

EMPOWERED AID TOOLKIT FOR PLANNING AND MONITORING SAFER AID DISTRIBUTIONS:

Applying findings from
participatory research on how
to reduce sexual exploitation
and abuse in aid distribution

SPRING 2021



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Women's Institute
THE GEORGE WASHINGTON UNIVERSITY

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Further Resources:

Further resources from Empowered Aid's work in Uganda and Lebanon — including Phase 1 and Phase 2 reports, policy briefs, facilitation manuals, toolkits, presentations, and webinars — can be found at globalwomensinstitute.gwu.edu/empowered-aid-resources. For questions, contact Alina Potts, Principal Investigator, at [apotts \(at\) gwu.edu](mailto:apotts@gwu.edu).

Feedback:

This toolkit is intended to be further adapted and edited for use by researchers and humanitarian practitioners. The research team welcomes feedback to further improve the toolkit or specific tools, and encourages those who do use it to share their stories and testimonials with us. To share feedback and testimonials, click on the following survey link: <https://www.surveymonkey.com/r/MV6CQ2C>.

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"In [Empowered Aid] Phase 1, when we were doing data collection with the women...They would give us ideas on what they have seen, what they have experienced and ideas on what could be done to solve those issues. The fact is those recommendations came from them; by us implementing their recommendations it will be like we have listened to them and done what they want that can help them to make sure that the aid distribution is safe for them."

– Uganda Empowered Aid Research Team Member from Partner NGO

"Just being asked these questions [in the point of distribution questionnaire] made women and girls feel safer, you show them you care, you're trying to do something positive, protecting them. Refugees are missing the element of safety."

– Lebanon National Technical Advisory Group Member



Left: Food parcels kept dry and shaded while waiting to be distributed in Lebanon. **Right:** A covered distribution area is set up to protect those waiting from sun and rain, with plenty of space for the degree of “social distancing”, or physical space between aid recipients, required by the COVID-19 pandemic response in Lebanon.

Acronyms

FDP: food distribution point

FGD: focus group discussion

GBV: gender-based violence

GW: Global Women's Institute

HHS: household survey

IASC: Inter-Agency Standing Committee

IRC: International Rescue Committee

ODM: observational distribution monitoring

POC: protection of civilians

PODQ: point of distribution questionnaire

PSEA: protection from sexual exploitation and abuse

PSN: persons with specific needs

SEA: sexual exploitation and abuse

TAG: Technical Advisory Group

UN: United Nations

UNHCR: United Nations Refugee Agency

URDA: Union of Relief and Development Associations

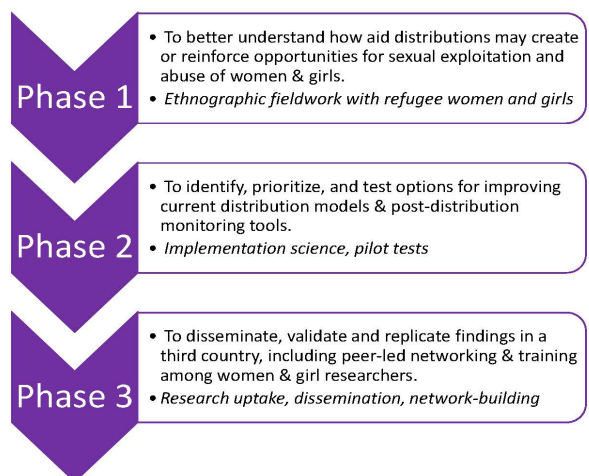
WASH: water, sanitation, and hygiene

WHO: World Health Organization

WV: World Vision

I. Empowered Aid Phase II

Empowered Aid: Transforming Gender & Power Dynamics in Aid Distribution is a three-year project that aims to reduce the risks that may lead to sexual exploitation and abuse (SEA) in aid distributions. The project utilizes participatory action research methods to engage women and girls throughout and apply their knowledge on how to better understand and prevent SEA. In the first year of Empowered Aid, the Global Women's Institute (GWI) partnered with the International Rescue Committee (IRC) in Uganda, and with CARE International in Lebanon, to engage refugee women and girls from South Sudan and Syria (respectively) in documenting and addressing SEA risks they and their peers face when accessing food, WASH, shelter, fuel and firewood, and cash and voucher assistance. The risks they identified, and their prioritized recommendations for aid actors to improve their safety in aid distribution processes, are shared in a series of reports and sector-specific briefs available on the Empowered Aid [webpage](#).



In the second phase of Empowered Aid, the recommendations that women and girls made during Phase 1 were applied to aid distributions, and monitoring and evaluation (M&E) tools were adapted to better measure SEA risks. During this phase, our two main objectives were:

1. To examine the feasibility, acceptability, and effectiveness of the adapted distribution models recommended in Phase I.
2. To understand how post-distribution monitoring tools can better capture women and girls' perceptions of risk and safety in relation to SEA and other forms of GBV.

The Global Women's Institute continued its partnerships with CARE in Lebanon and IRC in Uganda, and added two distribution partners, the Union of Relief and Development Associations (URDA) in Lebanon and World Vision Uganda in Uganda. Together, we planned and executed distributions that incorporated refugee women and girls' recommendations from the first phase, and modified their existing distribution monitoring tools to include questions about risk based on the findings of our research. Specifically, distribution partners' existing monitoring tools were modified to include gender sensitive questions on SEA, GBV and other protection issues related to distributions that anyone, but particularly women and girls, may face.

By conducting distribution monitoring during and after the distribution, we were able to measure aid recipients' perceived safety and risk throughout the distribution process. The data collected was analyzed to identify any SEA or other protection risks so that they could be addressed; as well as to monitor the quality of the distribution overall. This toolkit reviews the monitoring tools and how to use them, as well as how to analyze the data they generate, and how to write-up findings in actionable formats. As most of the field-testing occurred after the onset of the COVID-19 pandemic, the tools are also fit-for-purpose in assessing SEA risks in situations where communities are harder to access.

II. Purpose of the Tools

Distribution monitoring tools are used during and after distributions to assess the quality and acceptability of the aid being distributed among target recipients. They often contain questions about aid recipients' experience at the distribution site, the quality and/or quantity of the items received, and how the items were used.

The distribution monitoring tools contained in this toolkit have been modified to better account for SEA risks, and field-tested in Uganda and Lebanon, two of the largest refugee-hosting countries. Rather than create *new* tools, we chose to adapt the tools NGOs already use to avoid "tool overload" and to examine how even small changes can make existing M&E tools more fit for purpose to reduce SEA risks.

We did this by applying the findings from Empowered Aid's first phase, in which refugee women and girls identified ways in which distribution processes can put them and their peers at risk of SEA, and how to mitigate those risks. GWI worked with operational partners CARE and URDA in Lebanon, and with the International Rescue Committee and World Vision in Uganda, to adapt the distribution monitoring tools NGOs already used—such as observational or "safety audits," post-distribution monitoring surveys and focus groups. Adding or adapting even a few questions enabled us to better measure gendered perceptions of safety and risk.

By demonstrating how to put refugee women and girls' recommendations into action within existing distribution and M&E systems, the second phase of Empowered Aid shows their feasibility within refugee contexts. **By adapting these tools to your context and using them within your distribution programs, you are taking proactive steps to identify and address known risks for sexual exploitation and abuse (SEA) and keep women and girls safer.**

The tools include:



Safety Audit: An observational distribution monitoring (ODM) tool administered at each distribution site and on each day of the distribution. Safety audits provide distribution actors with critical understanding of the safety measures in place and how aid recipients are experiencing the distribution. They can be particularly useful in the context of COVID-19 as they do not require interaction with interview respondents and thus can be administered with minimal risk.

COVID-19 Adaptations to Monitoring SEA in humanitarian aid distributions

With the onset of the COVID-19 pandemic when data collection was about to begin, the research team developed a short point of distribution questionnaire to ask questions on safety and risk related to the COVID-19 pandemic and response. A questionnaire was administered to women respondents covering four main areas on women's experiences in relation to distributions, particularly in context of the COVID-19 pandemic: information and communication on distributions, feelings of fear during the distribution process, SEA risk during aid distribution, and places to report complaints or obtain support.



Point of Distribution Questionnaire (PODQ): A very short survey administered at the distribution site that allows respondents to provide feedback on whether the distribution meets their needs, and also asks about safety issues that they may not otherwise be able to communicate to NGOs or service providers. *This was developed in response to COVID-19 and the limited interaction many service providers had with affected populations, particularly women and girls, due to program closures and reliance on digital communications. However, it could be adapted to other remote or low-access settings.*



Household Survey: A survey carried out after distributions with detailed questions about the acceptability, quality, and use of distributed items. We adapted the existing post-distribution monitoring (PDM) survey used by the food cluster in Uganda to different types of aid, and added or adapted questions on SEA risks before, during, and after the distribution, as well as included a scale that measures aid recipients' sense of safety or fear at specific points in the distribution process.



Focus Group Discussions: A facilitated discussion carried out with small groups of aid recipients after a distribution (ideally 5-6 people). This tool allows for a deeper dive into the experiences of different groups—matched by age and sex, as well as other contextually important characteristics—and allows them to share their perceptions in a small, private group.



"It's not that kind of intervention where it's a top down approach, it's been a bottom up approach. I feel it has helped women and it's a bit unique from others. Some people sit somewhere and start to think that in Bidi Bidi distribution points have these problems, I think we can address them this way, when actually that could not be the actual need on the ground. Yes, it could be a problem, but may not be a pressing one. The fact that [the research team] went on ground, we identified the issues and solutions together. The recommendations have addressed those real issues."

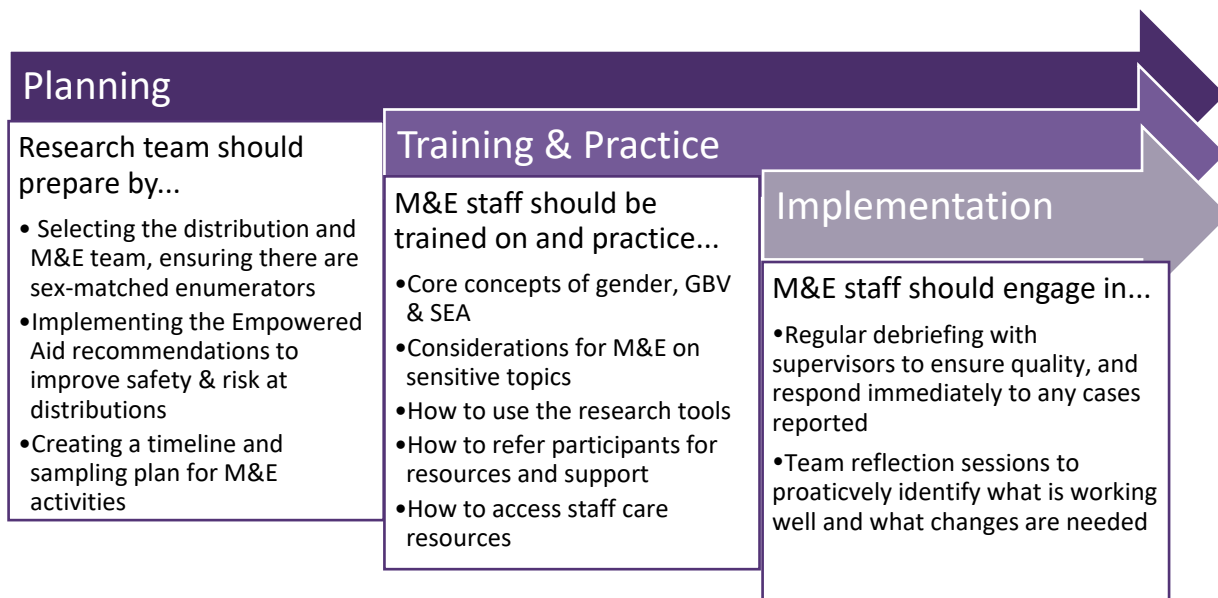
– Uganda National Technical Advisory Group Member

III. Preparing your team to use the tools: planning for training, practice, reflection and staff support

In Empowered Aid’s first phase, refugee women and girls led rigorous qualitative research with over 250 women, men, boys and girls from refugee and host communities in Uganda and Lebanon, as well as key informants from government, civil society and aid actors, and disability rights groups. The prioritized recommendations that emerged represent women and girls’ expertise in how to make distributions safer, and are detailed in the results reports and sector-specific briefs available on Empowered Aid’s [resources webpage](#).

Some of the actions women and girls’ recommend are relatively “quick fixes” that should already be in place, for example ensuring sex-segregated lines for collecting aid. Others may require further discussion and planning to execute in contextually-relevant ways that support women and girls and do not put them at further risk of sexual exploitation and abuse. For example, a key recommendation that emerged is the need for transport support for safely taking aid back home, particularly when heavy or bulky aid is being distributed, as otherwise it puts women and girls at particular risk of SEA by drivers of car or motorcycle taxis who exploit their position of power. Yet what this type of support entails will vary between and even within contexts. This does not mean it is not possible. This means it is necessary to further consult with women and girls in your programming area and co-design a feasible option for transport support.

Preparatory Steps



1. Planning

The first step in preparing for any distribution is careful planning and preparation. In this phase, the research team should first select the members of the team who will conduct the distribution and post-distribution monitoring. The recommendations from Phase 1 and Phase 2 of Empowered Aid can provide aid actors with preventative measures to apply in their distributions and increase feelings of safety, which should be integrated during the planning phase. Additionally, the research team should plan out the post-distribution monitoring activities, from when trainings should occur to when data will be conducted and analyzed. A planning tool, to aid you in ensuring all of these components are in place, is in [Annex 7](#).



"Every training gives you a learning opportunity. People ask you more questions, you get into more details and information. Also having a supportive team who engage you in every process for example before every training, the planning and guidance on how you will do every session. All this guidance has built in my facilitation skills and I feel like I can stand alone and do it." – Uganda Empowered Aid Research Team Member

2. Training & Practice

Prior to executing the distribution monitoring, the M&E team should be selected and trained on gender and GBV core concepts, ethical and safety considerations for conducting research on gender-based violence, and how to use the tools, with ample time built in for practice. The Empowered Aid team created a training guide on gender and core concepts as well as one for each of the tools, which can be found in their [corresponding annexes](#).



"Training on the tools is the most important factor in the tools being understandable."
– Lebanon Empowered Aid Research Team Member

Practice is a critical component of using the tools and consent forms, helping the research team become comfortable with facilitating questions and activities. This is particularly important for teams who are not as well versed in asking questions on sensitive topics such as GBV and SEA. In addition to the tools, the informed consent forms must be included in this practice, and the importance of informed consent reviewed in training. Practice should include walking through scenarios of issues or concerns that may occur during the monitoring, such as a person walking in and overhearing the interview, or a participant becoming distressed. Examples of Empowered Aid's consent forms, which can be further adapted by NGOs, are in [Annex 5](#). More on safety and ethical considerations for conducting data collection on gender-based violence in emergencies can be found in [Annex 6](#).

3. Implementation

During the implementation of the distribution and post-distribution monitoring, the research team should build in time to reflect, learn from each other, and improve their ability to collect the data. After data collection is complete, the team should make sure to hold a debrief session with the entire team to gather learnings for the next distribution and monitoring. Next, the research team should plan out the steps for data analysis and drafting the report. [Each annex](#) of the toolkit has steps on how to analyze the data and write up the findings to ensure dissemination and uptake of the recommendations.



"The fact is those recommendations came from them [refugee women and girls]; by us implementing their recommendations it will be like we have listened to them and done what they want that can help them to make sure that the aid distribution is safe for them." – Uganda Empowered Aid Research Team Member

"It was very helpful, because we were not just 'creating a tool,' we were learning, reflecting, practicing, changing. It was an open and very fruitful way to develop." – Lebanon Empowered Aid Research Team Member

4. Dissemination

Post-distribution monitoring findings are critical for distribution, M&E, and protection teams to reflect on ways in which aid programming may inadvertently be putting affected populations at risk, and what adjustments or responses are needed to address this. The tools are designed to specifically address known SEA risks, as well as provide opportunities to identify and build upon what is working well and should be continued and/or expanded. The tools are intended to help organizations understand distribution and emergency-related risks in humanitarian response. Findings are used to assess needs, adapt distributions to increase safety and reduce new and/or existing risks, and coordinate with service providers to respond to further gaps in addressing SEA and GBV issues rapidly. To support this, the findings report should be disseminated internally amongst staff and partners as well as to coordination groups, humanitarian actors, and other relevant fora with recommendations targeted to the roles and responsibilities of key stakeholders. Developing action plans during these meetings, with clear focal points and timelines for responsive action, improves accountability by making tracking action against them possible.



"These tools need to be institutionalized coming from a donor. It's good highlight the fact that integrating SEA is part of the "quality" of the programming. After 10 years of the Syria crisis it's a MUST that you do "quality programming" by integrating SEA." –

Lebanon National Technical Advisory Group Member

IMPORTANT! Tips for Language Translation and Interpretation

Language considerations are crucial to ensuring equity and quality during data collection in humanitarian settings. PSEA efforts should be designed with marginalized language speakers in mind, and findings should be available in the languages people understand. Official languages are not sufficient, and this should be factored into staff recruitment, budgeting, and planning. National staff should not be expected to translate or interpret without training; they may not speak all languages or dialects of the affected population resulting in poor quality data. Here are some tips to help you think through translation and interpretation:

- 1. Evaluate relevant language(s) spoken and understood by population of focus.** Ask questions like, “What is the main language your household speaks at home?” or “In what language do you prefer to receive written information / spoken information?”, and “How do you prefer to receive information?”
- 2. Recruit data collectors who speak the relevant language(s).**
- 3. When adapting tools, use plain language that data collectors and respondents can understand.** Be sure to write in plain language, communicating the most important information up front, and being conscious of sentence length, word choice, and reading level. This will make translation easier. For tips on writing in plain language, see [this guide](#) by Translators Without Borders.
While it is important to use commonly used words during translation, be careful not to choose words that reinforce power imbalances or make women seem inferior. For example, in central Uganda the word “Malaya” means sex worker or prostitute, but has a very negative connotation and is commonly used as an insult to one’s self worth. This word would not be a good choice if referring to sex work in a survey. Hold critical conversations with community members to understand the undertones of certain words and seek input on alternatives. Having female translators from the community on the team is helpful!
- 4. Translate the tool into the relevant language(s) to avoid putting interpretation burdens on the data collectors.** If translation is not possible, create a glossary at minimum. Ask native speakers to read the original version of the tool and highlight all parts that could be difficult to interpret, then discuss translation solutions with them and include in the glossary of terms/phrases.
- 5. Back-translate to ensure that the key words and content have not been lost in translation.**
- 6. Pilot the translated form with data collectors and population of focus.**
- 7. Debrief with data collectors regularly during the data collection process to discuss any questions or terms that create problems of confusion and agree together on solutions.**
- 8. Ask native speaker to proofread the analysis report and any other outputs in the languages in which they are written.**
- 9. Share the analysis in relevant language(s) with participants and other local stakeholders.**

References:

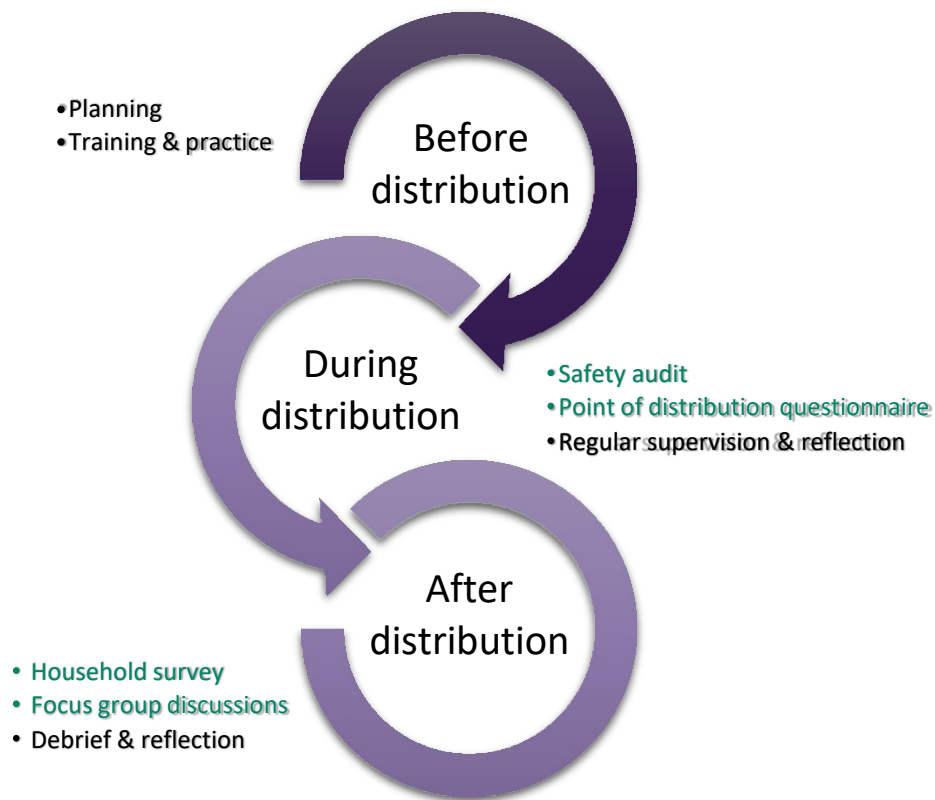
- CartONG & Translators Without Borders, [20+ language tips for effective humanitarian data collection](#).
- Translators Without Borders, [Language Data Initiative](#).
- Translators Without Borders, [TWB Glossaries](#).
- Translators Without Borders, [Write Clearly: TWB’s guide to writing in plain language](#).
- Staff advice based on experience of Empowered Aid staff.

IV. The Tools: Using them, analyzing the data they generate, and turning findings into action

The following sections will provide an overview of each tool: its purpose, how and when to use it, and how to analyze and use the data it generates. The below diagram illustrates at which point the tool is used.

