and things you see. You can take mental or written notes.*
- *Always be **unobtrusive** in your observations. Never approach others, ask them questions, or tell them what to do.³*

Overview of methods the women and girl researchers will use. Facilitation note: partner staff will have a more in depth review of the research methods during the afternoon of the 2nd day in their workshop.

1. Observation (discussed above)
2. Participatory Group Discussions
 - a. Speak freely and engage with each other
 - b. Be open and honest

³ Facilitation note: The Empowered Aid team stressed the importance of only observing activities, not writing anything down, taking photos, or asking questions to ensure participant safety and to avoid bringing attention to themselves or the study.

c. You will be telling stories, drawing pictures, observing your surroundings

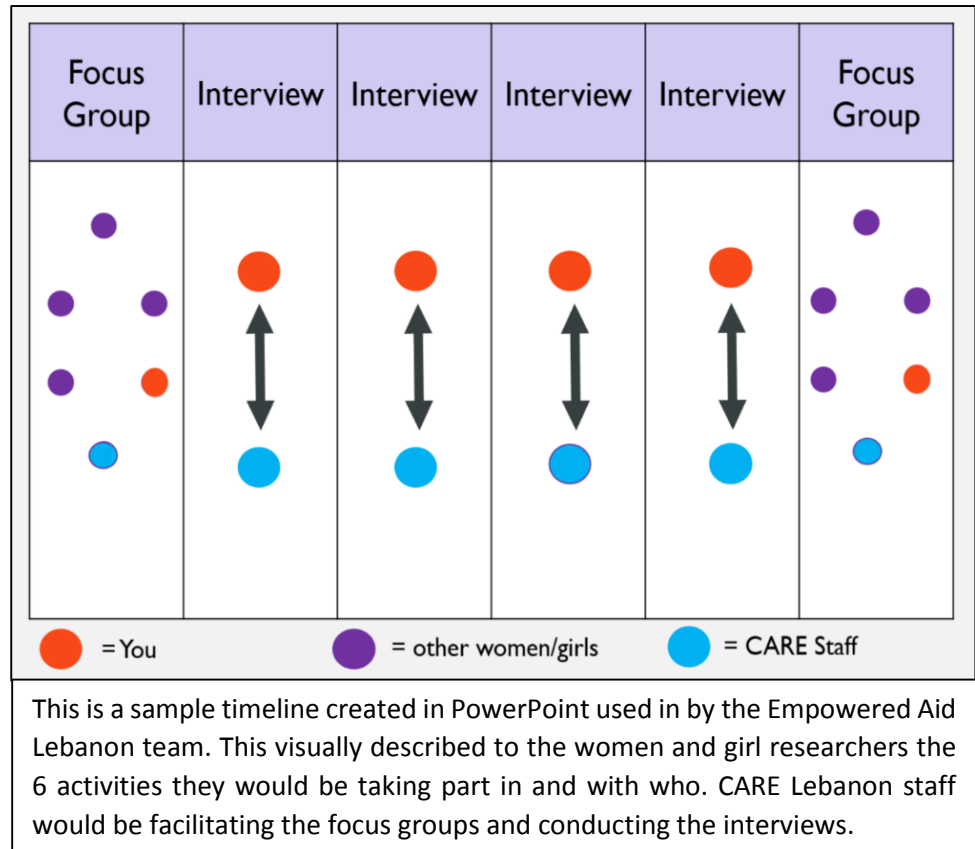
3. Semi-structured Qualitative Interviews

a. Meant to be conversational and for you to share your thoughts, ideas, concerns, observations, etc.

Facilitator says: *The information gathered from the study will then be used to design and test ways to make distribution models safer for women and girls.*

Next, review the data collection timeline with the women and girls and ensure they know which partner staff they will be conducting the participatory group discussions and interviews with.

- As previously discussed, you will meet 6 times over the next 3 months
- You will first meet for a Participatory Group Discussion with 3 -5 other women / girls to discuss risks and violence women and girls may experience when accessing aid. At the end of the first group discussion, you will learn which type of aid the first interview will be about and what you should focus on observing in the two weeks between the focus group discussion and first interview.
- Next, you will meet for 4 1-on-1 interviews about every two weeks on each of the different types of aid.
- In the two weeks between each interview, you will pay closer attention to the type of aid that the next meeting will cover to share your observations with the partner staff conducting the interview.
- After the 4th and final interview, you will wait another 2 weeks and then take part in a final participatory group discussion, reflecting on your time participating in the research.