Please note that this toolkit assumes a basic level of knowledge and experience with monitoring & evaluation (M&E) in conflict-affected settings. If you would like to review or gain a more basic understanding of M&E processes before using this toolkit, consider reviewing the Global Women's Institute's [Gender-Based Violence Research, Monitoring, and Evaluation Manual and Toolkit for Researchers and Practitioners](#).

The Distribution Monitoring Process



SHARED FOLDER FOR TOOLKIT RESOURCES:

The tools and annexes included here, as well as additional annexes noted in the text, are available at: <https://gwu.box.com/s/8b9cfloemunjqd6gwrbae1ioss7vwse>

A. Safety Audit



What is this tool used for? The safety audit is an observational tool used to identify and record safety risks in the environment in a structured way that supports taking action to address them. The safety audit included in this toolkit is designed to identify risks surrounding a distribution that impact aid recipients' ability to safely access and utilize aid. It includes questions related to known SEA and GBV risks, as well as opportunities to record ways in which positive action is being taken to mitigate or address SEA. The safety audit provides a systematic way in which to record observations of both risks and protective actions, which can then be used to take action, learn what works, and improve future distributions.



*"Safety Audits are helpful for accountability, and for noting things that are wrong. Even if there is not incident, but maybe someone is contemplating, when they know they're going to be observed from afar by an anonymous person, they will withhold from doing it." – Lebanon
Empowered Aid Research Team Member*

What does it look like? The tool is a checklist of questions that M&E and/or protection staff answer by walking around and observing an aid distribution to visually identify potential safety risks associated with the distribution. It includes a list of questions focused on information, access, safety, dignity, and equity, with particular attention to vulnerable groups. Detailed, written notes and observations are critical to a successful safety audit. You can find the tool in [Annex 1.1](#). In [Annex 1.1b](#), we have included a sample of how to enter this tool into [Kobo](#), the open-source data collection tool.

When and where can it be used? The Safety Audit tool can be used during any type of aid distribution—whether small or large, delivered centrally or at household level, indoors or outdoors—to monitor for potential risks. Some questions may not be relevant to certain distribution models and can be left out or adapted.

Who should administer the tool? This tool should be administered by M&E and/or protection staff who have been trained on it and have had opportunities to practice using it. Further safety audit training materials and guidance are available in [Annex 1.2](#). While it can be administered by one person, it is preferable to have gender-balanced teams of two to ensure nothing is missed, particularly when working with larger distribution sites. The auditors can meet in a private location nearby to record observations together in a single form.

How is it administered? The safety audit is conducted at each distribution site, preferably on each day of an aid distribution, although this may not always be possible. Auditor(s) move around, usually on foot, and observe the distribution and the environment in which it is taking place. A template for planning and tracking safety audit monitoring is in [Annex 1.3](#). After taking some time to observe, the auditors then discretely record observations within the tool. This can be done on paper or electronically using a smartphone or tablet. Both formats are available in [Annex 1.1](#) and the [KoboToolbox](#) format in [Annex 1.1b](#).



Ethical Considerations: Completing forms in private

One very important consideration when using this tool is to observe first, and record observations later in a private area (i.e., vehicle, office, NGO facility). Filling in the tool while walking around the distribution site may lead to raised expectations, as aid recipients may believe you are registering people for aid, and/or could pose safety concerns for distributions in less-secure areas or where distrust is high. In order to ensure privacy, it is important to complete forms in a private location and not while in public. Auditors do not need to wait till the end of the day to record observations, rather, they can step aside within the site premises and fill out the Safety Audit form privately with minimal people present.

How is the data analyzed?

Safety Audit data is compiled by tallying closed-ended responses (for example, the yes's and no's) and reading through the notes. Downloading or inserting observations into a spreadsheet can help to identify themes as well as assist with the tallies. [Annexes 1.4 and 1.5](#) provide detailed data analysis guidance and templates. [Annex 1.6](#) provides a reporting templates for sharing findings so they can be actioned.



Important consideration for data analysis

You do not need to wait until a distribution is over to analyze safety audit findings and put them into action—they should be analyzed on an ongoing basis and incorporated into programming on an ongoing basis.



A Closer Look: How Empowered Aid teams working with CARE in Lebanon utilized the Safety Audit to improve a distribution of fuel vouchers

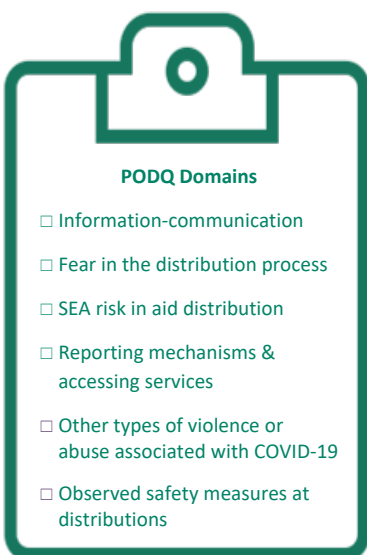
In February 2020, URDA, CARE International in Lebanon, and the Global Women's Institute distributed fuel voucher kits to 132 Syrian refugee families who met UNHCR vulnerability criteria. This not only supported needs identified by the humanitarian response, but was also part of Empowered Aid's efforts to reduce sexual exploitation and abuse (SEA) in aid distributions by identifying risk factors (Phase 1) and building evidence on safer distribution mechanisms and monitoring (Phase 2). GWI, CARE and URDA adapted the safety audit from an existing tool used by aid actors like CARE and IRC, and GWI trained staff on how to safely and systematically conduct safety audits. A safety audit was carried out in each distribution location by inter-agency teams from the two operational partners (one staff from URDA and one from CARE). URDA and CARE staff conducted two distributions to compare the usual way distributions are organized (baseline) with an adapted modality based on recommendations made by Syrian refugee women and girls during Phase I of the study. The first month of vouchers were distributed via a targeted mass distribution in February 2020 (baseline), and the second month of fuel vouchers were distributed to the same families via a household-level distribution in April 2020. This modality, otherwise referred to as distributing aid "door-to-door", was one of the adaptations recommended by refugee women and girls in Phase I to make distributions safer.

By this time, the COVID-19 pandemic had arrived in Lebanon causing delays to the onset of monitoring as planned in-person training by GWI was adapted to remote modalities. However, the door-to-door distribution modality recommended by women and girls in Phase 1 and applied to the April 2020 distribution was not changed, as it aligned with COVID-19 health and safety restrictions. Personal protective equipment (PPE) and social distancing guidance were utilized, and the methods for distribution monitoring were also adapted.

Nine safety audits were carried out across both the normal and adapted voucher distributions. These occurred at three sites in North Lebanon: Bebnine and Bireh in Akkar Caza, and the City of Tripoli in Tripoli Caza. The safety audits documented observations around access, safety, dignity, equity, and information across the different distribution modalities. During the adapted distribution, safety audits at all locations reported active measures taken to prevent or mitigate SEA, such as sharing the feedback hotline with the fuel voucher, explicitly saying that vouchers were free, and distributing a list of places across Lebanon where the voucher could be redeemed. In Akkar specifically, when visiting a woman recipient, the team asked if the husband could be present even though both male and female staff were present. Social distancing measures implemented due to COVID-19, such as avoiding any direct contact when handing out the voucher, also helped to reduce stress and risk.

Additional information about Empowered Aid in Lebanon and the safety audit tool can be found in the [Empowered Aid Lebanon Pilot 1 & 2 Results Reports](#), available in the [Toolkit Resources Box folder](#) and on the [Empowered Aid webpage at https://globalwomensinstitute.gwu.edu/empowered-aid](https://globalwomensinstitute.gwu.edu/empowered-aid).

B. Point of Distribution Questionnaire (PODQ)



What is this tool used for? In response to the pandemic, the Empowered Aid team developed a short questionnaire designed to be administered in-person at the point of distribution (referred to as the “point of distribution questionnaire” or PODQ). The point of distribution questionnaire (PODQ) is a shortened survey that can allow women and girls to provide feedback on whether the distribution meets their needs, and also ask about COVID-19 related issues that they may not be able to otherwise communicate to NGOs or service providers due to new limitations of services and mobility. This tool allowed for rapid data collection—at a time when many women and girls were cut off from usual feedback and complaints mechanisms—around the impacts of COVID-19 on women and girls’ access to information and aid, experiences of violence (SEA and other forms of GBV), and ability to seek help and access services. The brevity of the tool ensured the staff and participants spent minimal time interfacing, with additional protective measures in

place (such as face masks and space to maintain physical distance while also maintaining privacy). The PODQ can also be used and further modified to gather information during other programming activities beyond distributions if the team feels it is safe and necessary to do so, and can be used beyond the context of COVID-19. It was developed as an open-ended tool and piloted, with responses analyzed qualitatively to develop the closed-ended categories in the final tool. This allows for faster and easier analysis of the data collected.

What does it look like? The PODQ, in [Annex 2.1](#), is a short, multi-choice survey tool containing questions covering the areas described above. While the annexed PODQ tool is 15 questions, it can be further shortened as relevant to the context. [Annex 2.1b](#) shows how to enter this tool into KOBO, the open-source data collection tool.

When and where can it be used? It can be used when a team wants to collect rapid information on the status of women and girls in contexts where access is limited due to public health and/or safety concerns, such as during the COVID-19 pandemic. It is administered at the distribution site, rather than at respondents’ homes, to reduce travel and interaction outside of that required to access basic needs (which has been important during the pandemic).

Who should administer the tool? The tool should be administered by a team of



"Just being asked these questions [PODQ] made women and girls feel safer, you show them you care, you're trying to do something positive, protecting them. Refugees are missing the element of safety." – Lebanon National Technical Advisory Group Member

female enumerators who have gone through the PODQ training, which can be found in [Annex 2.2](#). If the team chooses to administer the tool to male respondents, the enumerators should be sex-matched. It is very important to provide training on trauma-informed interviewing, and to practice extensively with the tool.

How is it administered? At the distribution site, a location is chosen or constructed that follows the flow of the distribution (i.e., a separate stop after aid is received) and provides vocal privacy. This means it should be at a distance such that others cannot hear participants' responses. This allows respondents to discuss any sensitive issues more comfortably. Visual privacy is also preferred, if possible. A template for planning and tracking PODQ monitoring is in [Annex 2.3](#).

How is the data analyzed? The data can be analyzed in Excel after it is exported from Kobo. It can also be analyzed using quantitative analysis software, such as SPSS. For guidance, recommendations, and examples on how to conduct the analysis, see [Annex 2.4](#). The results of the analysis are then drafted into a report summarizing the main safety concerns that women and girls identified. For a report template and examples on how to write up the findings, see [Annex 2.5](#).



Technical Note: Utilizing SPSS

If desired, data can be analyzed using SPSS statistical software. Using SPSS may simplify the analysis process when large amounts of data are collected. However, using SPSS can be difficult for those without prior experience. More information and guidance are available in [Annex 2.4](#).



A Closer Look: How Empowered Aid Utilized the PODQ

In April of 2020, the Empowered Aid team with IRC in Uganda developed the PODQ tool as plans shifted and we decided to hold the dignity kit distribution despite the ability to have a full-scale pilot due to COVID-19 restrictions. The Point of Distribution Questionnaire was administered by a team of trained IRC WPE staff and community volunteers who supported translation at each distribution site and focused on four key questions on distribution information-communication, fear in the distribution process, SEA risk, and accessing complaint mechanisms and services. Within each group of 20 women and girls who were at the distribution site, every fourth woman was selected to take part in a short, four-question questionnaire, making the total sample of 176 women. The IRC staff, translator, and respondent then moved to a private area to complete the questionnaire. No girls were included in the sample as consent was taken immediately before the interview and the research team could not guarantee a parent or guardian would be on site to agree to consent for the survey. No demographic or descriptive data was collected to reduce the amount of time spent with each respondent, but the zone and Women's Center at which the distribution occurred was captured. Due to COVID-19 safety measures, no other groups were surveyed except for the aid recipients.

Similarly in Lebanon, the research team conducted the PODQ during a food parcel distribution organized by CARE and URDA amongst a targeted group of Syrian refugees in Akkar Caza who met UNHCR vulnerability criteria. However, due to difficult weather conditions, the team used a census and asked all

women who attended the distribution and carried out the PODQ amongst a total of 38 adult women (12% of the 320 women included in the distribution; 218 in Mhammra and 102 in Sahel) who attended the food distributions in two sites: an unmanaged 'informal settlement' (IS) in Sahel Akkar consisting of 250 families, and a managed ITS in Mhammra Akkar (250 families).

The data was exported from Kobo into an Excel spreadsheet for analysis. As the original survey was five, open-ended questions, the data was coded qualitatively in the exported Excel spreadsheet, and then frequencies calculated from how often coded themes were mentioned by aid recipients.

Despite the tool being kept very short for COVID-19 safety reasons, its focus on safety and risk meant the PODQ was still able to capture SEA/GBV risks and feelings of fear in the distribution process in both Lebanon and Uganda. In fact, this short questionnaire administered at the distribution site proved to be a very effective tool in understanding perceptions of safety and fear in the distribution process around SEA and GBV, as well as how those risks have changed during the COVID-19 pandemic. The findings shed light on the need for access to services even in the strict conditions of the pandemic as women and girls reported having less access.

Additional information about Empowered Aid and the point of distribution questionnaire can be found in the [Empowered Aid Lebanon and Empowered Aid Uganda Results Reports](#), available in the [Toolkit Resources Box folder](#) and on the [Empowered Aid webpage](#) at <https://globalwomensinstitute.gwu.edu/empowered-aid>.



C. Household Survey

What is this tool used for? Household-level surveys can be used to collect in-depth information as part of a needs assessment, monitoring and evaluation, or research. The survey tool included here was adapted from the one used by the Food Cluster in Uganda for post-distribution monitoring, meaning that it is administered after an aid distribution has taken place. Its purpose is to assess aid recipients' perceptions of and satisfaction with an aid distribution, including feelings of fear or safety surrounding different aspects of the aid distribution, as well as feedback on the quality and acceptability of the items distributed. The Empowered Aid team adapted some questions by rewording them and/or adding answer responses, and added other questions to reflect areas of SEA risk (grounded in Phase 1 findings) that were not already captured. Thus, the tool is now more fit-for-purpose in proactively identifying known SEA risks and mitigating actions to better prevent SEA related to aid distributions. Depending on the sampling methods used, results may be generalizable to larger portions of the population.

What does it look like? This survey consists of seven sections with an average of 4 - 24 questions in each, covering the following areas: aid recipient household characteristics, freedom of movement, aid distribution and access to aid, utilization of aid, registration and satisfaction, fear and safety, and complaints and feedback. The tool can be found in [Annex 3.1](#). In [Annex 3.1b](#), we have included a sample of how to enter this tool into KOBO, the open-source data collection tool.

When and where can it be used? Surveys are normally used at household level through one-on-one interviews with a sample that, ideally, is chosen in a way such that it is representative of the larger group of aid recipients. In smaller distributions, it may be possible to survey all recipients (this is referred to as a census). The survey should be conducted no more than 1-3 weeks after an aid distribution to prevent "recall error" or forgetting. Because it is conducted after a distribution, it can capture information about safety and risk when transporting aid home from the distribution site, and in seeking to safely store or use aid.



"Sometimes it's not about having a shorter tool but having one that captures most of the information that you need." – Empowered Aid Uganda Research Team Member

Due to the sensitive nature of the questions, the survey should be conducted in a private location, free from interruption. For training materials and guidance, visit [Annex 3.2](#). For detailed guidance on ethical and safety considerations important when undertaking any survey, see GWI's [Gender-Based Violence Research, Monitoring, and Evaluation Manual and Toolkit for Researchers and Practitioners](#).

Who should administer the tool? This is a more complex tool and as such, a higher degree of staff training and practice is required. Training should include topics required for all M&E tools, such as core concepts in GBV and SEA, and ethical data collection (including issues specific to surveys); as well as training on the tool itself and how to collect data using either paper or electronic means. As this is an in-depth interview tool that contains information on sensitive topics, staff should also be trained trauma-informed interviewing skills. As noted above, training facilitation guides can be found in [Annex 3.2](#). The team of

enumerators administering the tool should contain both male and female enumerators (proportional to the breakdown among respondents), enabling female staff to interview female aid recipients and male staff to interview male aid recipients. Depending on the demographics of the sample population, translators may also be needed, and if so should be trained alongside the enumerators as fully-vested members of the data collection team.

How is it administered? Preferably the tool is administered by sex-matched enumerators, face-to-face, at household level. It is easier to build rapport and trust for discussion of sensitive topics, such as GBV and SEA, thus data quality is usually higher when surveys are conducted in person. During the COVID-19 pandemic, it became necessary to administer the survey by phone to reduce in-person contact and potential transmission. This led to lower-quality data, however it was the most effective approach given the potential risks of conducting surveys in-person were deemed to outweigh the benefits. A template for planning and tracking safety audit monitoring is in **Annex 3.3**.

How is the data analyzed? Analysis starts with making a plan: an analysis plan template is included in **Annex 3.4** and an example of a completed analysis plan is in **Annex 3.5**. Detailed guidance for how to download, clean, recode, and analyze the household survey data can be found in **Annex 3.6**. The data collected by the household survey tool should be analyzed by a staff member trained in M&E or quantitative data analysis. For guidance, recommendations, and examples on how to conduct the analysis in Excel and SPSS, see **Annex 3.7**; for a practice dataset, see **Annex 3.8**. Reporting templates for writing up findings are in **Annex 3.9**.



A Closer Look: How Empowered Aid Utilized the Household Survey

The Empowered Aid team applied a key recommendation from the Phase 1 findings—increasing the number of female aid workers (staff and community volunteers) at the distribution site—within one of the World Food Programme general food distributions (GFD) organized by World Vision in Bidi Bidi camp in Uganda. The number of female aid workers were increased at one of the food distribution points (FDPs), while the other food distribution points maintained the standard mix of male and female staff, so that results of distribution monitoring could be compared to learn about the effectiveness of this recommendation in increasing safety and/or decreasing risk perceptions, particularly among women and girl aid recipients. Findings from the household survey in the modified site (with more female aid workers) were therefore sampled in a way that they could be compared to results from surveys conducted in the other (non-modified) sites, to compare responses regarding risk, safety, and satisfaction with the aid distributed.

Two Empowered Aid research team members from the Global Women's Institute and two from IRC in Uganda provided detailed training on the household survey tool for members of the distribution team—both remotely via Zoom (due to COVID-19 travel restrictions) and in-person in Uganda. Training centered on gender and GBV core concepts including SEA, principles of participatory research and centering women and girls, research ethics, the household survey tool, data collection methods (via Kobo tablets), referral protocols, and PSEA/COVID-19 safety measures. Team members practiced obtaining informed consent and administering the household survey tool.

The research team compiled a list of all food distribution recipients by FDP and calculated the sample based on World Vision's usual method, with an overall target of approaching 682 respondents (approximately 3% of those in the modified FDP and 1% of those in the other FDPs, lower than otherwise recommended, given the sample size deemed feasible under COVID-19 constraints). Once the sample number was determined, households were selected by first clustering households into villages, having enumerators identify and assign numbers to homesteads within each village, then using a random numbers table to choose a starting household, and continuing to sample based on a set interval. The person within the household who attended the food distribution was targeted for participation, and asked for their informed consent before proceeding with the survey among those who consented. Enumerators were sex-matched to respondents and accompanied by translators as needed. The distribution cycle ended 3 June 2020 and surveys were conducted between 30 June and 11 July 2021.

Referral pathways were in place for any recipients who expressed need for humanitarian services and/or indicated lack of safety, need for psychosocial support, or experience of PSEA or GBV. Recipients were also given information about how to submit complaints around the aid distribution through established mechanisms, i.e. the UNHCR hotline. General information on aid feedback and PSEA reporting mechanisms, and COVID-19-related safety and support measures, was provided as part of each interview.

Data were analyzed, and findings written up in a report, which was shared internally with the distribution team and their wider agencies. Findings will be used to help inform future distributions, such as ensuring there are sex-segregated lines at distributions, and increasing awareness materials on PSEA at the distribution site.

Additional information about Empowered Aid in Uganda and the household tool can be found in the Empowered Aid Lebanon and Empowered Aid Uganda Results Reports, available in the Toolkit Resources Box folder and on the Empowered Aid webpage at <https://globalwomensinstitute.gwu.edu/empowered-aid>.

D. Focus Group Discussions



What is this tool used for? Focus group discussions (FGDs) can be used to collect detailed qualitative data from affected populations as part of needs assessments, program monitoring, evaluation or research. We adapted an existing focus group discussion tool used by our NGO partners in post-distribution monitoring. The purpose of this tool is to assess aid recipients' satisfaction with an aid distribution, including access, quality, and safety issues. Our modifications added additional questions around respondents' feelings of fear and/or safety during different aspects of the distribution process, as well as recommendations for how to better mitigate these risks. Specifically, this adapted tool now aims to identify and proactively address known SEA risks, in addition to monitoring distribution access, quality and satisfaction more generally.

What does it look like? The focus group discussion tool is a semi-structured discussion guide, which includes a series of 17 questions used to assess participants' perceptions and feedback about the aid they received and the distribution process overall. The tool uses participatory exercises like listing and ranking, and open-ended stories ("vignettes"), as well as general open-ended questions, to facilitate discussion on positive and negative impacts of the aid received, and satisfaction or safety levels at all points of the distribution process, with modifications to better assess GBV- and SEA-related risks and recommendations for improving safety at and around distributions. The tool can be found in [Annex 4.1](#).

When and where can it be used? Focus groups can be conducted when the team is seeking to gain a more in-depth understanding of sensitive issues such as SEA and GBV. Focus groups should only be conducted when it is safe to bring groups of people together, and when well-trained staff are available to administer it. As with household surveys, focus groups should generally be held within 1-3 weeks of a distribution to minimize the recall error.

Who should administer the tool? The focus group discussion is facilitated by a discussion leader, or "facilitator", who is supported by a notetaker and, if needed, a translator. These support roles are vital, even if audio recorders are being used, as they can also help to capture written and/or visual (for low-literacy groups) responses on flip charts during the participatory exercises. All staff involved in administering focus groups, including translators and notetakers, should have training in the same topics generally needed for each monitoring tool such as core concepts of GBV and SEA, ethics and safety including consent processes, and referral protocols. As with the survey tools, for the focus group it is also very important to provide training on trauma-informed interviewing/facilitation and to practice extensively with the tool and with any equipment that will be used, such as audio recorders, notebooks, flipchart paper, and sticky notes. See [Annex 4.2](#) for training resources. The tool should be administered by a facilitator, note taker, and translator who are either sex-matched or, in mixed-sex groups, an all-women facilitation team.



Technical Note: Why a notetaker is needed

Even when focus group discussions are recorded, a notetaker should be present. The notetaker can help the discussion leader facilitate the discussion by managing the recording and other technical aspects. In addition, the notetaker can help to synthesize and analyze key points as they are shared in the discussion, and can provide a record of the conversation in the event that the recording is lost or of poor quality.

How is the tool administered? It is very important to “segment” participants, meaning individuals with similar characteristics meaningful to their context are grouped together. This is almost always done along sex and age categories, but in some contexts, for example, it may also be important to hold groups with unmarried women separately from women who are married. Segmenting groups in this way supports participants to feel more comfortable sharing their views and feedback in front of each other. Focus group discussions should be conducted in private locations, free from interruption. For further training materials and guidance, visit [Annex 4.2](#), as well as how to track the data, visit [Annex 4.3](#).

How is the data analyzed? All focus group discussions should be recorded using a tape recorder or other device. Using the interview questions as a guide, the research team should listen to the recordings and take notes on frequently repeated themes. The research team should also take note of specific quotes that exemplify these themes. This method of analysis is a simple yet effective and can be applied in a variety of settings. For further guidance on analyzing focus group discussions and the analysis spreadsheet template and examples, visit [Annex 4.4](#) and [Annex 4.5](#). A template and examples of focus group discussion findings reports can be found in [Annex 4.6](#).



Technical Note: Transcription Services & Data Analysis Software

If the budget allows, transcription services and qualitative data analysis software (such as Dedoose or NVivo) can be used to facilitate data analysis. This may be ideal for cases where there are large amounts of data or when a more systematic analysis process is desired.



A Closer Look: How Empowered Aid Utilized Focus Group Discussions

Focus groups were part of the monitoring conducted after a general food distribution in Bidi Bidi refugee settlement in Uganda, once COVID-19 safety precautions allowed for small groups to safely meet (with necessary protections in place). The Empowered Aid team from GWI, IRC and World Vision worked in close coordination throughout the design, training, implementation, analysis and dissemination of the data. Three facilitation teams were assembled, each one led by a facilitator from IRC with extensive experience conducting focus groups as part of Empowered Aid’s first phase. They co-facilitated training for other team members, as capacity-sharing is central to Empowered Aid’s approach. These facilitators also previously worked as social workers at IRC Women and Girls Centers and were familiar with Bidi Bidi’s referral pathway and PSEA or GBV services available, should participants need support. An IRC translator who took part in Phase 1’ also participated in the focus groups to provide translation, in addition to two more translators and four note takers all recruited by World Vision.

Focus group discussions were held with 17 groups of 8 participants each, across 6 FDP sites in Zone 3 of Bidi Bidi. As COVID-19 restrictions delayed focus groups until September 2020, when restrictions were lifted on the number of people who could safely gather (maintaining physical distancing), these FGDs covered two food distribution cycles that the participants had attended, in May and July. Also due to COVID-19, double rations were distributed, meaning the items received were twice as heavy and bulky—an identified SEA risk for women and girls seeking to safely transport aid home.

Focus group participants were recruited by World Vision in partnership with community leaders, aiming for a representative sample of women, men, adolescent boys, and adolescent girls, including those living with disabilities/vulnerabilities in all four groups, and adolescents who are household heads. FGDs were sex- and age-segregated, with adolescent boys and girls being between the ages of 15-17, and women and men 18 years or older. Referral pathways were in place for any participants who expressed need for humanitarian services or indicated lack of safety, need for psychosocial support, or experience of PSEA or GBV. General information on aid feedback and PSEA reporting mechanisms, and COVID-19-related safety and support measures, was provided at the end of each focus group.

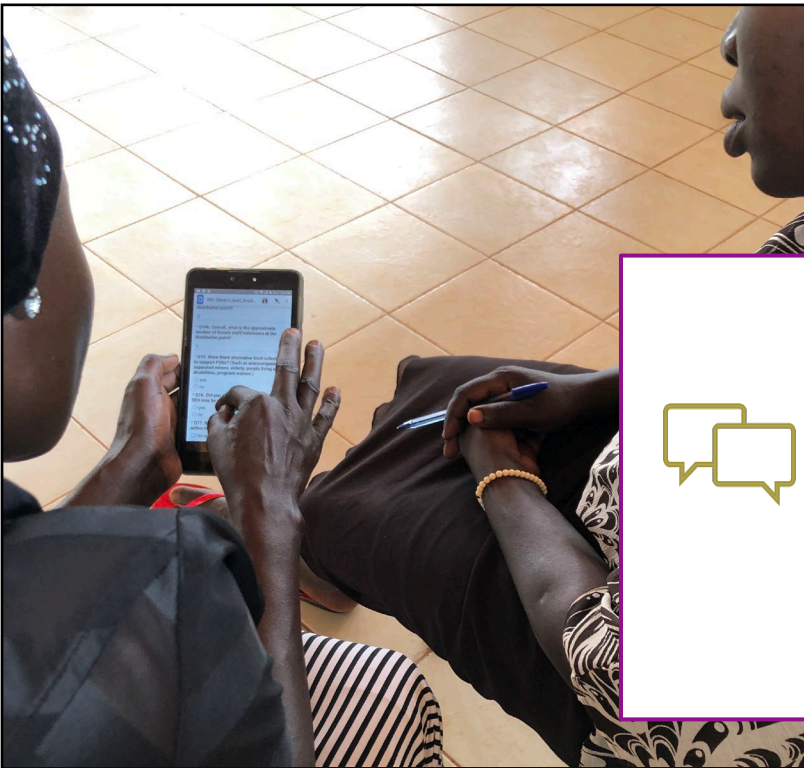
The findings from the focus group discussion were drafted in an individual report and a summary report to triangulate with and validate the findings from other tools. The Pilot 1 reports were then shared amongst key stakeholders in World Vision, IRC, and leadership in Bidi Bidi Refugee Settlement as well as those in charge of the general food assistance program. The findings from the focus group discussion report helped the organizations in charge of the humanitarian response in Bidi Bidi to make changes to their food distributions that made them safer for women, girls, men and boys. These changes included a new security company, increased female security personnel, and sex-segregated lines.

Additional information about Empowered Aid in Uganda and the focus group discussion tool can be found in the [Empowered Aid Uganda Pilot 1 Results Report](#), available in the [Toolkit Resources Box folder](#) and on the [Empowered Aid webpage at https://globalwomensinstitute.gwu.edu/empowered-aid](https://globalwomensinstitute.gwu.edu/empowered-aid).

V. ANNEXES

The following annexes provide researchers and practitioners with the adapted post-distribution monitoring tools, training and facilitation manuals to train on the tools, guidance on how to collect and analyze the data using each of the tools, and a template to write up the findings. The annexes also include links to access spreadsheets the Empowered Aid team used to track, collect, and analyze data as well as a practice data set for the household survey in the online Annex folder, which can be found in the shared Box folder [here](https://gwu.box.com/s/8b9cfloeemunjqd6gwrbae1ioss7vwse) or at <https://gwu.box.com/s/8b9cfloeemunjqd6gwrbae1ioss7vwse>.

This is a **living reference folder** and will be updated with further examples, adaptations, and information on how to use the tools, data collection and analysis, and effective ways to disseminate the findings.



“The tools are community oriented. If I have interface with other partners who have come to help the vulnerable people, these are the tools I would recommend because it would give them an access into the community and have a feel of what is in the community.” – Uganda National Technical Advisory Group Member

The Empowered Aid Uganda data collection team practices the Safety Audit during the tool training, February 2020.

ANNEX 1: SAFETY AUDIT



Annex 1.1: Safety Audit Tool

EMPOWERED AID – ADAPTED POST-DISTRIBUTION MONITORING TOOL SAFETY AUDIT / OBSERVATIONAL MONITORING TOOL

Date: _____ Zone/Location: _____

Size of distribution (estimate is okay): _____

Initials & organization(s) of staff filling this out: _____

This tool can be used at sites where [TYPE OF AID] is distributed and/or received. It is designed to capture observations about the safety, accessibility and equity of these distributions in a structured and systematic way. After circling 'yes' or 'no', add additional information in the notes section.

| INFORMATION ON THE DISTRIBUTION | Circle one | Observations & additional information here: |
|--|---|---|
| Q1. Are refugees/aid recipients (from the young men to the elderly women) informed about the criteria for receiving aid, and the amount? | 1. Yes 2. No | <i>Note observations related to sex, age, ability</i> |
| Q2. Are refugees informed of any change in the above? | 1. Yes 2. No | <i>Note observations related to sex, age, ability</i> |
| Q3. How is this information disseminated? | <p><i>Circle all that apply:</i></p> <p>1. Verbally to all refugees, <i>[note languages: _____]</i></p> <p>2. Verbally through leaders, <i>[note languages: _____]</i></p> <p>3. In writing through leaflets, <i>[note languages: _____]</i></p> <p>4. By text message,</p> <p>5. By signage</p> <p>6. Other: _____</p> | <i>Note observations related to sex, age, ability</i> |



| | | |
|---|-------------------|--|
| Q4. Did this information include specific sensitization on GBV and/or SEA awareness and/or complaints mechanisms? | 1. Yes 2. No | Briefly describe main points shared on GBV/SEA: |
| Q5. Was the pre-distribution address conducted in a language understood by all? | 1. Yes 2. No | <i>Note observations related to sex, age, ability. Who could most easily hear it? For whom was it difficult to hear?</i> |
| Q6. Was the communication of the distribution schedule clear and timely? | 1. Yes 2. No | <i>How was this information / status updates communicated (SMS, verbal, etc.)? By whom? In what languages?</i> |
| ACCESS | Circle one | Observations & additional information here: |
| Q7. Is the distribution area defined (by a rope, wooden fence, concrete walls, etc.)? | 1. Yes 2. No | <i>Describe:</i> |
| Q8. <i>If relevant:</i> Were there methods for ensuring COVID-19 safe distances of approximately 2 meters (or more) between non-household members? (i.e. marks drawn on the ground) | 1. Yes 2. No | |
| Q9. Are there separate access points for men and women? | 1. Yes 2. No | <i>Describe:</i> |
| Q10. Is the distribution area kept "clean", i.e. without a lot of visible trash or potentially dangerous objects around? | 1. Yes 2. No | <i>Describe:</i> |
| Q11a. Did the distribution start on time? | 1. Yes 2. No | <i>If not, how late was it?</i> |
| Q11b. Were refugees informed of any changes? | 1. Yes 2. No | |



| | | |
|---|--|--|
| <p>Q11c. How long did the distribution take?</p> <p>Q11d. How was this information / status updates communicated (SMS, verbal, etc.)? By whom? In what languages?</p> | <p>Hours: _____ Minutes: _____</p> | |
| <p>Q12a. Are refugees who are not on the lists registered on the spot and distributed aid?</p> <p>Q12b. If no, are they simply registered and have to wait for the next distribution?</p> | <p>1. Yes 2. No</p> <p>1. Yes 2. No</p> | <p><i>Note observations, including notes regarding # males / # females registered on the spot.</i></p> |
| <p>SAFETY</p> | <p>Circle one</p> | <p>Observations & additional information here:</p> |
| <p>Q13. Was the aid distribution point overcrowded?</p> | <p>1. Yes 2. No</p> | <p><i>Describe:</i></p> |
| <p>Q14. Were adequate crowd control measures in place?</p> | <p>1. Yes 2. No</p> | <p><i>Enter the # male crowd control staff: _____ Enter the # female crowd control staff: _____</i></p> |
| <p>Q15a. Overall, what is the approximate number of male staff/volunteers, and female staff/volunteers, at the distribution point?</p> <p>Q15b. Were they wearing visibility items?</p> | <p>Approx. # Male staff/volunteers: _____ Approx. # Female staff/volunteers: _____</p> <p>1. Yes 2. No</p> | |
| <p>Q16. Is there a clear method for handling distribution complaints?</p> | <p>1. Yes 2. No</p> | <p><i>Briefly describe it. What language(s) are visibility materials in? Are there materials that can be understood only through pictures, i.e. by those unable to read (low-literacy/illiterate populations)?</i></p> |



| | | |
|---|---|---|
| | | |
| <p>Q17a. Are there materials about feedback & complaints mechanisms for SEA & other issues?</p> <p>Q17b. Do these materials include visual materials (pictures), dramas, or other methods that can be understood by those unable to read?</p> | <p>1.Yes 2.No</p> <p>1. Yes 2. No</p> | <p><i>Briefly describe key points of sensitization:</i></p> |
| <p>Q18. <i>If relevant:</i> Are key messages/sensitization/awareness materials about COVID-19 displayed?</p> | <p>1. Yes 2. No</p> | <p><i>Briefly describe key points of sensitization:</i></p> |
| <p>Q19. <i>If relevant:</i> Were there methods for ensuring safe distance (approximately 2 meters) between non-household members? (<i>i.e. marks drawn on the ground</i>)</p> | <p>1.Yes 2. No</p> | |
| <p>Q20. Did you observe anything indicating SEA (sexual exploitation and abuse) may be occurring?¹</p> | <p>1.Yes 2. No</p> | <p><i>If so, please share details and any follow up actions taken. It is your duty to report any suspicious behavior to the SEA focal point.</i></p> |
| <p>Q21. Were staff/volunteers observed taking active measures to prevent or mitigate SEA?</p> | <p><i>Circle all that apply:</i> 0 = No 1 = Female staff present 2 = Female police present 3 = Transport support 4 = Sex-segregated lines 5 = PSEA training completed by staff/volunteers 6 = Complaints desk trained to handle SEA complaints</p> | <p><i>Note observations. Also note any observations of how this has improved – or not – since the last distribution you observed:</i></p> |

¹ NOTE FOR ANALYSIS: Responses here support triangulation with other PDM tools.



| | | |
|---|---|---|
| | <p>7 = Awareness materials including for low literacy/illiterate populations</p> <p>8 = Active follow up by staff in management positions</p> <p>9 = Other: _____</p> | |
| <p>Q22. Did you observe interactions transport drivers [<i>insert context-relevant examples</i>] and recipients?</p> | <p>1. Yes</p> <p>2. No</p> | <p><i>What did you observe? Note observations related to sex, age, ability:</i></p> |
| <p>DIGNITY & EQUITY</p> | <p>Circle one</p> | <p>Observations & additional information here:</p> |
| <p>Q23a. Were there latrines at the distribution?</p> <p>Q23b. Are they sex-segregated?</p> <p>Q23c. Are they lockable?</p> | <p>1. Yes</p> <p>2. No</p> <p>1. Yes</p> <p>2. No</p> <p>1. Yes</p> <p>2. No</p> | |
| <p>Q24. Were there hand washing facilities at the distribution point?</p> <p>Q24b. Are they sex-segregated?</p> | <p>1. Yes</p> <p>2. No</p> <p>1. Yes</p> <p>2. No</p> | |
| <p>Q25. Are there consideration taken for those who have to wait? <i>For example, waiting shade/covered area at the distribution point to protect those waiting from the elements (sun, rain, etc.), places to sit, etc.?</i></p> | <p>1. Yes</p> <p>2. No</p> | <p><i>Note observations, particularly related to sex, age, ability.</i></p> |
| <p>Q26. Are there accommodations for pregnant/lactating mothers and those with children? <i>(Examples: places for breastfeeding, places to change diapers, areas for children, childcare, etc.)</i></p> | <p>1. Yes</p> <p>2. No</p> | <p><i>Note observations.</i></p> |
| <p>Q27. Did those distributing aid or their intermediaries behave in an appropriate manner towards recipients? <i>(For</i></p> | <p>1. Yes</p> <p>2. No</p> | <p><i>If yes, note positive behaviors observed, which could be reinforced or expanded upon.</i></p> |



| | | |
|--|------------------------------------|--|
| <i>example, respectful communication i.e. not shouting, explaining/being helpful, etc.)</i> | | |
| Q28. Were any instances of disrespectful or inappropriate conduct and/or communication by those distributing vouchers and/or their intermediaries observed? | 1.Yes 2.No | <i>If yes, describe the behavior observed. What follow up actions were taken?</i> |
| Q29. Does everybody receive the same agreed upon amount of aid? | 1.Yes 2. No | <i>If no: who receives more/less? Note observations related to sex, age, ability:</i> |
| PERSONS WITH SPECIAL NEEDS (e.g. unaccompanied or separated minors, elderly, people living with disabilities, pregnant and lactating women) | Circle one | Observations & additional information here: |
| Q30. Is special attention provided regarding information dissemination to refugees in special situations? | 1.Yes 2.No | <i>Provide examples.</i> |
| Q31. Are there separate access points for persons with specific needs (PSNs)? (Such as unaccompanied/separated minors, elderly, people living with disabilities, pregnant women.) Q31b. Are these sex-segregated? | 1.Yes 2.No 1.Yes 2.No | <i>Note observations, including special needs identified, sex, etc.</i> |
| Q32. Were latrines accessible for persons with disabilities? | 1.Yes 2.No | <i>Note observations.</i> |
| Q33. Were there alternative aid collectors to support PSNs? | 1.Yes 2. No | <i>Enter # male alternative aid collectors: _____ Enter # female alternative aid collectors: _____</i> |
| Q34. Were PSNs treated with respect at the distribution? | 1.Yes 2.No | <i>Note treatment by whom. Share examples of respectful and/or disrespectful treatment observed:</i> |



| | | |
|---|-----------------|--|
| Q35. <i>[As applicable]</i> Do the elderly, people living with disabilities, women and children and other vulnerable individuals receive their due ration? Q35b. If no, why? | 1. Yes 2. No | <i>Note observations related to sex, age, ability.</i> |
|---|-----------------|--|

PHOTOS: If possible to take photos within ethical guidelines and in full consideration of each person's dignity – i.e., without capturing any faces / identifying features of PoCs – at distribution point, then attach here. Photos of latrines, safety mechanisms, distributed items, and sensitization materials (showing how/where they are displayed) are especially helpful.



Annex 1.1b: Sample KOBO Format for Safety Audit Tool

The safety audit data can be collected electronically using open-source data collection software such as KOBO. An example of how to enter the tool in KOBO is included in Annex 1.1b in the Safety Audit Annex folder of the shared drive [here](#).



Annex 1.2: Facilitation Guide for Training on Safety Audit Tool

MATERIALS TO PREPARE BEFOREHAND:

- **PowerPoint projector with internet and sound** - you will need to play a YouTube video each day
- **Flipcharts, different color markers, post-its**
- **Printing**
 - **At least 2 blank safety audits per person** with 5 extra copies on hand (they will fill in at least 4-5 in pairs during the practice so this is why so many printouts are needed) if the training is in person. If the training is virtual, send them the file ahead of time and have them resave a clean version for each practice.
 - **1 copy per person of WHO Ethical & Safety Guidelines**

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

Day 1 Agenda

| Time | Session | Focus of session | Facilitator(s) | PPT Slides | Printing / Prep |
|--------------------------|---------|--|----------------|------------|---|
| 10 minutes | 1 | Rapid Review Introducing PDM tools | | | |
| 10 minutes | 2 | Gender analysis observation activity | | | |
| 30 minutes | 3 | Safety & Safety Audits safety audit | | | Safety Audit tools (at least 2 per person) |
| 30 minutes | 4 | Safety & ethical considerations for GBV- related data collection | | | WHO Guidelines |
| BREAK: 10 minutes | | | | | |
| 60 minutes | 6 | Introduce Kobo Practice safety Audit in Kobo Form | | | Tablets/phone with kobo app |
| 20 minutes | 7 | Planning for safety audit tool training with team | | | Pull up copy of facilitation guide, slides, tracking spreadsheet, and handouts to review |
| 5 minutes | 8 | Closing | | | |



DAY 1

1. Introducing Safety Audit and other tools

Framing

Frame the study and the use of a Safety Audit

- Explain the Post-Distribution Monitoring Process and tools. All tools help us monitor how participants, especially women and girls, feel in terms of both safety and risk.
 - During Distribution
 - Safety Audit
 - Point of Distribution Questionnaire
 - After Distribution
 - Focus Group Discussions
 - Household Interviews
- Explain why multiple tools (including the Safety Audit, Post-Distribution Questionnaire, Focus Group Discussions etc.) may be needed to assess a given situation
 - Using multiple tools helps us to triangulate information across them.
 - Triangulate Information: Bringing information together from a variety of sources with the goal of confirming or validating information collected in your assessment

A. Gender Analysis Observation Activity

Ask participants if they have heard of the term “gender analysis” before, and what they understand about it.

Definition of gender analysis: examining the roles, activities, and relationships between males and females, or how an experience, activity, or role might differ for a male or female.

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

Questions to consider as you are observing:

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



- Is there anything that would present difficulties for persons with special needs? (elderly, disabled, widowed, pregnant women, unaccompanied/separated children)

Once instructions are given, ask them to walk around for **10 minutes**.

Come back together in plenary and ask participants to share the observations they noted, around the questions above. **20 minutes**

NOTE: Emphasize how this (observation) is an essential skill for conducting **gender analysis**.

B. Review purpose of Safety Audit

Explain: *The safety audit is an observational tool that can be conducted while maintaining social distance and provides a systematic way in which to record structured observations of aid processes, particularly noting gendered differences in men and women's experiences at the distribution site.*

- Key Components
 - **Observation:** Walk around a camp, community or facility and visually identify potential safety risks.
 - **Important!** Record observations when in a **private area** (i.e. vehicle, office, NGO facility), not while walking around in public. Discuss why is this important? Discuss Do No Harm Principle specifically for this tool as it is administered by the staff themselves.
 - Most Useful/Appropriate when...
 - Camp or setting with well-defined geographic boundaries
 - Skilled team available, able to observe, remember and later record
 - Not useful/appropriate when...
 - High presence of armed actors
 - High distrust of external actors entering the community
 - Mass Distribution - One Safety Audit per site per day
 - Door to door distribution - One Safety Audit per distribution team. Can be multiple Safety Audits at each distribution

Show screenshots of tools and data spreadsheet, looking at ways the audits were filled out well, particularly the open-ended responses, and others that were not as well completed. Review Safety Audit write up as an example of how we will do the analysis.