Facilitation note: after reviewing the timeline with the women and girls move to session 7B, the participant aid debate on page 34. The following session 7A is for research partner staff only and not for the women and girl researchers workshop.

Partner staff decide who will (co)facilitate this session in the women and girls' workshops.

Session 7A: FOR RESEARCH PARTNER STAFF: Review Research Methods, Research Implementation, and Roles (2.45 hours)

Facilitation note: This session is for the partner staff only. The staff should move to this session after reviewing the project.

Research & Methods (60 Minutes)

- **What is research?**
 - *Data collected through systemized methods to improve understanding of a topic*

- **Qualitative research:**
 - *Exploring why things happen*
 - *Gathering narrative data by talking to people*
 - *Meant to be flexible to allow discovery and understand the respondent's POV*
 - *Use open-ended questions in focus groups and interviews i.e. "can you tell me more about that?"*
 - *Use an audio-recorder to capture information*

- **Quantitative Research**
 - *Helps us understand how much and how many*
 - *Gathering numbers*

Ask participants: *What are some of the concerns around the safety of respondents and interviewers that might arise during research on GBV? Facilitate discussion around the key ethical principles below, introducing any not brought up in participant discussion. For partner staff who are literate – share a copy of World Health Organization (WHO) ethical and safety recommendations for research, documenting and monitoring sexual violence in emergencies.⁴*

⁴ The WHO Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies can be found online in English, French, and Arabic at <https://www.who.int/reproductivehealth/publications/violence/9789241595681/en/>.

- **Safety and Ethical Considerations of Research on GBV**
 - *Accounting for Risks & Benefits*
 - *Choosing the Right Methodology*
 - *Information Gathering Team*
 - *Safety*
 - *Ensuring Privacy*
 - *Ensure Referral Services are Available*
 - *Consent*
 - *Debrief for Field Staff*
 - *Celebrate Success*

Participatory Action Research Methods (30 Minutes)

I. Participant Observation

- *This is similar to our earlier observation activity – it is the basis of many research methods!*
- *Observation is an essential way of gaining understanding of your natural surroundings in the day-to-day or routine activities.*
- *Active looking or watching patiently, in a conscious and non-judgmental way.*

II. Focus Group Discussions

- *Meant to explore cultural norms, beliefs, practices, topics - not for individual stories.*
- *Interactions with other participants brings out more conversation.*
- *Dialogue among the group informs analysis.*

III. Semi-structured Interviews

- *Meant to be conversational and more flexible so the respondent can steer the interview.*
- *Interview guide will include questions and topics to cover but the sequence / wording is flexible.*

IV. Trauma-Informed Interviewing

- **Data Collector Roles During Interviews**

- *Your role as an interviewer is:*
 - *To record women's responses to questions.*
 - *Not to provide counseling or advice.*
 - *However, it is important for you to understand and be able to identify potential signs of distress or re-trauma and to be able to respond appropriately: referral and/or setting up a time to talk as social worker.*

- **Review and practice what to do if a woman reports violence or becomes distressed**

- *If a woman becomes distressed:*
 - *Take time to talk with kindness and sensitivity*
 - *Be patient and composed*
 - *Use sympathetic comments, such as "I know this is difficult"*
 - *Offer tissue*
 - *Offer to take a break, finish interview later*
- *Only terminate the interview*
 - *If woman states that she does not want to continue*
 - *If you feel that it would be highly detrimental to continue*
- *Handling interruptions*
 - *Explore ways to obtain privacy*
 - *Re-schedule remaining section of interview*

Turn to "dummy" questions

- **Special Considerations**

- *Triggers*
- *Panic Attacks*
- *Disassociation*

TRIGGERS	PANIC ATTACKS	DISASSOCIATION
Can cause panic attacks or disassociation	Can be alarming, but they pass. The main thing is to stay calm.	The major characteristic of all dissociation is that it is a detachment from reality
<p>Always remember that the subject matter you are discussing is sensitive and aware that a woman or girl may be in distress.</p> <p>Offer to take a break if you notice any language / information as “triggering” and to begin again later.</p>	<p>Step 1: End the interview</p> <p>Step 2: Help the person feel safe.</p> <p>Step 3: Ground them.</p> <p>Step 4: Help them Reality-Check</p> <p>Step 5: Encourage them to try to control and slow their breathing</p> <p>Step 6: Do NOT leave them alone.</p> <p>Step 7: Wait it out.</p>	<p>Step 1: Help them Reality-Check</p> <p>Step 2: Reorient them to current environment</p> <p>Step 3: Ground them using sensory cues</p>

Research Implementation (60 Minutes)

Discuss the specific roles that partner staff will play, including in the upcoming PAR workshop with women and girl team members in which their role is to hold space for women and girls to participate actively in key research decisions and actions. Review facilitator techniques and the timeline for data collection.

I. Partner Staff Roles

Partner staff will be working closely with the women and girls to collect data. This includes:

- *Facilitating focus group discussions*
- *Conducting semi-structured interviews*
- *Answering questions and providing guidance but never telling the participants what to do*

- *Taking notes during focus groups and interviews, paying close attention to non-verbal cues*
- *Translating and transcribing the interviews (audio recordings / notes)*
- *Providing referral services when needed*

II. Facilitation techniques:

Ask the participants: *When thinking about facilitating sessions, what are some tips or techniques in doing this well?*

Write down ideas on flipchart paper

Key messages for facilitating participatory group discussions:

- *Recognize and manage discomfort*
- *Avoid lecturing or preaching*
- *Share accurate information*
- *Don't give personal opinions*
- *Ask for support if help is needed responding*
- *Stress the importance of privacy*
- *Be sensitive to ways in which adolescent girls communicate*
- *Explain that there is no right or wrong answer*

Key messages for conducting semi-structured interviews:

- *Be neutral*
- *Never suggest answers*
- *Use tact with hesitant respondents*
- *Do not judge the respondent*
- *Allow for discussion to be directed by respondent, use probes thoughtfully (“semi-structured”)*
- *Do not hurry the interview*
- *End in a positive way*

III. Timeline for Data Collection

March		April		May		June	
1 – 15	16 – 31	1 – 15	16 – 30	1 – 15	16 – 31	1 – 15	16 – 30
PAR workshops	Practice tools	PGD 1	Interview I	Interview II	Interview III	Interview IV	PGD 2
1 partner staff workshop	Location 1	Location 1: 1 PGD (women)	Location 1: 4 interviews (women)	Location 1: 4 interviews (women)	Location 1: 4 interviews (women)	Location 1: 4 interviews (women)	Location 1: 1 PGD (women)
1 women researchers workshop	Location 1	Location 1: 1 PGD (girls)	Location 1: 4 interviews (girls)	Location 1: 4 interviews (girls)	Location 1: 4 interviews (girls)	Location 1: 4 interviews (girls)	Location 1: 1 PGD (girls)
1 girl researchers workshop	Location 2	Location 2: 2 PGDs (women)	Location 2: 12 interviews (women)	Location 2: 12 interviews (women)	Location 2: 12 interviews (women)	Location 2: 12 interviews (women)	Location 2: 2 PGDs (women)
	Location 2	Location 2: 2 PGDs (girls)	Location 2: 10 interviews (girls)	Location 2: 10 interviews (girls)	Location 2: 10 interviews (girls)	Location 2: 10 interviews (girls)	Location 2: 2 PGDs (girls)

This is a sample data collection timeline used in Uganda and adjusted collectively as needed

IV. Staff Care

- **Overview**

- *Work on GBV and SEA can be emotionally and mentally draining*
- *Know your needs: find ways to manage stress*
- *Basic stress management: exercise, nutrition, rest and sleep, relaxation*

- **Managing Stress & Burnout**
 - *Burnout is a kind of job-stress common among those who work with people, particularly people in distress.*
- Review **Responses as Guide to Action: Working with Victims of Domestic Violence** Chart.⁵
- **Facilitate exercise to help participants identify their needs & warning signs**

Session 7B: FOR WOMEN & GIRL RESEARCHERS: Select Types of Aid to Study (1.15 hours)

Facilitation note: Due to time, this was carried out as a simultaneous session with partner staff gathered in one area and women or girl researchers gathered in another. Partner staff dive deeper into practicing tools in one room with a member of the GWI team, while women/girl researchers and 1-2 partner staff/translators hold a debate around the types of aid that are most relevant to their communities for inclusion in the study. The women and girl researchers should move to this session after they finish the previous session on introducing the Empowered Aid project.