2. Ethical and safety considerations for GBV-related data collection

Explain ethical and safety considerations for research and data collection related to GBV issues. [See Annex 6](#) for training on ethical and safety considerations.

3. Practice safety audit

- Get into pairs
- *Ask everyone to read through the tool once more (for some, it will be the first time) in their pairs and ask any remaining clarifying questions (15 minutes)*



- Ask everyone to pay close attention, as you are going to play a video and they will watch it, then Play this YouTube Video “Refugee Camp in Lebanon | Walk the Streets” (4 minutes): <https://www.youtube.com/watch?v=ywKnj4JHO1Q> / https://www.youtube.com/watch?v=UNAdgYo_w-Q “Food Distribution in Lebanon”
- After watching the video, they should fill out the form together, i.e., 1 form per pair. (10-15 minutes, allowing more time if pairs need it).
- Pairs should then match up with another pair (4 people total) to review their answers and note what is the same and what is different. (15 minutes)
- Have everyone come back to the plenary (full group) and share what they noticed: what was the same or different in their answers? Overall, what was easy and what did they find difficult about this exercise? Facilitator can record main points on the flipchart. Can record her notes on a flipchart or whiteboard (15 minutes)

4. Introduce Kobo Form

- Ensure team can access Kobo and the safety audit for the homework and tomorrow’s session

Break

5. Piloting the safety audit observational tool

- Have participants get into pairs with a *different* partner from the one you had yesterday. If there are teams from different organizations, mix up the organizations, and try to ensure a gender-balanced teams if applicable.
- Have everyone do the “**Gender Analysis Observation Activity**” from yesterday afternoon. Pairs should walk around office/surrounding area and pretend it is the site of a distribution. Instead of sharing verbally, this time they will conduct in pairs and record responses on new (blank) safety audit forms. (15-20 minutes)
- After doing this in pairs, have them sit with another pair (4 people total) to review their answers and note what is the same and what is different. (20 minutes)
- Have everyone come back to the plenary (full group) and share what they noticed: what was the same or different in their answers? Overall, what was easy and what did they find difficult about this exercise? Facilitator can record main points on the flipchart. (20 minutes)

6. Kobo practice session

- Again, form pairs, with a new partner.
- Review how to find, fill out the form in Kobo, save it, and upload it to the server.



- Ask everyone to pay close attention, as you are going to play a video and they will watch it, then Play this YouTube Video “Food Distribution in Lebanon - November 2019” (1 ½ minutes): https://www.youtube.com/watch?v=UNAdgYo_w-Q
- After watching the video, again fill out the Kobo form together (1 form per pair). (10-15 minutes).
- Have everyone come back to the plenary (full group) and share what they noticed: what was the same or different in their answers? Overall, what was easy and what did they find difficult about this exercise? Facilitator can record main points on the flipchart. Can record her notes on a flipchart or whiteboard (15 minutes)

NOTE: Facilitator should also emphasize this video demonstrates questionable practice of filming refugees while in position of vulnerability – collecting aid – likely without collecting full informed consent. We heard from women and girls repeatedly in Phase I that they find this practice goes against respect for their dignity.

7. Targeted practice session

- Main facilitator to determine areas to focus on depending on what has been challenging thus far. Choose a few people to act out scenario, and others to record. After a few minutes, have them stop and read notes aloud to the group. Should be able to do this about two times within 45 minutes allotted.
- Examples of areas that may need to be focused on, which could be used for role plays:
 - Issues related to certain questions on the tool
 - how to take notes so that they are understandable by others not there
 - how to use form in general
 - how to make notes around PSNs
 - what to do if you were approached and asked what you are doing
- Debrief together afterwards so participants can learn from each other through this practice ‘in the round’.

8. Safety Audit data tracking and analysis planning

- Ask pairs to exchange their written findings with another group. Allow ~10 minutes to review the other groups form and ask questions about anything they don’t understand. (10-15 minutes)
- Come back to plenary. What was hard to understand? Could you read everything? Were abbreviations used? Was the paper wet or otherwise marked? Were any pages missing?
- Discuss importance of all these in ensuring we do not lost data. Make detailed plan for how safety audit findings will be compiled and analyzed from paper forms:

- 1 – Who is administering the safety audit? _____
- 2 – Who ensures they are uploaded to Kobo? _____
- 3 – Where/how is the data kept after? _____



4 – How can they be analyzed? _____

- Determine which language the safety audit will be conducted in.
- Discuss importance of saving the data in Kobo and that it has uploaded correctly, she will plan with the team how this process will be completed (i.e., who will check the forms have been uploaded each day, who will download them from the Kobo onto server and save them in Dropbox)
- Discuss how the data will be tracked to ensure it's all saved and uploaded in Dropbox (tracking sheet). Use fuel safety audit tracking sheet as sample.

Closing

- Debrief
- Final questions



Annex 1.3: Safety Audit Planning & Tracking Spreadsheet

The planning and tracking spreadsheet should be used by the data collection team to determine who will be completing the safety audit and on which day of the distribution. After each day, the data collection team lead should check to ensure the safety audit was completed and mark this in the tracker. The spreadsheet can be found online in the Safety Audit Annex folder of the shared drive [here](#).



Annex 1.4: Safety Audit Data Analysis Guidance

Data Cleaning and Analysis using Excel:

If using paper surveys, enter all data into the “[Safety Audit Analysis Spreadsheet](#)” (Annex 1.5) in Excel. Or, if using electronic data collection, download the dataset to an Excel file for cleaning and analysis.

Step 1: Clean the data

Start by cleaning your data in Excel. Common considerations for data cleaning include:

- Translating all responses to a single language for analysis
- Checking the written responses for any confusion or errors (e.g. misspellings, date format correctness, extra letters or numbers or symbols, etc.)
- Checking the dataset for missing responses, noting this, and following up with safety auditors
- Standardizing spelling and capitalization of names, places, etc.

Prepare your dataset for ease of analysis:

- You may wish to shorten the questions in the header row for ease of viewing the data. For example: “Q1. Refugees informed of criteria?” or “Q13. Crowd control?”
- Wrap text, change the column width and row height, etc. in order to view your data. This will be important for analysis.
- Add a row at the bottom on your dataset for calculating totals

Data Management Tips During a Distribution:

Each day after the distribution, the team member managing data collection should:

- ✓ Check Kobo to ensure all Safety Audit forms have been uploaded from devices to the Kobo server.
- ✓ Check all uploaded forms for completeness, referring to safety auditors to fill in missing data if relevant.
- ✓ Use Kobo’s “validation” function (DATA tab, Table view) to mark surveys as “Approved” for analysis, “On Hold,” or “Not Approved”.



Step 2: Store the data

All data should be stored on password protected computers and should be stored in password protected files. If you wish to send or transmit the data, it should be done via encrypted e-mail.

Note: If Safety Auditors are taking handwritten notes, they should be typed up immediately after the safety audit is carried out. Handwritten notes should be destroyed (e.g. ripped up into tiny, unreadable pieces, shredded), and typed notes will be stored on a password protected computer, with only research staff allowed access to the data. If for any reason hardcopies need to be temporarily stored (e.g. a safety audit ends late in the day and the notes cannot be typed up until the next day), hard copies should be stored in a locked file cabinet. The hard copies should again be destroyed immediately after the notes are entered into the computer.

Step 3: Analyze the data

- Read through the data by column (or question), looking for themes, things that stand out, or good quotes. You can **highlight** any important information or particularly good quotes that you would like to include in a report. You can **color code** the text for themes of interest.
- Total all numeric responses and provide written summaries of data by column, using the row at the bottom of the datasheet.
- Here is an example of how a spreadsheet may look when you are done:

| ID | 5. Was the communication of the distribution schedule clear and timely? | 5b. How was this information / status updates communicated (SMS, verbal, etc.)? By whom? In what languages? | 6. Is the distribution area defined? | 6b. Describe: | 7. Were there methods for ensuring COVID-19 safe distances? | 8. Are there separate access points for men and women? | 8b. Describe: | 9. Is the distribution area kept "clean" and safe? | 9b. Describe: |
|------------------|---|--|--------------------------------------|--|---|--|--|--|---|
| 1 | Yes | Verbally by the partner officer in Arabic | No | No divisions, fencing, or signs observed | Yes | No | None observed | Yes | The distribution took place in the camp, which was clean. No trash or dangerous objects noted. The camp is cleaned by women living there, who were taking care about the cleaning. Also the camp manager was supervising such a method. |
| 2 | Yes | Verbally and by phone calls from the partner officer | No | No definition of the distribution observed | Yes | No | There were no access points but the covid 19 procedures were applied | Yes | Clean except during rain it became very muddy and impassable |
| 3 | No | Verbal and via phone | No | One of the aid recipients came to the truck, and then the distribution staff all followed him to let him know that it has to be delivered door-to-door. | No | Yes | This sight had an access point for women around the corner, and an access point for men at the front, but there was no signage for this, it was just word of mouth | No | It was a camp in an agricultural field and after the storm it became muddy |
| 4 | Yes | "The project officer contacts the camp leader who verbally notified the aid recipients - but refugees passing by were complaining that they did not know a distribution was happening today" | No | The distribution was half door-to-door: "the beneficiary comes to the validation point, and then the distribution team accompanies them home with the aid" | No | No | None observed during distribution | Yes | There weren't any visible dangerous objects or trash. |
| Totals & Summary | 3 Yes 1 No | All verbally (by partner officer and camp leader) 2 mentioned phone | 4 No | Nothing observed to define distribution area, or explain that aid distributors would accompany recipients to delivery aid to their homes | 2 Yes 2 No | 1 Yes 3 No | Only one site had separate access points by gender | 3 Yes 1 No | Half reported the site was clean/safe, the other half reported flooding and mud which made the distribution difficult |



Annex 1.5: Safety Audit Analysis Spreadsheet

If the safety audits are completed by hand, the data manager can fill in the safety audit analysis spreadsheet with the data collected and analyze it. The spreadsheet includes instructions on how to use it on the first tab. The spreadsheet can be found online in the Safety Audit Annex folder of the shared drive [here](#).



Annex 1.6: Safety Audit Summary Report Template

Post-Distribution Monitoring - Safety Audit Summary of Findings

Overview

Give an overview of the situation in your country/region/. Explain the distribution taking place. Talk about how many safety audits were conducted, when, by whom, and why it is important. The table below may help you visually represent the distributions you are auditing.

| TABLE 1. DISTRIBUTION SUMMARY | | |
|------------------------------------|--------|--------|
| TYPE OF DISTRIBUTION | TYPE 1 | TYPE 2 |
| LOCATION OF DISTRIBUTION | | |
| DATE OF DISTRIBUTION | | |
| # OF PEOPLE REACHED | | |
| # OBSERVATIONAL SAFETY AUDITS | | |
| OTHER (SUCH AS COVID-19 SITUATION) | | |

Approach:

Safety audit, observational tool designed to be conducted by those responsible for distribution to identify risk. Describe briefly who your team is, any training that occurred, and how the observation was carried out.

Summary of Findings:

1. Access

Summarize findings from Excel “Safety Audit Analysis” sheet. Below are some headings that may help you.

Method for handling distribution complaints:

Communication around schedule and status updates; timeliness of distribution:

Conduct of those distributing fuel vouchers, or their intermediaries, toward recipients:

Layout, accommodation, and cleanliness of distribution points:

2. Safety

Summarize findings from Excel “Safety Audit Analysis” sheet. Below are some headings that may help you.

Crowding and crowd control:



Waiting area attributes and accommodation for PSNs:

Timing of distribution & registration details:

Distribution staffing and volunteers:

Discuss characteristics and numbers of staff and volunteers. You may want to use a table, like the one below, to summarize.

| Distribution | Location | # male staff/vol. | # female staff/vol. | Totals |
|----------------------------|-----------------|--------------------------|----------------------------|---------------|
| <i>Distribution Type 1</i> | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| <i>Distribution Type 2</i> | | | | |
| | | | | |
| | | | | |

Sexual exploitation and abuse (SEA):

Transportation observations:

- 3. Dignity** - Summarize findings from Excel “Safety Audit Analysis” sheet. Below are some headings that may help you.

Overall dignity of distribution models used:

Latrines:

Treatment of PSNs:

- 4. Equity of Distribution** - Summarize findings from Excel “Safety Audit Analysis” sheet.
- 5. Information on Distribution** - Summarize findings from Excel “Safety Audit Analysis” sheet.
- 6. Other** - Summarize findings from Excel “Safety Audit Analysis” sheet. The findings under “Other” fit better into one of the other sections.
- 7. Follow Up** - Include any points noted by auditors for immediate attention or follow up.

Recommendations: Based on the above findings, draft specific recommendations for the distributing organization. Stick to actionable recommendations. If relevant, include details like who, where, when, and how.

ANNEX 2: POINT OF DISTRIBUTION QUESTIONNAIRE (PODQ)



Annex 2.1: Point of Distribution Questionnaire Tool

EMPOWERED AID – POINT OF DISTRIBUTION QUESTIONNAIRE ADAPTED FOR COVID-19 RESPONSE

Introduction and consent

I would like to ask you a few questions, to help us understand the difficulties you and other women and girls may be experiencing when you access aid during this difficult time.

You don't have to share names and identities. You may choose not to answer a question, or to stop at any time. Your participation will not affect the services you receive. If you participate, I may take some notes but will not record any information that can identify you, in order to protect your confidentiality and privacy. We record all answers anonymously.

The purpose of this is for us to understand the challenges refugee women and girls are facing under COVID-19 and explore how to be more responsive to those challenges in our distributions and programming.

You are welcome to contact **[insert phone number]** or visit **[insert location(s)]** should you have any questions or concerns about this questionnaire.

Is this ok with you? *[Mark if verbal consent received:]* **YES** **NO**

If she says yes, say, "Shall we begin?"

| IDENTIFICATION | |
|--|--|
| <i>This section should be completed by the interviewer based on the information your organization already has from your database (no need to ask the aid recipient).</i> | |
| a. Today's Date: | <i>DD/MM/YYYY</i> |
| b. Data Collector Name: | |
| c. Date of Distribution: | <i>List month and year in numbers (e.g. 01/2021)</i> |
| d. Location of Distribution: | <i>Write name of distribution location:</i> |



| | | | |
|---|--|-------------------|-----------------------------------|
| e. Distribution Type: | <i>[Insert options]</i> | | |
| f. Respondent Location: | g. [Region]: | h. [City]: | i. [Neighborhood/Village]: |
| j. Type of Shelter: <i>Only include if necessary</i> | 1 Rented apartment or room 2 Tent or shelter in settlement 3 Lives with host community 4 Warehouse or other group shelter 77 Other, specify: | | |
| k. Respondent Code #: <i>This should be non-identifying (e.g., M1, M2, W1, W2, etc.)</i> | | | |

| A. HOUSEHOLD CHARACTERISTICS | |
|--|--|
| <i>Note that the "Respondent" should be the person who received the aid.</i> | |
| 1. Age of Respondent | Write age in years: |
| 2. Gender of Respondent | 1 Male 2 Female 88 Non response |
| 3. What is your marital status? | 1 Single (Never married) 2 Married 3 Divorced 4 Separated 5 Widowed 88 Non response |

| B. QUESTIONNAIRE | |
|--|---|
| <i>Multiple choice responses can used as prompts, but they do not need to be read aloud unless otherwise noted.</i> | |
| 1. How do you and other refugee women and girls [or men and boys] typically find out when a distribution is happening? This could be a distribution of food, hygiene kits, or another form of aid. | <i>Circle all that apply:</i> 1=Door-to-door mobilization 2=Megaphones & microphones 3=Mobile van announcement systems 4=Word of mouth 5=Written communication (e.g. posters, leaflets, SMS) 6=Phone calls 7=IRC Women and Girls Centers 8=Community help desks 9=Mobile phone messaging (e.g. SMS) 10=Phone calls to aid recipients 11=Toll free lines (aid recipients call in) |



| | |
|---|--|
| | <p>12=Don’t know 77=Other, specify: 88=Non response</p> |
| <p>2. Which of these methods is most effective, or useful, to you and other women and girls [or men and boys]?</p> | <p><i>Circle all that apply:</i> 1=Door-to-door mobilization 2=Megaphones & microphones 3=Mobile van announcement systems 4=Word of mouth 5=Written communication (e.g. posters, leaflets, SMS) 6=Phone calls 7=Women and Girls Centers 8=Community help desks 9=Mobile phone messaging (e.g. SMS) 10=Phone calls to aid recipients 11=Toll free lines (aid recipients call in) 12=Don’t know 77=Other, specify: 88=Non response</p> |
| <p>3. Who shares this information?</p> | <p><i>Circle all that apply:</i> 1=Community leaders (e.g. insert community leader example) 2=Aid workers 3=Friends of family 4=NGO staff 5=NGO volunteers 6=Don’t know 77=Other, specify: 88=Non response</p> |
| <p>4. Which of these sources are most effective, or useful, in terms of sharing information on distributions so that you and other women and girls [or men and boys] hear it?</p> | <p><i>Circle all that apply:</i> 1=Community leaders (e.g. insert community leader example) 2=Aid workers 3=Friends of family 4= NGO staff 5=NGO volunteers 6=Don’t know 77=Other, specify: 88=Non response</p> |
| <p>5. Who is most likely to receive information on distributions? This could be hearing about distributions through any of the methods above. In writing, verbally, by phone, or otherwise.</p> | <p><i>Circle one:</i> 1=Women and girls → Go to 5b 2=Men and boys → Go to 5b 3=Don’t know → Go to 6 77=Other, specify: → Go to 6 88=Non response → Go to 6</p> |



| | |
|---|---|
| <p>5b. [If yes to 1 or 2, ask:] Could you explain further?</p> | <p><i>Record observations here [open response]:</i></p> |
| <p>6. Who is least likely to receive information on distributions?</p> | <p><i>Circle one:</i> 1=Women and girls → Go to 6b 2=Men and boys → Go to 6b 3=Don't know → Go to 7 77=Other, specify: → Go to 7 88=Non response → Go to 7</p> |
| <p>6b. [If yes to 1 or 2, ask:] Could you explain further?</p> | <p><i>Record observations here [open response]:</i></p> |
| <p>7. Since COVID-19 restrictions began, have you felt a <i>lack of safety</i> during the aid distribution process?</p> | <p><i>Circle one:</i> 1=Yes 2=No → Go to 10 3=Don't know 77=Other, specify: 88=Non response</p> |
| <p>8. At any of the following points in the aid distribution process, did you feel a lack of safety?</p> | <p><i>Read options aloud and circle all that apply:</i> 1=Accessing information related to distributions 2=During registration/ verification exercises associated with distributions 3=While traveling to the distribution 4=At the distribution 5=While traveling from the distribution / transporting goods home 6=While storing goods received 7=While redeeming voucher / withdrawing cash from an ATM 8=Don't know 77=Other, specify: 88=Non response</p> |
| <p>9. When accessing aid, have you a felt lack of safety in relation to any of the following?</p> | <p><i>Read options aloud and circle all that apply:</i> 1=Possible COVID-19 exposure when accessing aid 2=How COVID-19 safety measures are implemented at aid sites 3=Sexual exploitation and abuse (<i>e.g. asking for aid in exchange for sexual relationships</i>) 4=Other types of gender-based violence (<i>e.g. sexual assault, intimate partner violence</i>) 5=Other types of violence (<i>e.g. physical or verbal fighting, theft, kidnapping</i>) 6=Don't know 77=Other, specify: 88=Non response</p> |



| | |
|---|---|
| <p>10. One of the safety concerns related to distributions is sexual exploitation and abuse, which means that someone takes advantage of their power to exploit someone else by demanding sexual relations in exchange for aid. Without sharing names, have you heard or seen anyone who has been taken advantage of sexually by a NGO staff, partner or community volunteer?</p> | <p><i>Circle one:</i> 1=Yes 2=No → Go to Q13 3=Don't know 77=Other, specify: 88=Non response</p> |
| <p>11. <i>[If yes to Q10, ask]</i> When you have seen or heard of sexual exploitation or abuse, was it in relation to any of the following types of aid?</p> | <p><i>Read options aloud and circle all that apply:</i> 1=Food aid 2=WASH aid 3=Shelter aid 4=Cash assistance 5=Winterization/fuel aid 6=Fuel & firewood 7=Education 8=Health 9=Livelihoods 10=Don't know 77=Other, specify: 88=Non response</p> |
| <p>12. <i>[If yes to Q10, ask]</i> which of the following actors or organizations have you seen or heard of perpetrating sexual exploitation and abuse in exchange for aid?</p> | <p><i>Read options aloud and circle all that apply:</i> 1=UN/NGO staff 2=UN/NGO volunteers 3=Government staff 4=Taxi drivers/Boda boda riders (drivers) etc. 5=Community leaders 6=Host community members 7=Security guards 8=Police 9=Other refugees 10=Health workers 11=Truck drivers 12=Don't know 77=Other, specify: _____ 88=Non response</p> |
| <p>13. What other types of violence or abuse are women and girls in your community facing, that may be linked to the COVID-19 pandemic and response?²</p> | <p><i>Read options aloud and circle all that apply:</i> 1=Early/forced marriage 2=Early/adolescent pregnancy 3=Rape 4=Sexual assault 5=Intimate partner violence 6=Sexual harassment</p> |

² Definitions listed on last page of tool.



| | |
|---|--|
| | <p>7=Economic abuse 8=Emotional/psychological abuse 9=None 10=Don't know 77=Other, specify: 88=Non response</p> |
| <p>14. If you wanted to report a complaint related to aid, or contact someone to give feedback or obtain support after experiencing abuse or exploitation, how would you do that?</p> | <p><i>Read options aloud and circle all that apply:</i> 1= [enter distributing agency's name] 2=Other NGO/UN 3=Community leader (e.g. insert community leader example) 4=Trusted relative or friend 5=Toll free line 6=Community group (e.g. women's group, community based organization) 7=Faith based group/leader 8=Police / military or security forces 9=None 10= Women and Girls Center 11=Protection Desk 12=Community Help Desk 13=Health Facilities 14= Refugee Welfare Committee 15=Don't know 77=Other, specify: _____ 88=Non response</p> |
| <p>15. Where do you think women and girls feel most safe or comfortable reporting complaints, giving feedback, and accessing services?</p> | <p><i>Read options aloud and circle all that apply:</i> 1= [enter distributing agency's name] 2=Other NGO/UN 3=Community leader (e.g. insert community leader example) 4=Trusted relative or friend 5=Toll free line 6=Community group (e.g. women's group, community based organization) 7=Faith based group/leader 8=Police / military or security forces 9=None 10= Women and Girls Center 11=Protection Desk 12=Community Help Desk 13=Health Facilities 14= Refugee Welfare Committee 15=Don't know 77=Other, specify: 88=Non response</p> |

CLOSING



Thank the respondent for their time and offer to connect them with a social worker, if they would like any additional support related to the safety and violence-related issues discussed.

PODQ Tool Annex: Definitions of violence used in Question 13

1= **Early/Forced Marriage:** Forced marriage is the marriage of an individual against her or his will. Child marriage is a formal marriage or informal union before age 18. Even though some countries permit marriage before age 18, international human rights standards classify these as child marriages, reasoning that those under age 18 are unable to give informed consent. Therefore, child marriage is a form of forced marriage as children are not legally competent to agree to such unions.

2= **Early/adolescent pregnancy:** Pregnancy in a girl/woman aged 10–19 years.

3= **Rape:** Physically forced or otherwise coerced penetration—even if slight—of the vagina, anus or mouth with a penis or other body part. It also includes penetration of the vagina or anus with an object. Rape includes marital rape and anal rape/sodomy.

4= **Sexual assault:** Any form of non-consensual sexual contact that does not result in or include penetration. Examples include attempted rape, as well as unwanted kissing, fondling, or touching of genitalia and buttocks.

5= **Intimate partner violence:** 'Intimate partner violence' applies specifically to violence occurring between intimate partners (married, cohabiting, boyfriend/girlfriend or other close relationships), and is defined by WHO as behavior by an intimate partner or ex-partner that causes physical, sexual, or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviors. This type of violence may also include the denial of resources, opportunities, or services.

6= **Sexual harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

7= **Economic abuse:** An aspect of abuse where abusers control victims' finances to prevent them from accessing resources, working, or maintaining control of earnings, achieving self-sufficiency, and gaining financial independence.

8= **Emotional/psychological abuse:** Infliction of mental or emotional pain or injury. Examples include: threats of physical or sexual violence, intimidation, humiliation, forced isolation, social exclusion, stalking, verbal harassment, unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc. 'Sexual harassment' is included in this category of GBV.

**All definitions from: Inter-Agency Standing Committee (IASC). (2015). *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery*. Retrieved from <https://gbvguidelines.org>.*

Except the definition for early/adolescent pregnancy, which is derived from: World Health Organization (WHO). (2020, January 31). *Adolescent pregnancy*. WHO. <https://www.who.int/news-room/fact-sheets/detail/adolescent-pregnancy>



Annex 2.1b: Sample KOBO Format for PODQ tool

The PODQ data can be collected electronically using open-source data collection software such as KOBO. An example of how to enter the tool in KOBO is included in Annex 1.1b in the PODQ Annex folder of the shared drive [here](#).



Annex 2.2: Facilitation Guide for Training on PODQ

MATERIALS TO PREPARE BEFOREHAND:

- **Flipcharts, different color markers, post-its** (if in person)
- **Printing**
 - **At least 2 blank point of distribution questionnaires per person** with 5 extra copies on hand (they will fill in at least 4-5 in pairs during the practice so this is why so many printouts are needed) if the training is in person. If the training is virtual, send them the file ahead of time and have them resave a clean version for each practice.
 - **Phones, tablets, or computers is using Kobo Toolkit to administer the survey.** Note, if the tool will be administered by phones, make sure everyone's phones are charged to avoid unsaved versions.
 - **Facilitation guide handouts**, which can be found in the Point of Distribution Questionnaire Annex folder of the shared drive [here](#).
 - **1 copy per person of WHO Ethical & Safety Guidelines**

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

Day 1 Agenda

| Timing | Session | Topic | Objectives | Facilitator(s) | PPT Slides | Printing / Prep |
|------------|---------|--|---|----------------|------------|--|
| 20 minutes | 1 | Welcome, Purpose & Overview of PODQ Tool | <ul style="list-style-type: none"> • Review training objectives & agenda • To understand the purpose and become familiar with the survey • To understand the characteristics of a good interviewer | Name | | PODQ Tool Phones with Kobo |
| 20 minutes | 2 | Safety and Ethics & Referrals | <ul style="list-style-type: none"> • To review WHO guidelines • To introduce referral mechanisms / | | | WHO Ethical & safety recommendations for researching & monitoring sexual |



| | | | | | | |
|--------------------------|---|---|---|--|--|---|
| | | | trauma informed interviewing | | | violence in emergencies |
| 30 minutes | 2 | Trauma-informed Interviewing | <ul style="list-style-type: none"> To understand a data collector's roles during interviews To introduce special considerations and how to work around them To introduce and understand staff care | | | None |
| 15 minutes | 2 | Introduce informed consent and practice verbal consent form | <ul style="list-style-type: none"> To introduce and practice the consent form | | | Consent forms, phones with Kobo |
| 30 minutes | 3 | Pilot the tool | <ul style="list-style-type: none"> To ensure consistency in response recording Edits to tool | | | Handout 1 and 2 Phones with Kobo |
| BREAK: 10 minutes | | | | | | |
| 50 minutes | 4 | Practice Scenarios | <ul style="list-style-type: none"> To practice potential ethical and safety issues that may occur during survey administration To practice using the tablets to collect data | | | Handout 1 and 2 Phones with Kobo |
| 10 minutes | 5 | Review outstanding issues on Survey Administration | To finalize any remaining questions or issues regarding survey administration | | | Data set from day 1 Phones with Kobo |
| 15 minutes | 6 | Planning for PODQ | <ul style="list-style-type: none"> Discuss Logistics Review training materials (with Tala only) | | | Flipchart or whiteboard |



| | | | | | | |
|------------------|---|--------------------------|---------------------|--|--|--|
| 5 minutes | 7 | Recap, Debrief and Close | Wrap up and debrief | | | |
|------------------|---|--------------------------|---------------------|--|--|--|

1. Welcome + Purpose and Overview of PODQ and Tool Review

- Introduce and train on the point of distribution (PODQ) tool that will be administered during the distribution
- Plan for PODQ data collection and tracking the data during data collection

Discuss purpose of PODQ

- Empowered Aid post distribution monitoring (PDM) toolkit was originally going to include: Safety Audit, Focus Groups, and Household Interviews. PDM was adapted due to COVID-19 to include the PODQ, which can be used in this or similar situations where access is limited due to an emergency.
- The PODQ was designed in to be administered quickly, at a distribution site, to capture women’s (and girls’ if relevant) access to distribution information, safety and/or SEA risks related to distribution processes, violence-related risks related to the emergency (e.g., COVID-19 pandemic or other emergency situation), and complaint mechanisms and services, as well as their observations on how to make distributions safer.

Go through: what is the PODQ?

- A brief verbal informed consent
- A short, multiple-choice questionnaire, with room for open-ended responses, descriptions, or comments (about 15 minutes per interview)
- Conducted in-person, at a distribution site (outdoor, at a distance, ~15 min per interview)
- Conducted among a smaller, sub-sample of total aid recipients (~20% of total recipients) using simple random sampling (e.g., using a random number generator or table)
- Conducted among women over the age of 18 (unless your program goals indicate another group should be interviewed, and/or a consent process is possible to interview girls under 18)
- Conducted by female staff among female responses (and male staff among male respondents if applicable)
- Aims: understand how the emergency (e.g. COVID-19 pandemic or other) affected women’s/girls’ access to information, concerns related to SEA and other forms of violence, and knowledge of reporting mechanisms and services

Hand out paper PODQ tools to everyone and read through together aloud to become familiar with the tool

Show examples of the PODQ report write-up and dataset



- Show examples of PODQ survey responses from an existing dataset (see Phase 2 reports).
- Discuss lessons learned from previous PODQ implementation
 - Respondents may be in a rush to leave the distribution site and thus answer questions quickly
 - Respondents may want to have lengthier discussions or ask unrelated questions
 - Respondents will be hesitant to share details if another family member is standing with them or if they were standing out in public → Decide on an approach to conduct interview in private. Consider what this looks like for a door-to-door distribution.
 - Respondents are happy to see a familiar face (i.e. a team member from the local NGO who manages the camp)
 - Respondents may be confused about the purpose of PODQ. Explain its purpose clearly and manage expectations. Explain to the respondents that participation in the PODQ is voluntary and will not affect their access to aid.
 - Characteristics of a good interviewer
 - Being respectful
 - Listening well
 - Not interrupting
 - Turning off phones
 - Others?

2. Ethics & Safety Concerns

Explain ethical and safety considerations for research and data collection related to GBV issues. [See Annex 6](#) for training on ethical and safety considerations.

Informed Consent

- Go through the paper informed consent form together
- Practice administering the verbal informed consent form

Note to facilitators: If using Kobo, this is included in the Kobo form and the data collector can only move forward with the interview when “yes” is selected.

3. Pilot the Tool

Plenary Exercise

- Assign a facilitation team member to be the interviewer and another to be the respondent
- Assign all remaining participants to start as the data collector
- Have all participants open a new interview link on their computers, tablets, or phones
- Have all participants follow along and enter the responses the respondent gives into their individual links
- Once the exercise is completed have all the respondents upload the completed survey to the server



Note to facilitators: The purpose of this exercise is to assess how consistently and accurately respondents enter data. A facilitator should also be entering the data into another tablet as the “master”. The respondent should model some hesitancy with answering questions so the interviewer can model good techniques for making her feel comfortable and drawing out responses.

4. Practice

Small Group Exercise

- Have participants break into groups of three
- In each group: assign 1 person to administer the question, 1 person to be the respondent, 1 person to be an observer
- Give the observer for each group Activity handout #2 and ask them to observe the interview and answer the questions
- Give each group a scenario from Activity handout #1. Handouts [can be found in the PODQ sub-folder in the Resources Folder here](#).
- Have the groups administer the survey (using the Kobo form) while the respondent and/or observer act out the distributed scenarios

Debrief

- Come back to the plenary and ask for reactions from the observers first
- Get any reactions from the interviewers and respondents
- Discuss tips for responding in these situations, eliciting ideas from the group
- Switch the roles from the earlier groups (respondent, interviewer, observer) and re-run the exercise (give our new scenarios to each group)

Debrief Again

- Come back to the plenary and ask for reactions from the observers
- Get any reactions from the interviewers and respondents
- Discuss again

Group Work

- Break into 2 groups of 3 and practice the scenarios
 - Fill out the Kobo form
 - Group 2-3 people + trainer
 - Group 2: 2-3 people + training
 - Questions or concerns with tool?

Tips

- Probe! Before entering “other” or “don’t know”
- In choose-all-that-apply questions, go slowly, define terms, get their yes/no as you go
- Don’t read aloud: “other,” “don’t know,” “non-response”
- Follow-up questions are good – think of this as a conversation from the respondent’s point of view (YOU know it’s an interview on your side)
- Refer back to previous responses to demonstrate listening / reflecting back
- Use phrases like: “thank you for sharing” or “that sounds like a difficult situation” to show empathy



5. Review outstanding issues on Survey Administration

- Discuss any issues seen in the review of data from the plenary session during Day
- Show the group how the data is populated (using the downloaded data from their practice session)

6. PODQ Planning/Logistics

- Create a sampling plan
 - Aim: 20% of aid recipients
 - Approach: simple random sampling is preferable. A convenience sample can be used if randomized sampling is not possible. Please note that if the number of female aid recipients is smaller, and does not represent 20% of the entire sample, conduct a census among all female aid recipients.
- Discuss Data Collection Protocol (approaching respondents at normal vs. door-to-door distribution, data entry and saving, uploading, data tracking, etc.)
- Confirm Roles & Responsibilities:
 - **Supervisor:** present at all times at normal distribution, checking in by phone with various teams during door-to-door distribution, completing tracking sheet, answering questions that arise, can conduct interviews if needed, collecting phones and uploading all forms at end of the day, ensuring any Kobo updates are applied to all phones between days
 - **Referral Focal Point:** on-site, can be approached for complaints or referral
 - **Data collectors:** interviewing and entering responses in Kobo, saving Kobo form once complete, reporting all completed forms to supervisor
 - **MEAL staff:** check Kobo survey is ready to go on all phones, update survey as necessary to resolve any glitches and ensure all phones are updated, respond to Kobo and data entry questions from Supervisor, collect all uploaded data and review with Supervisor
 - **Translator:** someone from the team to review responses, due to specialized training around SEA
- Review the Data Tracking Sheet in [Annex 2.3](#) (be sure to identify when 20% has been reached and let data collectors know!)
- Divide tasks among team members to prepare for PODQ

7. Closing & Debrief



Facilitated Discussion - Ask the group:

1. *What have we learned today?*
2. *What were the key points of the training?*
3. *Are there any outstanding questions or any clarifications needed?*
4. Confirm **Next Steps**



Annex 2.3 PODQ Planning & Tracking Spreadsheet

The planning and tracking spreadsheet should be used by the data collection team to determine who will be completing the PODQ, on which day of the distribution, and how many respondents are needed to reach the desired sample size. After each day, the data collection team lead should check to ensure the interviews are completed, uploaded to the Kobo server, and marked in this tracker. The spreadsheet can be found online in the Point of Distribution Questionnaire Annex folder of the shared drive [here](#).



Annex 2.4: PODQ Data Analysis Guidance

This guidance is written for use with KoboToolbox or Excel, depending on your team's data collection approach. KoboToolbox is recommended for electronic data collection, management, and basic analysis. If your team is trained in data analysis using a statistical software (such as R, STATA, SPSS), these steps can be loosely followed and performed in the software instead.

Data Cleaning and Basic Analysis using KoboToolbox:

When all data collection is complete, and all survey forms have been uploaded to the Kobo server, you can follow these steps.

Step 1: Clean the data

For ease in analysis, we recommend cleaning the data directly in KoboToolbox. Be sure to download a backup copy of your data to Excel before cleaning in Kobo.

To clean your data, go to the DATA tab at the top of the page, and then click on TABLE view in the left-hand column. Visually inspect your data, noting items for cleaning.

Common considerations for data cleaning include:

- Translating all responses to a single language for analysis
- Checking the dataset for errors (e.g. misspellings, date format correctness, extra letters or numbers or symbols, etc.)
- Checking the dataset for missing responses and noting this
- Standardizing spelling and capitalization of names, places, etc.

To clean the data, check the box(es) to select survey response(s) you wish to edit along the leftmost column. If you want to make the same edit across multiple rows, you can check more than one box. When you check a box, a blue EDIT option will appear at the top of the page. Click this, and scroll to the question response you would like to clean, and make the edit. Be sure to then scroll to the bottom on the form and click CONFIRM AND CLOSE to save the change(s).

Data Management Tips During a Distribution:

Each day after the distribution, the team member managing data collection should:

- ✓ Check Kobo to ensure all survey forms have been uploaded from devices to the Kobo server.
- ✓ Check all uploaded forms for completeness, referring back to data collectors to fill in missing data based on field notes if possible.
- ✓ Check forms for data entry errors or confusion, providing feedback to data collectors if the responses are unclear or show confusion.
- ✓ Use Kobo's "validation" function (DATA tab, Table view) to mark surveys as "Approved" for analysis, "On Hold," or "Not Approved".



Note: It can be time consuming to clean data in Kobo if you have a large number of survey responses. To save time, reduce the number of open-ended response options in the survey by ensuring that all questions in the “Identification” section have drop-down response options. For further knowledge and training on data cleaning and analysis, visit GWI’s [Gender-Based Violence Research, Monitoring, and Evaluation with Refugee and Conflict-Affected Populations: A Manual and Toolkit for Researchers and Practitioners](#).

Step 2. Analyze the data

You can use the REPORTS view in the left-hand column to view descriptive statistics in table and graph format for each question. For continuous variables, such as **age**, you can view the mean, median, mode, and standard deviation. For categorical variables, such as **marital status** or **types of violence** you can view the frequency and percent for each response. Open-ended responses are displayed as text in a table format.

You can toggle between visual displays for each question (pie chart, bar chart, line, table, etc.), depending on the type of data you have. You can also group all responses by a key descriptive variable by going to SETTINGS (gear symbol) at the top of the report and selecting GROUP BY. For example, the below graphic shows **most effective method of communication** grouped by **marital status**.





Be sure to examine the following in your report:

- **Descriptive statistics of your sample:** age, sex (if applicable), marital status, geographic location, distribution type, etc.
- **Frequencies and percents of all categorical variables** (this is the majority of your data)
- **Mean, median, and standard deviation of all continuous variables**
- **Variables of interest grouped by** sex, marital status, geographic location, and distribution type
- **Open-ended responses**, looking for patterns, themes, descriptions, or explanations that stand out. Remind enumerators to capture illustrative quotes when possible, to enrich open-ended responses.

Note: To help simplify your analysis, create a CUSTOM REPORT (at the top of the REPORTS view), excluding questions like the informed consent script or gender (if all respondents are female). You can create multiple reports with different variables visible.

When you are finished, you can PRINT your report as a PDF.



Data Cleaning and Basic Analysis using Excel:

If using paper surveys, enter all data into an Excel spreadsheet with questions listed across the top. Or, if using electronic data collection, download the dataset to Excel.

Step 1: Store the data

All data should be on password protected computers and should be stored in password protected files. If you wish to send or transmit the data, it should be done via encrypted e-mail.

Step 2: Clean the data

After you have safely stored the data, start by cleaning your data in Excel, following the common considerations for data cleaning (above). In addition, be sure to create labels for your columns. These are your variable names. It is useful to keep a codebook on a separate tab listing the variable names and corresponding survey question numbers and text.

Step 2. Analyze the data

You can calculate the following using Excel formulas either at the bottom of your dataset, or in a second Sheet linking to your dataset:

- **Descriptive statistics of your sample:** age, sex (if applicable), marital status, geographic location, distribution type, etc.
- **Frequencies and percents of all categorical variables** (this is the majority of your data)
- **Mean, median, and standard deviation of all continuous variables**

You can group any variables of interest (such as type of violence reported) sex, marital status, geographic location, and distribution type in a new sheet.

Once calculated, you can display these variables in pie charts, bar charts, histograms, similar to those created by KoboToolbox.

All open-ended responses should be reviewed, looking for patterns, themes, descriptions, or explanations that stand out. Themes can be counted to understand how often each was mentioned.



Annex 2.5: Point of Distribution Questionnaire Report Template

Post-Distribution Monitoring - Point of Distribution Questionnaire Summary of Findings

Overview

Give an overview of the situation in your country/region/city. Explain the distribution taking place. Talk about how many PODQs were conducted, when, by whom, and why it is important. The table below may help you visually represent the location and percentage of the population surveyed.

Table 1: Number of aid recipients and percent included in sample

| Distribution/Site # | # recipients at distribution | # people sampled for PDM | Percentage |
|---------------------|------------------------------|--------------------------|------------|
| Zone 1 | 160 | 32 | 20% |
| | | | |
| | | | |
| | | | |
| Total | | | |

Methodology

Describe briefly who your team is, any training that occurred, and how the PODQ was carried out.

Summary of Findings

Summarize findings from the analysis. Below are some headings that may help you:

Information and communication on aid distributions

- *Methods of receiving information*
- *Most effective methods for communicating the information*
- *Sources of information*
- *Who most often hears the information*

Fear reported throughout the distribution process

- *Gender-based violence related fear*
- *Other violence-related fear*



SEA risk in the distribution process

Reporting complaints, obtaining support, and accessing services

- *Where women feel most comfortable or safe reporting a complaint, obtaining support, or accessing services*

Recommendations

Based on the above findings, draft specific recommendations for the distributing organization. Stick to actionable recommendations. If relevant, include details like who, where, when, and how.