Participant Aid Debate: Select types of aid to study

Facilitation note: In our contexts, women and girls wanted to use a debate-style format to discuss which types of aid to study. This can also be organized as a participatory voting exercise.

Begin by presenting each type of aid on a piece of paper. These can be drawn by the facilitation team or by using graphics found online.

Explain: *We will discuss each type of aid one by one, what it includes and what it means. You will then discuss whether you think this type of aid is important in your community and something that should be discussed in the research.*

The women or girls will then discuss amongst themselves, going through each of the types of aid one at a time, and debating which would be the most valuable to discuss and why amongst themselves, with support from partner staff as facilitators.

The debate is complete when the group comes to a consensus on the four types of aid they will discuss.

Partner staff decide who will (co)facilitate this session in the women and girls' workshops.

⁵ Chart and other resources for supporting service providers can be found on page 174 in the facilitation guide for *Communication Skills in Working with Survivors of Gender-Based Violence* by FHI and accessed here: http://www.endvawnow.org/uploads/browser/files/Communication%20Skills%20in%20Working%20Survivors%20GBV-%205-Day%20Training%20Curriculum_FHI%202000.pdf.

Session 8: FOR WOMEN & GIRL RESEARCHERS: Tools Review & Obtaining Consent (1.5 hours)

Facilitation note: the women and girls will review participatory group discussion and qualitative interview tools and give feedback on activities, format or key messages. This allows for the women and girls to engage in a participatory process with the research team and partner staff, and provide them further ownership over data collection.

Step 1: Break up the women / girls into groups of 3-4 and have one research partner staff join each group (and one translator per group if needed).

Step 2: The research partner staff should read through the participatory group discussion tools and the qualitative interview tools.

Step 3: After reading each page of each tool, ask the women / girls if they have any questions, clarifications, or feedback.

Facilitation note: after completing the review of each tool, the research partner can obtain consent with the same group of women. For adolescent girls under the age of 18, the research partner staff can read the consent, but CANNOT take the girl's signature without their parental/guardian consent. The research partner staff can discuss with each adolescent girl the best way to get in touch with their parent or guardian to obtain their consent.

Step 1: Read the consent form to the group of the women / girls.

Step 2: Ask if they have any questions as a group.

Step 3: Sit with each woman/girl so they can ask private / confidential questions.

Step 4 (FOR WOMEN ONLY): After you ask if they have private or confidential questions, then have them sign or thumbprint the consent form.

Once each form is signed, write the code of the women or girl researcher at the top and file safely.

Session 9: FOR WOMEN & GIRL RESEARCHERS: Body Mapping Exercise (30 minutes)

Facilitator Explains: Mapping our body as a way to reflect on the intellectual, emotional, social and physical experience of participating in this research.

Distribute flipchart paper, markers, crayons, and watercolors to participants.

Step 1: Ask participants to work with a partner to draw an outline around your body on the paper. Demonstrate as necessary.

Step 2: Invite them to close their eyes and reflect for a moment on their experience in the workshop.

Step 3: Ask: *How has the experience of participating in this workshop affected you, in terms of your thoughts? Use the art supplies provided to represent this in any way you like – drawings, words, symbols – focusing on the head area of your outline.*

Step 4: Ask: *How has the experience of participating in this workshop affected you, in terms of your emotions? Now represent this in any way you like, focusing on the heart area of your outline.*

Step 5: Ask: *How has the experience of participating in this workshop affected you, in terms of your social connections? Now represent this in any way you like, focusing on the hands area of your outline.*

Step 6: Ask: *How has the experience of participating in this workshop affected you, physically? Now represent this in any way you like, focusing on the legs area of your outline or any other body part you would like to highlight.*

Invite those who would like to share their body map with the group, highlighting aspects of what they drew and why. Note that for anyone who does not wish to share with the group, you will meet with them one-on-one afterward to record their reflections privately.

Partner staff decide who will (co)facilitate this session in the women and girls' workshops.



South Sudanese adolescent girls living as refugees in Uganda take part in a body mapping activity during the PAR Workshops in Yumbe, Uganda.

Women & Girl Researchers Closing (30 minutes)

Ask if participants have any questions, thoughts, concerns, etc. with any of the subjects discussed

Meet with Eyes & Ears for 5 minute debrief and feedback session and discuss morning recap.

Closing Activity: Visualization Exercise

Revisit the visualization exercise done at the beginning of the workshop, and now draw a new vision with experiences and knowledge from the workshop in mind. 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 Empowered Aid can have, alongside my other work in food 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 4-5 minutes, ask participants to come back together and if anyone would like to share with the bigger group.