ANNEX 3: HOUSEHOLD SURVEY



Annex 3.1: Household Survey Tool

INTRODUCTION & INFORMED CONSENT

Before starting, read the *Informed Consent Form* (example in **Annex 5**) and only proceed if informed consent is obtained.

| IDENTIFICATION | | | |
|--|---|-------|---------------|
| <i>This section should be completed by the interviewer based on the information your organization already has from your database (no need to ask the aid recipient).</i> | | | |
| Today's Date: | DD/MM/YYYY | | |
| Data Collector Name: | | | |
| Translator Name (if applicable) | | | |
| Date of Distribution: | List month and year in numbers (e.g. 01/2020) | | |
| Location of Distribution: | Write name of distribution location: | | |
| Distribution Type: | [Insert options] | | |
| Respondent Location: | Region: | City: | Neighborhood: |
| Type of Shelter: | [edit options as relevant] 5 Rented apartment or room 6 Tent or prefabricated shelter in settlement 7 House 8 Lives with host community 9 Warehouse or other group shelter 77 Other, specify: | | |
| Language interview conducted in | | | |
| Respondent Code #: <i>This should be non-identifying (e.g. M1, M2, W1, W2, etc.)</i> | | | |



| Survey Check Column: | Interviewer | Supervisor | Office-Editor | Data Entry Clerk |
|--------------------------------|-------------|------------|---------------------------------------|------------------|
| YOUR NAME: | | | | |
| Your Signature: | | | | |
| Check date: | DD-MM-YY | DD-MM-YY | DD-MM-YY | DD-MM-YY |
| | | | | |
| Record number in Input – Data: | | ID: | ← Filled in by Data Entry Clerk Only! | |

| A. HOUSEHOLD CHARACTERISTICS | |
|--|---|
| <i>Note that the “Respondent” should be the person who received the aid.</i> | |
| 1. Age of Respondent | Write age in years: |
| 2. Gender of Respondent | 3 Male 4 Female 88 Non response |
| 3. What is your marital status? | 6 Single (Never married) 7 Married 8 Divorced 9 Separated 10 Widowed 88 Non response |
| 4. What is your relationship to the head of household? | 1 Household Head/Self → SKIP TO Q8 2 Spouse 3 Child 4 Father/Mother 5 Brother/Sister 6 Grandchild 7 Niece or nephew 8 Uncle/Aunt 9 No relation 77 Other, specify: 88 Non response |



EMPOWERED AID – HOUSEHOLD SURVEY ANNEX

| | | | | | |
|---|--|--------------|---------------|--------------|--------------|
| 5. What is the gender of the household head (primary caregiver)? | 1 Male 2 Female 88 Non response | | | | |
| 6. Age of Household Head | Write age in years: | | | | |
| 7. What is the marital status of the household head? | 1 Single (Never married) 2 Married 3 Divorced 4 Separated 5 Widowed 88 Non response | | | | |
| 8. What is you family size? | | | | | |
| 9. What is the total number of people who have been living in this household over the past 3 months (including non-family member)? | < 5 Years | 5 – 17 Years | 18 – 60 Years | > 60 Years | Total |
| | # M: # F: | # M: # F: | # M: # F: | # M: # F: | # M: # F: |
| <i>For data collector, if relevant: What is the caseload of this household? (DO NOT READ ALOUD)</i> | 1 Old case 2 New case 3 EVI/SPN 4 Asylum Seeker 88 Non response | | | | |
| 10. Are you able to read? | 1 = Yes 2 = No → SKIP TO Q12 3 = NR | | | | |
| 11. If yes, in what languages can you read? | 1 [Insert Language Options, each as a new number] 77 Other, specify: 88 Non response | | | | |
| 12. Who in your household is responsible for reading written communication? | 1 Self / respondent 2 Spouse 3 Father 4 Mother 5 Brother 6 Sister 7 Son 8 Daughter 77 Other, specify: 88 Non response | | | | |
| 13. If yes, in what languages can they read? | 1 [Insert Language Options, each as a new number] 77 Other, specify: | | | | |



| | |
|--|-----------------|
| | 88 Non response |
|--|-----------------|

| | |
|---|---|
| <p>B. FREEDOM OF MOVEMENT <i>This section should be adapted to reflect circumstances (such a COVID-19 or other crisis) that may affect freedom of movement.</i></p> | |
| <p>14. Please generally specify your freedom of movement. How much were you comfortable in movement before the [insert crisis or restriction]?</p> | <p>1 No movement possible 2 Only accompanied by another woman or child 3 Only accompanied by a male relative 4 Yes, without restriction 77 Other, describe: 88 Non response</p> |
| <p>15. How much were you comfortable in movement since the [insert crisis or restriction]?</p> | <p>1 No movement possible 2 Only accompanied by another woman or child 3 Only accompanied by a male relative 4 Yes, without restriction 77 Other, describe: 88 Non response</p> |
| <p>16. What are the key factors that limit your freedom of movement?</p> | <p>1 Security 2 Cultural/family acceptance 3 Cost of transportation 4 [Insert crisis if relevant (e.g. COVID-19)] 5 Injury / disability 6 Financial situation / lack of work 77 Other, describe: 88 Non response</p> |
| <p>17. What are the places that you cannot currently move or travel to/in freely?</p> | <p>1 Within the same neighborhood/settlement 2 Local market or shops 3 Health care center 4 Nearest town 5 Another governorate/district 77 Other, describe: 88 Non response</p> |

| | |
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| <p>C. AID DISTRIBUTION & ACCESS TO AID <i>Note to survey administrator: this section may be adapted by replacing “aid being distributed” with the type of aid your organization is monitoring.</i></p> | |
| <p>The questions in this section refer to the [TYPE OF AID] distribution carried out on [DATE] at [LOCATION] by [ORGANIZATION]. Do you recall this distribution?</p> <p>[If YES, proceed. If NO, remind respondent of what distribution was like to help them remember, then proceed.]</p> | |



EMPOWERED AID – HOUSEHOLD SURVEY ANNEX

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|--|--|-----------------------------|----|---------------------------------------|
| 18. How many members of your household are registered to receive [TYPE OF AID]? | Enter the number of the beneficiaries registered | | | |
| 19. Do you know who is providing the aid being distributed? | 1 UN 2 INGO, specify: 3 Local CBO, specify: 4 Government organization 77 Other, specify: 89 Don’t know 88 Non response | | | |
| 20. Do you know (generally) how often these distributions happen? | 0 No 1 Yes 88 Non response | | | |
| 21. Do you know how to confirm if your name/household is registered or not? If so, how? | 0 No 1 Yes 88 Non response [IF YES]: Enter open-ended response (e.g. how?) | | | |
| 22. Did your household receive [TYPE OF AID] last month? | 0 No 1 Yes 88 Non response | | | |
| 23. If your household did not receive [TYPE OF AID] in the last distribution, what was the reason? | 1 = No distribution 2 = Household did not attend distribution 3 = Lost documents 4 = Denied by Distributor ☐ Go to 24. 77 = Other _____ 99 = Not applicable | | | |
| 24. [If checked 4 as an answer option above, probe:] What happened? | <i>Enter open-ended response:</i> | | | |
| 25. Of the [TYPE OF AID] received, did you use for the following purposes? | 1 | Bartered for other items | 6 | [if relevant: Planted for lack seeds] |
| | 2 | Bartered for other services | 77 | Other, specify |
| | 3 | Shared with Others | 99 | Not applicable |



EMPOWERED AID – HOUSEHOLD SURVEY ANNEX

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| | 4 | Loan repayment | | |
| | 5 | Loan to neighbors | | |
| 26. Do you know anybody who had difficulties in accessing the aid being distributed? | 0 | No → SKIP TO Q27 | | |
| | 1 | Yes | | |
| | 88 | Non response | | |
| 26a. If yes, what were the difficulties? <i>Choose all that apply.</i> | 1 | Lack of transport | | |
| | 2 | Illness | | |
| | 3 | Did not feel safe on the way to/ from the distribution site | | |
| | 4 | Did not feel safe at the distribution site | | |
| | 5 | Family member did not allow | | |
| | 77 | Other, specify: | | |
| | 89 | Don’t know | | |
| | 88 | Non response | | |
| 26b. If answered 1-4 above, why? <i>(Probe: gender, age, disability or vulnerability status)</i> | <i>Enter open-ended response:</i> | | | |
| 27. Did you have to pay any fees before, during, or after to get access to the aid being distributed? | 0 | No → SKIP TO Q28 | | |
| | 1 | Yes | | |
| | 88 | Non response | | |
| 27a. If yes, please state how much you had to pay: | <i>Enter amount in [insert local currency]:</i> | | | |
| 27b. If yes, to whom did you pay this amount? <i>(If you feel comfortable, you may share the name or type of person who was paid.)</i> | <i>Write name or describe who was paid (e.g. aid officer with agency they work for if known, taxi driver, etc.):</i> | | | |
| 28. Did you experience any incidents of violence, abuse or exploitation related to or because of the last aid distribution? <i>Choose all that apply.</i> | 0 | No → SKIP TO Q29 | | |
| | 1 | Early or forced marriage | | |
| | 2 | Sexual exploitation and/or abuse | | |
| | 3 | Other form of gender-based violence (e.g. sexual harassment, assault (not related to exchange of goods of money) | | |
| | 4 | Violence from your partner/spouse | | |
| | 5 | Conflicts with neighbors | | |
| | 6 | Conflict with host community | | |
| | 7 | Verbal abuse | | |
| | 8 | Physical abuse | | |
| | 9 | Financial exploitation | | |
| | 77 | Other, specify: | | |
| | 88 | Non Response | | |



EMPOWERED AID – HOUSEHOLD SURVEY ANNEX

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| <p>28a. If yes (1-9 or 77 above), without disclosing names, from what group was the perpetrator?</p> | <p>1 Aid worker 2 Community volunteer 3 Security actor 4 Government actor 5 Other aid recipient 6 Transport driver (<i>give examples of country types of drivers</i>) 7 Other refugee community member 8 Other host community member 77 Other: _____ 89 Don’t know 88 Non response</p> |
| <p>28b. If yes (1-9 or 77 above), would you like to report the incident? [IF YES], say: <i>If you would like to report the incident, I will connect you with a colleague to whom you can provide specific details that can help us follow up.</i></p> | <p>0 No 1 Yes 88 Non response <i>If YES, initial to confirm referral was made: _____</i></p> |
| <p><i>Note on Q17 to survey administrator: If the aid being distributed is a voucher, ask questions 16-17 again with regard to the redemption of the voucher.</i></p> | |
| <p>29. Was the distribution site close enough for you?</p> | <p>0 No 1 Yes 88 Non response 99 Not Applicable</p> |
| <p>30. Did you travel to the distribution site alone or in a group?</p> | <p>1 Alone 2 In a group 88 Non response 99 Not Applicable</p> |
| <p>31. How did you travel to the aid distribution site?</p> | <p>1 On Foot 2 By bicycle 3 By motorcycle 4 By taxi 5 By bus 6 By private car 77 Other, specify: 88 Non response 99 Not Applicable</p> |
| <p>32. How much time does it take you to travel to the aid distribution point?</p> | <p>0 Less 30 min 1 30 min - 1 hour 2 2 Hours 3 3 Hours</p> |



EMPOWERED AID – HOUSEHOLD SURVEY ANNEX

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| | <p>4 4 hours 5 More than 4 hours 77 Other 88 Non response 99 Not Applicable</p> |
| <p>33. Did you feel safe on the way to the distribution point and/or on your way back?</p> | <p>0 No 1 Yes → SKIP TO Q34 88 Non response 99 Not Applicable</p> |
| <p>33a. If not, what were your concerns? <i>Tick all that apply</i></p> | <p>1 Location 2 Distance 3 Sexual harassment or abuse on way to/from distribution point 4 Aid distribution staff/volunteers demanding for sex in exchange for aid 5 Transport actors demanding sex in exchange for aid 6 Other actors demanding sex in exchange for aid 7 Lack of female staff/volunteers 8 Aid received was too heavy or bulky to transport 77 Other 88 Non response</p> |
| <p>34. Were you asked to provide any of the following in exchange for transport? [NOTE: Respondent does not need to share whether it took place or not, only whether they were asked]</p> | <p>1 Cash 2 Transport voucher 3 Transporter asked for sexual act (such as touching, undressing or a relationship) 77 Other, specify: 88 Non response 99 Not Applicable</p> |
| <p>35. If Cash, how much?</p> | <p>_____ [Type of Currency]</p> |
| <p>36. Did you experience any other challenges with the transporter?</p> | <p>0 No 1 Driver took me somewhere off route against my will 2 Driver demanded a lot of money 3 Driver demanded sex in exchange for transport 4 Driver sexually harassed me 5 Driver ran away with aid 77 Other, specify: 88 Non response 99 Not applicable</p> |

D. UTILIZATION OF AID
Note: this includes redemption of vouchers if applicable



| | |
|---|---|
| <p>37. Did you utilize the aid distributed yet?</p> | <p>0 No 1 Yes → SKIP TO Q38 88 Non response 99 Not applicable</p> |
| <p>37a. If you did not use it yet, why not? <i>Choose only one.</i></p> <p><i>Note: these responses should be changed according to the type of aid distributed and the setting</i></p> | <p>1 Intend to, but have not yet 2 Lack of information / knowledge on where or how to use 3 Lack of fuel 4 Lack of time 5 Aid was lost or stolen 6 Sold or traded aid 7 Lack of transportation or money for transport 8 Safety concerns, intimidation, or harassment on the way to use aid / redeem voucher 9 Safety concerns, intimidation, or harassment at the store / redemption point 10 Violence at site (probe for type of violence: _____) 77 Other, specify: 99 Not applicable 88 Non response</p> |
| <p>38. Did you sell or trade some or all of your aid?</p> | <p>0 No → SKIP TO Q39 1 Yes 88 Non response</p> |
| <p>38a. If sold or traded, what was the main reason? <i>Choose only one</i></p> | <p>1 Don't have any other source of money 2 Aid was excess / household also had similar aid already 3 Sold / traded to buy different items which were more appropriate 4 Sold / traded to pay for other resources we needed more 5 Sold for other reasons 77 Other, specify: 99 Not applicable 88 Non response</p> |
| <p>38b. If aid was sold to buy other goods/services, what were the main / important goods/services bought?</p> | <p>1 = Health Services 2 = Education Services for children 3 = Fuel for cooking and lighting 4 = Clothes 5 = Food 6 = Transport 7 = Menstrual hygiene materials</p> |



EMPOWERED AID – HOUSEHOLD SURVEY ANNEX

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| | 77 = Other, Specify _____ |
| | 99 = Not applicable |
| 39. After receiving the aid, were you able to store it safely? | 0 No 1 Yes → SKIP TO Q40 88 Non response |
| 39a. If no, what issues did you encounter with storing? | <i>Enter open-ended response:</i> |

| E. REGISTRATION & SATISFACTION | | | |
|--|--|--|----------------------------|
| 40. During the last [Type of Aid] distribution, do you know anyone, including yourself, who was asked for something in exchange like “favors” to receive the aid? <i>[If answer yes, ask respondent if they would like to be referred to [ORGANIZATION] focal point for follow-up services described within inter-agency referral pathway.]</i> | 0 No → SKIP TO 41 1 Yes 88 Non response <i>If YES, initial to confirm referral was made: _____</i> | | |
| 40a. If yes, what favors were asked for in exchange? <i>Choose all that apply.</i> | 1 Money 2 Sexual relationship or other sexual contact 3 Casual labor 77 Other, specify: 99 Not applicable → SKIP TO Q30 88 Non response → SKIP TO Q30 | | |
| 40b. What favors were given? | 1 Money 2 Sexual relationship or other sexual contact 3 Casual labor 77 Other, specify: 99 Not applicable 88 Non response | | |
| 41. How satisfied were you with the following aspects of the last aid distribution? For each aspect, please share if you were dissatisfied, satisfied, or ‘neutral’ meaning that you felt neither dissatisfied nor satisfied. <i>[Ask questions 41a – k]</i> | | | |
| | 41a. How information was provided about the date/time of the distribution | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |



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| | 41b. How information was provided about the aid to be distributed (pre-distribution address) | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |
| | 41c. How information was provided about who is eligible for aid distribution (caseload category) | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |
| | 41d. Distance to distribution point | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |
| | 41e. Hours / scheduling of distribution | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |
| | 41f. Treatment by staff or volunteers at distribution point (<i>Probes: polite, respectful?</i>) | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |
| | 41g. Treatment by security (i.e. police) at distribution point | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |
| | 41h. Timeliness / keeping on schedule | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |



| | | | |
|---|--|--|----------------------------|
| | 41i. Waiting conditions (<i>Probes: sex-segregated lines or not, shade, etc.</i>) | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |
| | 41j. WASH facilities available (<i>Probes: sex-segregated latrines, lockable or not</i>) | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |
| | 41k. Childcare facilities and/or support available | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | <i>If 0 or 1, explain:</i> |
| 42. Overall, are you satisfied or dissatisfied with the aid distribution process? | | 0 Dissatisfied 1 Neutral 2 Satisfied 99 Not applicable 88 Non response | |

| F. FEAR & SAFETY | |
|--|---|
| <p>43. Did any of the following lead to you feeling unsafe during the distribution process?</p> <p><i>Read options out loud and mark as many as applicable.</i></p> | <p>0 = No → SKIP TO Q44 1 = Priority is given to men 2 = Lack of female staff/volunteers 3 = Time of distribution / time of day 4 = Location of distribution 5 = Verbal harassment or abuse (including threats of abuse) by staff/volunteers 6 = Verbal harassment or abuse (including threats of abuse) by other aid recipients 7 = Physical harassment or abuse by staff/volunteers 8 = Physical harassment or abuse by other aid recipients 9 = Sexual harassment or abuse (including exploitation) by staff/volunteers 10 = Sexual harassment or abuse (including exploitation) by other aid recipients 77 = Other: _____ 88=Non response</p> |



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|---|---|---|---|---|---|--|--|---|---|--|---|--|---|
| <p>43a. <i>If answered YES to any of options 5 through 10, ask: Did you have to do something/an act you weren't comfortable with to get aid?</i></p> | <p>0 No → SKIP TO Q44 1 Yes 88 Non response</p> | | | | | | | | | | | | |
| <p>43b. <i>If YES say: If you are comfortable and it is safe for you to do so on the phone, can you share with me what you had to do?</i></p> | <p><i>Enter open-ended response:</i></p> | | | | | | | | | | | | |
| <p>44. During the aid distribution we have been discussing, please indicate how safe you felt at various points of the distribution process. You can do this by indicating whether you felt completely safe 😊, somewhat safe 😐, or not safe ☹️. <i>[Ask questions 44a – f]</i> <i>Note: If administering in person, hold up cards with smiley faces and ask respondent to select one.</i></p> | | | | | | | | | | | | | |
| | <table border="1"> <tr> <td data-bbox="396 705 857 842"> <p>44a. When accessing information related to the distribution.</p> </td> <td data-bbox="862 705 1550 842"> <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each</p> </td> </tr> <tr> <td data-bbox="396 848 857 984"> <p>44b. During registration and/or verification exercises associated with the distribution.</p> </td> <td data-bbox="862 848 1550 984"> <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each</p> </td> </tr> <tr> <td data-bbox="396 991 857 1163"> <p>44c. While traveling to the distribution point.</p> </td> <td data-bbox="862 991 1550 1163"> <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each 99 Not applicable (<i>for example, if distribution was conducted door-to-door</i>)</p> </td> </tr> <tr> <td data-bbox="396 1169 857 1306"> <p>44d. At the distribution point / while receiving aid (<i>including when receiving aid at household level during door-to-door distributions</i>).</p> </td> <td data-bbox="862 1169 1550 1306"> <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each</p> </td> </tr> <tr> <td data-bbox="396 1312 857 1484"> <p>44e. While traveling from the distribution point / transporting aid home.</p> </td> <td data-bbox="862 1312 1550 1484"> <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each 99 Not applicable</p> </td> </tr> <tr> <td data-bbox="396 1491 857 1665"> <p>44f. Safely storing the aid received.</p> </td> <td data-bbox="862 1491 1550 1665"> <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each 99 Not applicable</p> </td> </tr> </table> | <p>44a. When accessing information related to the distribution.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each</p> | <p>44b. During registration and/or verification exercises associated with the distribution.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each</p> | <p>44c. While traveling to the distribution point.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each 99 Not applicable (<i>for example, if distribution was conducted door-to-door</i>)</p> | <p>44d. At the distribution point / while receiving aid (<i>including when receiving aid at household level during door-to-door distributions</i>).</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each</p> | <p>44e. While traveling from the distribution point / transporting aid home.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each 99 Not applicable</p> | <p>44f. Safely storing the aid received.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each 99 Not applicable</p> |
| <p>44a. When accessing information related to the distribution.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each</p> | | | | | | | | | | | | |
| <p>44b. During registration and/or verification exercises associated with the distribution.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each</p> | | | | | | | | | | | | |
| <p>44c. While traveling to the distribution point.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each 99 Not applicable (<i>for example, if distribution was conducted door-to-door</i>)</p> | | | | | | | | | | | | |
| <p>44d. At the distribution point / while receiving aid (<i>including when receiving aid at household level during door-to-door distributions</i>).</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each</p> | | | | | | | | | | | | |
| <p>44e. While traveling from the distribution point / transporting aid home.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each 99 Not applicable</p> | | | | | | | | | | | | |
| <p>44f. Safely storing the aid received.</p> | <p>😊 Completely safe = 1 point each 😐 Somewhat safe = 2 points each ☹️ Not safe = 3 points each 99 Not applicable</p> | | | | | | | | | | | | |
| <p>45. Again, within the aid distribution we have been talking about, what safety measures, if any, have you observed that have been put in place to minimize any potential for risk to girls and women? <i>Read options aloud and tick all that apply.</i></p> | <p>0 = None → Skip to Q47 1 = Increase in number of police overall 2 = Increase in number of female police officers 3 = Police/security patrols around the community 4 = Increase in number of female distribution workers</p> | | | | | | | | | | | | |



| | |
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| | <p>5 = Increase in number of female distribution volunteers 6 = Community safety groups 7 = Educating girls/women on how to report incidents 8 = Educating other community members on how to report incidents 9 = Conflict resolution activities between refugee and host communities 10 = Sex-segregated lines at distribution points 11 = Sex-segregated WASH facilities (ie latrines) 12 = Transport support for going to / coming from distribution point 77 = Other: _____ 89 = Don't know → Skip to Q47 88=Non response → Skip to Q47</p> |
| <p>46. [If any safety measures observed] Can you describe what these measures looked like during the aid distribution? Please share what you think has been done well and any recommendations for improvement.</p> | <p><i>Enter open-ended response:</i></p> |
| <p>47. Which of these measures do you think would be most helpful to implement for all distributions, to make women and girls feel safer? <i>Pick your top three.</i></p> | <p>1 = Increase in number of police overall 2 = Increase in number of female police officers 3 = Police/security patrols around the community 4 = Increase in number of female distribution workers 5 = Increase in number of female distribution volunteers 6 = Community safety groups 7 = Educating girls/women on how to report incidents 8 = Educating other community members on how to report incidents 9 = Conflict resolution activities between refugee and host communities 10 = Sex-segregated lines at distribution points or ATMs 11 = Sex-segregated WASH facilities (i.e. latrines) 12 = Transport support for going to / coming from distribution point 77 = Other: _____ 89 = Don't know 88=Non response</p> |

COMPLAINTS & FEEDBACK



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| <p>48. If there is anything surrounding the aid distribution you are not satisfied with, did you (or someone else in your household) complain?</p> | <p>0 No → SKIP TO Q49 1 Yes 88 Non response</p> |
| <p>48a. If yes, to whom did you complain? <i>Choose all that apply.</i></p> <p>UNLESS OTHERWISE NOTED, CONTINUE TO Q48f.</p> | <p>1 [insert NGO name] Field Staff → GO TO 48b 2 [insert NGO name] Office 3 Other NGO or UN staff → GO TO 48c 4 Suggestion Box 5 Telephone 6 Community Help Desk 7 Municipality authority/leaders → GO TO 48d 8 Women’s center 9 Security actor (i.e. police) → GO TO 48e 10 Family Member 11 Friend 77 Other: Specify ____ 88 Non response</p> |
| <p>48b. Was the [insert NGO name] field staff male or female?</p> <p>CONTINUE TO Q48f.</p> | <p>1 Male 2 Female 3 Don’t know / don’t remember / Non response</p> |
| <p>48c. Was the NGO/UN staff male or female?</p> <p>CONTINUE TO Q48f.</p> | <p>1 Male 2 Female 3 Don’t know / don’t remember / Non response</p> |
| <p>48d. Was the municipality authority/leader male or female?</p> <p>CONTINUE TO Q48f.</p> | <p>1 Male 2 Female 3 Don’t know / don’t remember / Non response</p> |
| <p>48e. Was the security actor (i.e. police) male or female?</p> <p>CONTINUE TO Q48f.</p> | <p>1 Male 2 Female 3 Don’t know / don’t remember / Non response</p> |
| <p>48f. If yes, did you receive a satisfactory response?</p> | <p>0 No 1 Yes 88 Non response</p> |
| <p>48g. Please share why you found it satisfactory or not.</p> | <p><i>Enter open-ended response:</i></p> |
| <p>49. In case you need to raise your concerns / complaints related to the project, which one of the options will you be comfortable to use? <i>Choose all that apply.</i></p> | <p>1 NGO Field Staff 2 NGO Office 3 Suggestion Box 4 Telephone 5 Community Help Desk 6 Neighborhood authority/leaders 7 Women’s center 8 Security actor (i.e. police)</p> |



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| | 9 Camp commander's office 77 Other: Specify _____ 88 Non response |
| 50. Do you feel that aid providers take your opinion into account when providing the aid? | 0 No 1 Yes 89 Don't know 88 Non response |

| CLOSING | |
|--|------------------|
| 51. Thank you for your time and sharing your perspectives with us. Is there anything else you would like to share? | <i>Comments:</i> |
| <p>We will not share your name with anyone, but we will use your responses to improve our services. If you have any questions after our interview or if you need help to access the available services, you can call [Insert phone number] or visit [Insert local office location].</p> <p>If you would like to speak to a social worker, I can connect you now or leave you with their number.</p> <p>Was referral made? [Circle one.] YES NO</p> | |

END OF QUESTIONNAIRE – THANK YOU VERY MUCH FOR YOUR TIME!

| CODING KEY |
|---------------------|
| 0 = No |
| 1 = Yes |
| 77 = Other |
| 88 = Non response |
| 89 = Don't know |
| 99 = Not applicable |



Annex 3.1b: Sample Kobo Format for Household Survey Tool

The household survey data can be collected electronically using open-source data collection software such as Kobo. An example of how to enter the tool in Kobo is included in Annex 1.1b in the Household Survey Annex folder of the shared drive [here](#).



Annex 3.2: Facilitation Guide for Training on Household Survey Tool

MATERIALS TO PREPARE BEFOREHAND:

- Flipcharts, different color markers, post-its (if in person)
- Link to the Kobo Tool and fully charged tablets/phones for practice
- Printing
 - **At least 2 blank household surveys per person** with 5 extra copies on hand if the training is in person. If the training is virtual, send them the file ahead of time and have them resave a clean version for each practice.
 - **1 copy per person of WHO Ethical & Safety Guidelines**
 - All handouts (according to the number of people in the training), which can be found in the Household Survey sub-folder in the Resources Folder [here](#).

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

Day 1 Agenda

| <u>Timing</u> | <u>Topic</u> | <u>Objectives</u> | <u>Facilitator(s)</u> | <u>PPT Slides</u> | <u>Printing/Prep</u> |
|----------------------|---|---|-----------------------|-------------------|----------------------|
| 30 minutes | Welcome & Overview | <ul style="list-style-type: none"> • To welcome team and give overview of training | Name | | |
| 30 minutes | Introduce KOBO Link | <ul style="list-style-type: none"> • To become familiar with the link the survey will be administered on | | | |
| 1 hour | Introduce ethics, referrals and managing distress | <ul style="list-style-type: none"> • To introduce key ethical and safety concerns | | | |
| BREAK: 1 hour | | | | | |
| 1 hour | Plenary Practice | To ensure consistency in response recording | | | |
| 1 hour | Practice Scenarios 2 | <ul style="list-style-type: none"> • To practice potential ethical and safety issues that may occur during survey administration | | | |



| | | | | | |
|--|-------------------|---|--|--|--|
| | | To practice using the tablets to collect data | | | |
| 30 minutes | Debrief and Close | | | | |
| Homework: Practice the survey on the phone with 1 colleague/friend and remember to time yourself. | | | | | |

1. Welcome & Overview

- Welcome
- Introductions / Ice breakers
- Overview

2. Introduce KoBo Link

Walk through how to access the link and use it (with MEAL team co-facilitating)

1. Find and open KoBo Collect
2. Find and open a new survey
3. Enter data and advance to the next question
4. Go backwards to edit data
5. Save a completed interview
6. Save a non-completed interview
7. Finalize and upload completed interviews

3. Introduce ethics, referrals and managing distress

Explain ethical and safety considerations for research and data collection related to GBV issues, including a review of trauma informed interviewing. [See Annex 6](#) for training on ethical and safety considerations.

4. Plenary Practice

Plenary Exercise

- Assign someone to be the interviewer and someone to be the respondent
- Assign all remaining participants to start as the data collectors
- Have all participants open a new interview link on their computers
- Have all participants follow along and enter the responses the respondent gives into their individual links
- Once the exercise is completed have all the respondents upload the completed survey to the server. Double check that all surveys have been uploaded – internet connectivity can sometimes create issues.

Note to facilitators: The purpose of this exercise is to assess how consistently and accurately respondents enter data. A facilitator should also be entering the data into another tablet as the



“master”. After this exercise, download the data and compare respondents’ work. Check for questions where there are differences in responses and interviewers who are not accurately entering data. You can show them this downloaded data (from their practice session) the next morning.

5. Practice Scenarios 2

Small Group Exercise

- Have participants break into groups of three
- In each group: assign 1 person to administer the questionnaire, 1 person to be the respondent, and 1 person to be an observer
- Give the observer for each group **Activity handout #2** and ask them to observe the interview and answer the questions
- Give each group a scenario from **Activity handout #1**. As noted above, all handouts (according to the number of people in the training), which can be found in the Household Survey sub-folder in the Resources Folder [here](#).
-
- Have the groups administer the survey (using the online form) while the respondent and/or observer act out the distributed scenarios

Debrief

- *Come back to the plenary and ask for reactions from the observers first*
- Get any reactions from the interviewers and respondents

6. Debrief and Close

Facilitated Discussion

Ask the group:

- What have we learned today?
- Are outstanding questions or clarifications needed?
- Is anything we should do differently on Day 2?

Day 2 Agenda

| <u>Timing</u> | <u>Topic</u> | <u>Objectives</u> | <u>Facilitator(s)</u> | <u>PPT Slides</u> | <u>Printing/Prep</u> |
|---------------|--|---|-----------------------|-------------------|----------------------|
| 30 minutes | Welcome, Day 1 Recap | <ul style="list-style-type: none"> • Summarize main learnings from Day 1 | | | |
| 30 minutes | Review outstanding issues on Survey Administration | <ul style="list-style-type: none"> • To finalize any remaining questions or issues regarding survey administration | | | |



| | | | | | |
|---------------------------|--|--|--|--|--|
| 1 hour, 15 minutes | Practice Scenarios 2 | <ul style="list-style-type: none"> To practice potential ethical and safety issues that may occur during survey administration To practice using the tablets to collect data | | | |
| BREAK: 30 minutes | | | | | |
| 45 minutes | Practice Scenarios 2 Continued | | | | |
| 45 minutes | Planning for HH Phone Surveys | <ul style="list-style-type: none"> Discuss Logistics | | | |
| 30 minutes | Recap of key points, Debrief and Close | <ul style="list-style-type: none"> Wrap up and debrief | | | |

1. Welcome, Day 1 Recap

- Ask the teams to recap about what was learned yesterday
- Share experience of interviewing your friend and how long it took you

2. Review outstanding issues on Survey Administration

- Discuss any issues seen in the review of data from the plenary session during Day 2 and/or the practice call from this morning
- Show the group how the data is populated (using the downloaded data from their practice session)

3. Practice Scenarios 2

Small Group Exercise

- Have participants break into groups of three
- In each group: assign 1 person to administer the questionnaire, 1 person to be the respondent, 1 person to be an observer. Each person should be playing a *different* role than they did in the previous day’s small group exercise.
- Give the observer for each group **Activity handout #2** and ask them to observe the interview and answer the questions
- Give each group a scenario from **Activity handout #1**. As noted above, all handouts (according to the number of people in the training), which can be found in the Household Survey sub-folder in the Resources Folder [here](#).
- Have the groups administer the survey (using the online form) while the respondent and/or observer act out the distributed scenarios



Debrief

- *Come back to the plenary and ask for reactions from the observers.*
- *Get any reactions from the interviewers and respondents*

4. Practice Scenarios 2 Continued

IF TIME: do another round, switching the roles within each group (respondent, interviewer, observer) and re-run the exercise with new scenarios

Debrief

- *Come back to the plenary and ask for reactions from the observers first*
- *Get any reactions from the interviewers and respondents*

5. Planning for HH Phone Surveys

- How respondents are going to be reached
- Practice phone introduction script
- Divide tasks among team members
- Code beneficiaries list and randomly select respondents
- Confirm supervisor & data entry roles, etc.

6. Recap of key points, Debrief and Close

Facilitated Discussion:

Ask the group:

- What have we learned today?
- What were the key points of the training?
- Are outstanding questions or clarifications needed?



Annex 3.3: Household Survey Planning & Tracking Spreadsheet

The planning and tracking spreadsheet should be used by the data collection team to determine who will be completing the household survey, on which day of the post-distribution monitoring schedule, and how many they need to complete to reach the desired sample size. After each day, the data collection team lead should check to ensure the interviews are completed, uploaded to the Kobo server (if using), and marked in this tracker. The spreadsheet can be found online in the Household Survey Annex folder of the shared drive [here](#).



Annex 3.4: Household Survey Analysis Plan Template

Analysis Plan Template

| |
|------------------------------------|
| Overall Research Objective: |
| |

| |
|--|
| Primary Intervention (if relevant): |
| |

| Specific Research Questions/Hypotheses and any related Sub-questions: | Corresponding Survey Questions or Variables | Analysis |
|---|---|----------|
| 1. a. b. c. | | |
| 2. a. b. c. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |

| Main outcome variables of interest | Main predictor variables of interest |
|------------------------------------|--------------------------------------|
| | |



| Descriptive Statistics of interest | Visuals |
|------------------------------------|---------|
| | |
| | |
| | |
| | |

Analysis Steps:

- 1. Conduct univariate analyses (analysis using 1 variable at a time)**
 - a. Describe the sample population
 - b. Determine the frequency of the main outcome variables of interest

- 2. Conduct bivariate analyses (analysis of relationship between 2 variables)**
 - a. Put 2 variables together to explain their relationship: frequency tables or graphs
 - b. Compute measures of association (Chi-squared test, etc.)
 - c. Calculate statistical significant and/or confidence intervals
 - d. Assess for differences in the relationship between 2 variables by age, gender, camp, etc. (Effect modification)
 - e. Assess the effect of potential confounders

- 3. Conduct multivariate analyses (test your hypotheses further)**
 - a. Regression or Odds ratios
 - b. Other methods!



Annex 3.5: Household Survey Analysis Plan Sample

This analysis plan was created by the Empowered Aid Lebanon team, who filled in the survey questions / variables and how to analyze them, and what research questions they corresponded with, in a participatory working session. The team reviewed each of the research questions, and then looked through the data together after it was cleaned to match questions to the research questions and what analysis to conduct for each of the questions / variables.

Analysis Plan – Fuel Distribution, Lebanon – Empowered Aid, 2020

Overall Research Objective:

1. To examine the feasibility, acceptability, and potential effectiveness of adapted distribution models recommended in Phase 1.
2. To understand how post-distribution monitoring tools can better capture women and girls' perceptions of risk and safety in relation to SEA and other forms of GBV.

Primary Intervention (if relevant):

Fuel Pilot: Changing the distribution modality to door-to-door

| Specific Research Questions/Hypotheses and any related Sub-questions: | Corresponding Survey Questions or Variables | Analysis |
|---|--|--|
| 1.1 Is it possible to implement the recommended adaptation in refugee contexts? | ID variable Safety Audit | Look at frequency of people who received adapted distribution Describe feasibility of normal vs. adapted distribution according to safety audit |
| 1.2 Do female aid recipients express satisfaction with the adapted model? a. Does satisfaction differ by gender of respondent? marital status? age? location? b. How does satisfaction during the ‘adapted’ model compare to ‘normal’ models? | Fuel PDM Q503 (satisfaction w dist) - create a score variable - important variables to look at: WASH, distance, waiting time Q504 (satisfaction w redemption) Q200, Q201, Q203, Q205, Q102 Variable: dist_type | Data Cleaning: - restructure data to “wide” (so that normal and adapted distribution are on the same line for each pair). This will result in each variable having an A and B version for comparison. - fill in 0s and 1s for all multiple choice options (rather than blank) - Exclude Not Applicable responses - Non Response = Refused Univariate Analysis: All variables of interest: run frequencies to see where there is variation in the sample among time1 (normal) and time2 (adapted) - Use wide dataset to look at differences in frequencies of variables of interest using McNemar’s test |



| | | |
|--|---|---|
| | | <ul style="list-style-type: none"> - Can use X² to look at overall difference in frequency <p>Bivariate Analysis: Conduct for all outcome variables where we have some variation in responses by... gender* age* marital* location (caza)* relat with HH head* shelter</p> <p>Looking across the two time points (normal/adapted distributions)</p> <p><u>Main outcomes of interest – McNemar’s test for two dichotomous variables, between two time points:</u></p> <ul style="list-style-type: none"> - Freedom of movement - Satisfaction (collapse into 1 or 0) - Violence (collapse into 1 or 0) - Fear (collapse into 1 or 0) <p>Other Statistical tests to consider using:</p> <p><u>Dichotomous var:</u> Crosstabs (matched) McNemar (matched) Chi-squared test (unmatched)</p> <p><u>Ordinal var:</u> Crosstabs Wilcoxin’s Signed Ranked Test Paired T-test (assumes vars are continuous and normally distributed)</p> <p><u>continuous indep var:</u> ANOVA</p> |
| <p>1.3 Is use of the adapted model associated with lower <i>perceived</i> SEA risk among women and girl aid recipients? Or greater <i>perceived</i> safety?</p> <p>a. What about lower <i>observed</i> risk?</p> | <p>Perceived SEA Risk (Fuel PDM Q511, Q512) Variable: dist_type</p> <p>Safety Audit</p> <ul style="list-style-type: none"> - look at yes and no totals for | <p>Recoding:</p> <ul style="list-style-type: none"> - Q 511/512: create a 0/1 var that is “any fear” (free of fear for all 12 = 0, any fear for any of the 12 = 1) - Logic check with Q402 about selling the voucher |



| | | |
|---|--|---|
| <p>b. What about increased observed safety?</p> | <p>questions * normal vs. adapted distribution pull out themes related to this question by topics: Access, Safety, etc. * normal vs. adapted</p> | <p>Analysis: *first analyze only in matched pairs (n=52) *try also analyzing among all data, not using matched pairs (n=148: 76 normal, 72 adapted) Calculate difference in perceived SEA Risk</p> <p><u>Analysis (matched):</u> McNemar’s Test for Q511/512 or Wilcoxon’s signed-rank test (a paired difference test) *if we create a score var instead of the above dichotomous var. we can access info across a three-level scale and look at whether it changed.</p> <p><u>unmatched analysis:</u> chi-squared test normal ttest</p> |
| <p>2.1. In what ways can existing PDM tools be adapted to better capture SEA risks?</p> <p>a. How can the Safety Audit be adapted?</p> <p>b. How can the Perceived SEA Risk be adapted and used?</p> | <p>Perceived SEA Risk (Fuel PDM Q511, Q512) Interviewer notes on Q511/512 Safety Audit</p> | <p>Look at the usefulness of the questions we added to the Safety Audit</p> |
| <p>2.2 How can non-specialist aid agency staff be trained to use and analyze these tools?</p> | <p>Adapted Safety Audit & PDM Training notes/tips (e.g. how to probe)</p> | <p>Discussion of our training and analysis process</p> |
| <p>2.3 How is the data collected by these tools used by humanitarian actors to improve distribution programming?</p> | <p>Findings from PDM, Safety Audit</p> | <p>Come up with participatory method for reviewing and applying findings to aid distribution modality (involving women/girls)</p> |
| <p>1.1 Is it possible to implement the recommended adaptation in refugee contexts?</p> | <p>ID variable Safety Audit</p> | <p>Look at frequency of people who received adapted distribution</p> <p>Describe feasibility of normal vs. adapted distribution according to safety audit</p> |
| <p>1.2 Do female aid recipients express satisfaction with the adapted model?</p> | <p>Fuel PDM Q503 (satisfaction w dist)</p> | <p>Data Cleaning:</p> <ul style="list-style-type: none"> - restructure data to “wide” (so that normal and adapted distribution are |



| | | |
|---|--|---|
| <p>c. Does satisfaction differ by gender of respondent? marital status? age? location?</p> <p>d. How does satisfaction during the ‘adapted’ model compare to ‘normal’ models?</p> | <ul style="list-style-type: none"> - create a score variable - important variables to look at: WASH, distance, waiting time <p>Q504 (satisfaction w redemption) Q200, Q201, Q203, Q205, Q102 Variable: dist_type</p> | <p>on the same line for each pair). This will result in each variable having an A and B version for comparison.</p> <ul style="list-style-type: none"> - fill in 0s and 1s for all multiple choice options (rather than blank) - Exclude Not Applicable responses - Non Response = Refused <p>Univariate Analysis: All variables of interest: run frequencies to see where there is variation in the sample among time1 (normal) and time2 (adapted)</p> <ul style="list-style-type: none"> - Use wide dataset to look at differences in frequencies of variables of interest using McNemar’s test - Can use X² to look at overall difference in frequency <p>Bivariate Analysis: Conduct for all outcome variables where we have some variation in responses by...</p> <p>gender* age* marital* location (caza)* relat with HH head* shelter</p> <p>Looking across the two time points (normal/adapted distributions)</p> <p><u>Main outcomes of interest – McNemar’s test for two dichotomous variables, between two time points:</u></p> <ul style="list-style-type: none"> - Freedom of movement - Satisfaction (collapse into 1 or 0) - Violence (collapse into 1 or 0) - Fear (collapse into 1 or 0) <p>Other Statistical tests to consider using:</p> <p><u>Dichotomous var:</u> Crosstabs (matched) McNemar (matched) Chi-squared test (unmatched)</p> |
|---|--|---|



| | | |
|--|--|---|
| | | <p><u>Ordinal var:</u> Crosstabs Wilcoxin’s Signed Ranked Test Paired T-test (assumes vars are continuous and normally distributed)</p> <p><u>continuous indep var:</u> ANOVA</p> |
|--|--|---|

| Main outcome variables of interest | Main predictor variables of interest |
|------------------------------------|--------------------------------------|
| Perceived SEA Risk | |

| Descriptive Statistics of interest | Visuals |
|--|---|
| <p>Number of observations by location</p> <p>All respondents (excluding W31 and M20, which are duplicated)</p> <ul style="list-style-type: none"> - Avg. Age of respondent - Number of females 18-69 - Gender of respondents <ul style="list-style-type: none"> - Female #(%) - Male #(%) - Average Age of Household head #(%) - Marital status of Household head <ul style="list-style-type: none"> - Single #(%) - Separated/divorced #(%) - Widow #(%) - Married #(%) - Average family size - Average household size - Type of shelter - Urban/rural or Caza - Area of residence - Female-headed households 12 (15.4) - Literacy? <p>*Note: can look at all by distribution type</p> | <p>Map with #s interviewed in each location</p> <p>Table of descriptive statistics</p> <p>Bar graph:</p> <ul style="list-style-type: none"> - Household size * female head of hh - Shelter * location - Marital status - Gender of recipient * location <p>Pie Chart:</p> <ul style="list-style-type: none"> - Marital status - Age (categorical) - Gender |
| <p>Only matched pairs</p> <ul style="list-style-type: none"> - Avg. Age of respondent - Number of females 18-69 - Gender of respondent - Age of Household head - Marital status of Household head | <p>Table</p> |



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| | |
|---|--|
| <ul style="list-style-type: none">- Average family size- Average household size- Type of shelter- Urban/rural or Caza- Area of residence- Female-headed households- Literacy? <p>*Note: can look at all by distribution type</p> | |
| Means of communication | |



Annex 3.6: Household Survey Data Cleaning & Recoding Guidance

For more information on how to clean and analyze quantitative data, refer to GWI's [“Gender-Based Violence Research, Monitoring, and Evaluation with Refugee and Conflict-Affected Populations: A Manual and Toolkit for Researchers and Practitioners.”](#)

After checking in KoboToolbox to ensure all surveys have been uploaded, you can download the household survey dataset as an Excel or CSV file. We recommend then opening the dataset in a statistical software (for example SPSS, Stata, R, or SAS) to begin cleaning and recoding. You will find example code below for SPSS.