END OF GUIDE FOR WOMEN & GIRL RESEARCHERS

Partner Staff Day End Debrief (30 minutes)

Ask if participants have any questions, thoughts, concerns, etc. with any of the subjects discussed

Meet with Eyes & Ears for 5 minute debrief and feedback session and discuss morning recap.

Review logistics for 3rd day of workshop and start time.

DAY 3 (PARTNER STAFF ONLY)

Opening: Review of Day 2 by Eyes & Ears (30 minutes)

Review facilitation guides and begin drafting dictionary of key terms (45 minutes)

I. Session 10: Research Tools Review & Practice (3.15 hours)

Morning break (15 minutes)

Lunch break (1 hour)

II. Session 11: Tools Practice (2 hours)

III. Final Review of Facilitation Plans for Women & Girls Workshop & Closing (1 hour)

Opening: REVIEW OF DAY 2 BY EYES & EARS (30 minutes)

Recap of Day 2 by Eyes & Ears: The Eyes & Ears will facilitate a recap with the group, they do not have to explain what was learnt the day before, but instead ask questions and encourage the group to recall what they learned.

Review the day's agenda.

Visioning Exercise

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

- *What is my vision for the impact that Empowered Aid can have, alongside my other work to address SEA?*
- *How do I see my role in this impact?*

After a few minutes, ask participants to put down on paper, in any way they want (drawing, writing, etc.) the vision they saw.

Women & Girls Facilitation Guides & Preparing Terminology Dictionary (45 minutes)

- Women's group and girls' group break away and sit together
 - *Work out what sections you would like to facilitate*
 - *Different people can facilitate different activities in one session*
- Translation team to draft a dictionary of key terms related to GBV and SEA for any translators taking part in the study

Presentation on Terminology for Women and Girls (creating a standardized list of terms on GBV & SEA to use during data collection)

Facilitation note: If translation will take place during the workshops with women and girls and during data collection, the partner staff and any other team members supporting translation should create a list of agreed upon translated terms regarding the key concepts, such as power, consent, gender-based violence, and sexual exploitation and abuse. It is critical that all of the translation team are familiar with the terms in the language(s) that the women and girls use so there is no confusion over meaning or terminology. This is particularly important when discussing sensitive material on gender-based violence. After the translation team drafts the list together, they can present it back to the entire partner staff group so that everyone agrees on the chosen terms and definitions.

Session 10: Research Tools Review & Practice (3.15 hours)

Facilitation note: To ensure that the partner staff feel comfortable in using the new tools, ample practice should take place. The next session includes 2 rounds of practice for each tool, and practice and review of obtaining consent. Further practice can be held outside of the workshop.

I. Focus group discussions

- Will include different PAR activities:
 - Free-listing
 - Community timelines
 - Open-ended stories
 - Community Mapping
 - Body Mapping
- Structure:
 - 1 facilitator
 - 1 note taker
 - 6 – 8 participants
- Focus group basics
 - Facilitator ensures not 1 person is dominating the discussion
 - Facilitator ensures other people are not named
 - Note taker is taking notes on key topics, especially noting reactions and nonverbal information

Hand out the focus group discussion tools

- Ask if the staff have any feedback on the activities, format, or key messages



GW & CARE Lebanon staff practice the free-listing exercise from Participatory Group Discussion 1 during the Staff PAR Workshop in Tripoli, Lebanon.

Simulate with the materials to practice (using the facilitator guide)

- Decide who will be the facilitator and the note taker

After first practice session, ask the following questions:

1. *What were the highlights of facilitating the session?*
2. *What were the difficulties or challenges?*
3. *What support would make these sessions more comfortable?*

Repeat this activity two more times, changing up the facilitator / notetaker for each new round.

II. Semi-structured interviews

- *Structure:*
 - *1 interviewer that also takes notes*
- *Interviewing basics:*
 - *Interviewers should guide the respondent, but never answer for them or fill in information*
 - *Ask the question and let the interviewer speak freely and express their point of view*
 - *Probing*

Hand out semi-structured interview tools

- Ask if the staff have any feedback on the questions

Simulate with the materials to practice (using the facilitator guide)

- Split into pairs, decide who will be the interviewer and who will be the respondent
- Interviewer will practice with 2-3 questions from the semi-structured interview tools

After first practice session, ask the following questions:

1. *What were the highlights of facilitating the session?*
2. *What were the difficulties or challenges?*
3. *What support would make these sessions more comfortable?*

Repeat this activity two more times, changing up the pairs for each new round

III. Consent forms

- Review the form and the process for obtaining consent
- Practice obtaining consent in pairs

Session 11: Research Tools Practice (2 hours)

Continue Practice:

I. Focus group discussions

Simulate with the materials to practice (using the facilitator guide)

- Decide who will be the facilitator and the note taker

After every practice session, debrief and ask the following questions.

1. *What were the highlights of facilitating the session?*
2. *What were the difficulties or challenges?*
3. *What would support would make these sessions more comfortable?*

Repeat this activity 2 more times, changing up the facilitator / notetaker for each new round

II. Semi-structured interviews

Simulate with the materials to practice (using the facilitator guide)

- Split into pairs, decide who will be the interviewer and who will be the respondent
- Interviewer will practice with 2-3 questions from the semi-structured interview tools

After first practice session, debrief and ask the following questions:

1. *What were the highlights of facilitating the session?*
4. *What were the difficulties or challenges?*
5. *What would support would make these sessions more comfortable?*

Repeat this activity two more times, changing who plays the interviewer or respondent roles for each new round.

POST-TEST: Distribute pre-test and give participants 15 – 20 minutes to answer 5 questions

Facilitation Note: a pre- and post-test given at the beginning and the end of the workshop helps to ensure participants are grasping the content and that the curriculum being used is effective. It can also help the facilitation team target specific areas that are not resonating with participants.

CLOSING (1 hour)

- **Finalize Facilitation Plans for Women and Girls Workshops (35 minutes)**
 - Review who will be with the women and girls, and who will facilitate what questions
 - Finalize content and timing
 - Discuss logistical needs
 - Any other main questions or concerns?
- **Wrap Up (15 minutes)**
 - Ask if partner staff participants have any questions, thoughts, concerns, etc. with any of the subjects discussed
 - Review final outline of who will facilitate what sessions
 - Discuss final logistics for women and girls workshops the following week (location, time, dates, transportation)

Closing Activity: Visualization Exercise (10 minutes)

Revisit the visualization exercise done at the beginning of the workshop, and now draw a new vision with experiences and knowledge from the workshop in mind. 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 Empowered Aid can have, alongside my other work in food 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 4-5 minutes, ask participants to come back together and if anyone would like to share with the bigger group.

END OF GUIDE FOR PARTNER STAFF

ANNEX 1: Pre-Post Test and Answer Key

Pre-Post Test:

1. Name two ethical concerns related to research on gender-based violence in settings of conflict and displacement.

2. What is the difference between qualitative and quantitative research?

3. Name two participatory research methods.

4. What is one of the defining characteristics of 'sexual exploitation and abuse'?

5. If you are facilitating a group discussion and 1-2 people dominate the conversation, what is something you can do to allow space for other members to contribute to the discussion?

Answer Key:

1. Name two ethical concerns related to research on gender-based violence in settings of conflict and displacement:
 - Prioritizing privacy and confidentiality of the participants
 - Adhere to the “do no harm” policy, respecting women and girls’ decisions and choices
 - *Or any other points from GBV research ethics guidance such as the [WHO Guidelines](#) (2007) or [PAHO Guidelines](#) (2005).*
2. What is the difference between qualitative and quantitative research?
 - Qualitative data helps us understand why things happen and is often collected through discussion or observations, quantitative data helps us understand how much and how many, and usually involves gathering numbers.
3. Name two participatory research methods.
 - Participatory group discussions with activities such as community mapping or open-ended stories
 - Qualitative interviews
 - *Could include other methods such as those described in [PAHO Guidelines](#) (2005) and GWI’s [Manual for GBV Research, Monitoring & Evaluation](#) (2017).*
4. What is one of the defining characteristics of ‘sexual exploitation and abuse’
 - A person uses their position of power to demand an exchange of sex for a material assistance, services, favors, or privileges
5. If you are facilitating a group discussion and 1-2 people dominate the conversation, what is something you can do to allow space for other members to contribute to the discussion?
 - Ask other members of the group if they would like to share
 - Remind the dominant participant that we would like to hear from all voices and if anyone else would like to share
 - *Other examples from those discussed in the workshop.*