Data from Single Timepoint (e.g. 1 round of distribution):

Basic data cleaning:

- Translate all text-based, open-ended responses into a primary language (for example, if you are operating in English, but responses were gathered in English and Arabic, then translate the Arabic responses to English)
- Remove duplicate responses or partially completed surveys (for example, if an enumerator stopped a survey part of the way through, and then restarted a new survey with the same respondent)
- Check for missing data and fill in if you can (e.g. by re-contacting the respondent or looking at enumerator notes)
- Check for contradictory responses (e.g. check questions that cross-validate or confirm one another to see if the responses align)
- Check for clearly falsified responses (e.g. “straightlining” or filling in the same response option across all questions)
- Correct typos or misspelling in open-ended questions, and ensure consistent spelling of names and locations (e.g. Bekaa vs. Beqaa vs. Biqaa)
- Ensure consistent capitalization across responses for text-based, open-ended questions (e.g. Saudi Arabia vs. saudi Arabia vs. Saudi arabia)
- Ensure consistency in response labels (e.g. N/A vs. Not Applicable)
- Create a codebook: standardize variable names and descriptions, and add response labels (this can be done in Excel or in a statistical software SPSS)

Recoding recommendations:

- “Not applicable” responses should be excluded from analysis
- “Non response” options should be treated as “refused” and included in the analysis
- For “select all that apply” multiple choice questions, you will see a column for each response option in your dataset, with “1” if selected and a blank cell if not selected. Replace any blank cells in the dataset with zeros (“0”), so that 1=selected, 0=not selected.
- For questions that have a standard, fill-in-the-blank response, recode those text responses to numeric if possible (e.g. for the variable “Region,” each text response is assigned a number or label, like Beqaa=1, North Lebanon=2, Tyre=3, etc.)



- Recode the continuous “age” variable into 10-year age categories. And, depending on the distribution of your data, consider recoding into 4 categories, for example →
 - 10-25 = 1
 - 26-40 = 2
 - 41-55 = 3
 - 56+ = 4
- If you do not have a large sample (or a variety in responses to the questions about safety), you may use the six “safety” variables to create a new dichotomous variable for “Any lack of safety at any point during the distribution,” where:
 - 0 = ‘Completely safe’ across all six safety questions
 - 1 = any ‘somewhat safe’ or ‘not safe’ responses for any of the six questions
- Use the “satisfaction” variables to create an overall satisfaction score variable, which can be used for further analysis:

Example SPSS code for creating a satisfaction score variable

**Mean satisfaction.

```
COMPUTE satisfac_score=MEAN(satisfac_datetime, satisfac_info, satisfac_eligibility,  
satisfac_distance, satisfac_schedule, satisfac_treatstaffvol, satisfac_treatsec,  
satisfac_timeliness, satisfac_waitingcond, satisfac_wash).
```

```
EXECUTE.
```

- You may wish to use the 10 “satisfaction” variables to create a dichotomous variable for “overall satisfaction” with all aspects of the distribution process, where:
 - 1 = ‘Completely satisfied’ with all aspects of the distribution process
 - 0 = ‘Less than completely satisfied’ for one or more parts of the process



Annex 3.7: Household Survey Data Analysis Guidance

For more information on how to analyze quantitative data, refer to GWI's [Gender-Based Violence Research, Monitoring, and Evaluation with Refugee and Conflict-Affected Populations: A Manual and Toolkit for Researchers and Practitioners](#). Additionally, please refer to the [Data Analysis Plan TEMPLATE](#) in [Annex 3.4](#) and [EXAMPLE](#) in [Annex 3.5](#) when analyzing your data.

Household survey data should be analyzed by a Monitoring, Evaluation & Learning (MEAL) professional or a statistician. We include below example code from SPSS, but the analysis could take place in Stata, R, SAS or another statistical software.

Step 1: Check your data in Kobo to ensure that all surveys have been uploaded from tablets or phones.

Step 2: Download an Excel version of the data, and check for any missing response or inconsistencies.

Step 3: All data should be on password protected computers and should be stored in password protected files. If you wish to send or transmit the data, it should be done via encrypted e-mail.

Step 4. Upload your data into a statistical software.

Step 5. Perform all data cleaning and recoding (see: [Annex 3.6](#)).

Step 5: Conduct data analysis, referring to the guidance below.

Data Management Tips During a Distribution:

Each day after the distribution, the team member managing data collection should:

- ✓ Check Kobo to ensure all survey forms have been uploaded from devices to the Kobo server.
- ✓ Check all uploaded forms for completeness, referring back to data collectors to fill in missing data based on field notes if possible.
- ✓ Check forms for data entry errors or confusion, providing feedback to data collectors if the responses are unclear or show confusion.
- ✓ Use Kobo's "validation" function (DATA tab, Table view) to mark surveys as "Approved" for analysis, "On Hold," or "Not Approved".

Data from Single Timepoint (e.g. 1 round of aid distribution):

If you have data from a single round of distribution, you can utilize the following types of analysis.

Univariate Analysis (Descriptive Statistics): Get to know your data. Look at overall counts, minimum and maximum, mean, median, and standard deviation from the mean. Look at percent missing data for each variable. In particular, pay attention to the gender and age of respondents due to the topic of SEA/GBV being examined.

- Run frequencies for all **demographic variables**: gender of respondent, age of respondent, gender of household head, marital status of household head, shelter type, etc.
- Run frequencies for all **key variables of interest**: freedom of movement, satisfaction, violence, fear, safety, etc.

**Example SPSS code for frequencies of demographics and one variable of interest, satisfaction, during an Empowered Aid food distribution pilot**

```

****FOOD PARCEL PROGRAM****
**FREQUENCIES**

*Location and Demographic.
FREQUENCIES VARIABLES=caza genres agerescat4 genhh marhh dist_type
/ORDER=ANALYSIS.

*Factors that limit movement.
FREQUENCIES VARIABLES=mv_befgms mv_aftgms mv_security mv_culture mv_transpt mv_covid
mv_financial
/ORDER=ANALYSIS.

**SATISFACTION.
*Satisfaction with different aspects of distribution.
FREQUENCIES VARIABLES=satisfac_datetime satisfac_info satisfac_eligibility satisfac_distance
satisfac_schedule satisfac_treatstaffvol satisfac_timeliness satisfac_waitingcond satisfac_wash
satisfac_ovrall_calc
/ORDER=ANALYSIS.

```

Bivariate Analysis (Correlational Analysis): See if any of the key variables of interest differ by demographic or distribution-related characteristics.

- Dichotomous variables (0/1 or no/yes variables, for example):
 - Run crosstabs for demographics by key variables of interest.
 - For example: **felt unsafe** (due to no female staff present) by **distribution type**
 - Run a Chi-square test for the crosstabs you just ran
 - Note the p-value for your Chi-squared test to determine whether there is a statistically significant association

Example SPSS code for Chi-square test of felt unsafe by distribution type

```

CROSSTABS
/TABLES= unsafe_nofem BY dist_type
/FORMAT=AVALUE TABLES
/STATISTICS=CHISQ
/CELLS=COUNT COLUMN
/COUNT ROUND CELL.

```

- Ordinal (scales or scores) and Continuous variables:
 - Run Chi-squared test on crosstabs of demographic variables by key variables of interest
 - For example: **distribution type** by **satisfaction score**

**Example SPSS Chi-square test of distribution type by satisfaction score**

```
CROSSTABS
  /TABLES=dist_type BY satisfac_ovrall_calc
  /FORMAT=AVALUE TABLES
  /STATISTICS=CHISQ
  /CELLS=COUNT COLUMN
  /COUNT ROUND CELL.
```

- Again, note the magnitude of the Chi-square coefficient and the p-value to determine whether there is a statistically significant association
- You may also run a t-test to look at the relationship between an ordinal or continuous outcome variable of interest and a categorical variable (e.g. sex, marital status). This test assumes the outcome variable is continuous and normally distributed, and the independent variable is categorical.
 - For example: **satisfaction score by gender of respondent**

Example SPSS code for t-test of satisfaction score by gender and by distribution type

```
T-TEST GROUPS=female (0 1)
  /MISSING=ANALYSIS
  /VARIABLES=satisfac_score satisfac_ovrall_calc
  /CRITERIA=CI(.95).

T-TEST GROUPS=dist_type (1 2)
  /MISSING=ANALYSIS
  /VARIABLES=satisfac_score satisfac_ovrall_calc
  /CRITERIA=CI(.95).
```

- Note the p-value to determine whether there is a statistically significant difference in the variable of interest across groups

Multivariate Analysis: *While not necessary, you may want to consider running multivariate analysis—such as regression models—to look at factors that contribute to the outcome variable of interest, if your sample size allows for this.*

- **Binary outcome variables:** Logistic Regression (bivariate, multivariate)
 - Run bivariate logistic regression for each variable identified as a significant indicator for the outcome of interest using Chi-square testing above to determine raw odds ratios.
 - Run multivariate logistic regression for all variables identified as significant in bivariate to determine adjusted odds ratios.
- **Continuous outcome variables:** Linear regression (OLS), analysis of variance (ANOVA, ANCOVA)
 - Run simple linear regression (OLS) or analysis of variance (ANOVA) for each variable identified as a significant indicator for the outcome of interest using t-tests to determine



deviation from group mean of the outcome of interest when the indicator variable is present.

- Run multiple regression or analysis of co-variance (ANCOVA) for all variables (as a group) that were associated with significant deviation from the mean in the simple linear regression to determine how much variation in the outcome variable is associated with variation in the indicator variables.

Matched Pair Data Across 2 or More Timepoints (e.g. 2+ rounds of distribution):

If you have matched pair data (e.g. same recipients receiving aid twice over two timepoints), you will need to restructure your data before analyzing (see: Annex C for Household Survey_Data Cleaning and Recoding Guidance). You can utilize the following types of analysis.

Univariate Analysis (Descriptive Statistics): *As stated above, explore and get to know your data, by each timepoint. If you reformatted your dataset ‘wide’, then you should have a version of each variable for each timepoint (e.g. gender_a, gender_b).*

- Run frequencies for all **demographic variables** by each timepoint: gender of respondent, age of respondent, gender of household head, marital status of household head, shelter type, etc.
- Run frequencies for all **key variables of interest** by each timepoint: freedom of movement, satisfaction, violence, fear, safety

Bivariate Analysis (Correlational Analysis): *See if any of the key variables of interest differ by demographic or distribution-related characteristics, including by each timepoint.*

- Run McNemar test to look at variation in a categorical outcome variables of interest (e.g. **any fear y/n**) that is correlated with binary characteristics (e.g. **sex**) using matched paired data across timepoints
 - For example: if you want to look at the variable **any fear** by **sex** across timepoints in different distribution locations

| |
|---|
| <p>Example SPSS code for McNemar test for any fear by sex</p> <pre> *Nonparametric Tests: Related Samples. NPTESTS /RELATED TEST(anyfear_dist.1 anyfear_dist.2) MCNEMAR(SUCCESS=FIRST) /MISSING SCOPE=ANALYSIS USERMISSING=EXCLUDE /CRITERIA ALPHA=0.05 CILEVEL=95. NPAR TESTS /MCNEMAR=anyfear_dist.1 WITH anyfear_dist.2 (PAIRED) /STATISTICS DESCRIPTIVES /MISSING ANALYSIS. NPAR TESTS /MCNEMAR=anyfear_redm.1 WITH anyfear_redm.2 (PAIRED) /STATISTICS DESCRIPTIVES /MISSING ANALYSIS. </pre> |
|---|



```

CORRELATIONS
/VARIABLES=anyfear_redm.1 female.1
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

```

- For example: if you want to look at the variable **any fear** by **caza** (region) across timepoints in different distribution locations

Example SPSS code for McNemar test for any fear by caza

```

**By caza.
SORT CASES BY caza.
SPLIT FILE LAYERED BY caza.

NPTESTS
/RELATED TEST(anyfear_dist.1 anyfear_dist.2) MCNEMAR(SUCCESS=FIRST)
/MISSING SCOPE=ANALYSIS USERMISSING=EXCLUDE
/CRITERIA ALPHA=0.05 CILEVEL=95.

SPLIT FILE OFF.

```

- Run paired t-tests to look at variation in an ordinal or continuous outcome variable of interest (e.g. **satisfaction score**) that is correlated with characteristics (e.g. **sex**, **marital status**) using matched paired data across timepoints.
 - For example: if you want to look at the variable **any fear** across **two timepoints**

Example SPSS code for paired t-test for any fear across two timepoints

```

T-TEST PAIRS=anyfear_dist.1 anyfear_redm.1 WITH anyfear_dist.2 anyfear_redm.2
(PAired)
/CRITERIA=CI(.9500)
/MISSING=ANALYSIS.

```

Multivariate Analysis:

While not necessary, you may want to consider running multivariate analysis—such as regression models—to look at factors that contribute to the outcome variable of interest, if your sample size allows for this.



Annex 3.8: Household Survey Practice Dataset

Learners can further sharpen their knowledge using the household survey by practicing on a household survey dataset and syntax for SPSS, which can be found in the Household Survey Annex folder in the shared drive [here](#) and [here](#), respectively.



Annex 3.9: Household Survey Summary Report Template

Post-Distribution Monitoring – Household Survey Summary of Findings

Overview

Give an overview of the situation in your country/region/city. Explain the distribution that took place. Talk about how many household surveys were conducted, when, by whom, and why it is important. The table below may help you visually represent the distributions for which you are conducting the household surveys.

Methodology

Describe briefly who your team is, any training that occurred, sampling approach, topics covered in the household survey tool, protocol for how the household survey too was carried out, and ethics and protocol for providing referrals to participants. The table below may help you visually represent the percentage of the population you have sampled.

Example Table: Overview of distribution and monitoring using the household survey tool

| | | |
|---|--------------------------------|---------------------------------|
| TYPE OF DISTRIBUTION BEING CONDUCTED | E.G. DOOR-TO-DOOR DISTRIBUTION | E.G. CENTRAL DISTRIBUTION POINT |
| LOCATION OF DISTRIBUTION | | |
| DATE OF DISTRIBUTION | | |
| # OF PEOPLE RECEIVING AID | E.G. 300 | |
| % OF PEOPLE INTERVIEWED DURING HOUSEHOLD SURVEY | E.G. 150 (50% OF RECIPIENTS) | |
| ANY OTHER INFORMATION (E.G. COVID-19 SITUATION, ETC.) | | |

Findings

Summarize the findings from the household survey data analysis output (e.g. from SPSS, STATA, or other statistical software used by your MEAL team). Below are some headings that may help you. Remember to disaggregate all findings by gender where possible, and consider disaggregating by distribution if relevant.

Description of the sample

The example table below may help you visually represent characteristics of the sample who were interviewed. Note that this information can also be visually represented with pie charts or bar graphs in Excel, as depicted in the example figures below.



Example Table: Characteristics of respondents and their households, overall and by distribution modality

| | | Distribution | | | | | |
|--|--------------------|---------------------|----------|-------------------|----------|-------------------|----------|
| | | <i>Normal</i> | | <i>Adapted</i> | | <i>All</i> | |
| | | <i>n=355 (52%)</i> | | <i>n=XX (XX%)</i> | | <i>n=XX (XX%)</i> | |
| | | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> | <i>n</i> | <i>%</i> |
| Respondent Gender | <i>Male</i> | 123 | 35 | | | | |
| | <i>Female</i> | 232 | 65 | | | | |
| Age of respondent | <i>Mean</i> | 32 | | | | | |
| | <i>Under 18</i> | 18 | 5 | | | | |
| | <i>18-24</i> | 98 | 28 | | | | |
| | <i>25-34</i> | 110 | 31 | | | | |
| | <i>35-44</i> | 66 | 19 | | | | |
| | <i>45-59</i> | 43 | 12 | | | | |
| | <i>60 or older</i> | 20 | 6 | | | | |
| Marital status of head of household | <i>Single</i> | 33 | 9 | | | | |
| | <i>Married</i> | 275 | 77 | | | | |
| | <i>Separated</i> | 15 | 4 | | | | |
| | <i>Divorced</i> | 6 | 2 | | | | |
| | <i>Widowed</i> | 26 | 7 | | | | |
| What is your family size? | <i>Mean</i> | 7 | | | | | |
| | <i>1-4</i> | 94 | 26 | | | | |
| | <i>5-9</i> | 200 | 56 | | | | |
| | <i>10 or more</i> | 61 | 17 | | | | |
| How many people (family and non-family) live in your household? | <i>Mean</i> | 8 | | | | | |
| | <i>1-4</i> | 72 | 20 | | | | |
| | <i>5-9</i> | 185 | 52 | | | | |
| | <i>10 or more</i> | 97 | 27 | | | | |



Example Figures: Characteristics of aid recipients and their households

Figure 1: Gender of respondents

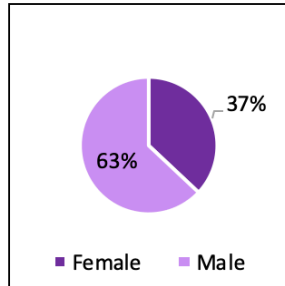


Figure 2: Age of respondents

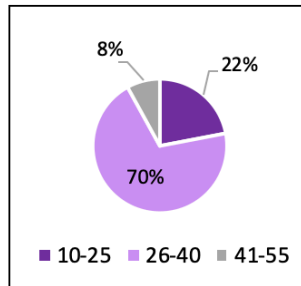


Figure 3: Gender of household head

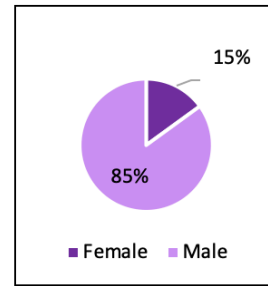
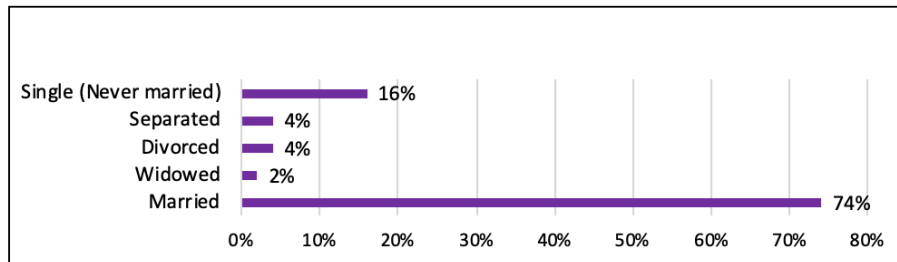


Figure 4: Marital status of head of household



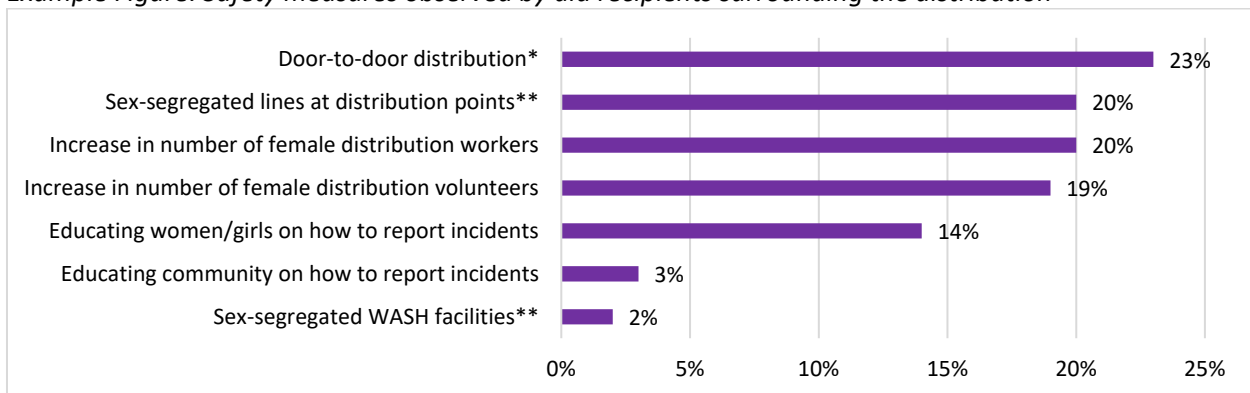
Satisfaction with different aspects of the distribution process

- Overall
- Information and communication about distribution
- Traveling to and from the distribution point
- Interactions at the distribution point
- Violence, abuse or harassment

Perceived Risk and Safety

- Safety measures observed

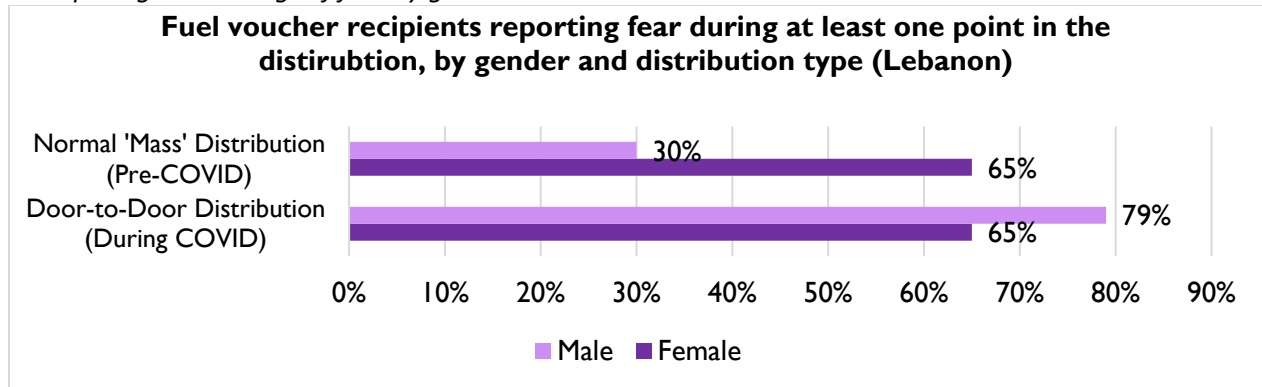
Example Figure: Safety measures observed by aid recipients surrounding the distribution



- Feelings of fear reported (this is an indicator of potential SEA risk)



Example Figure: Feelings of fear by gender and distribution



- *GBV or SEA Reported*

GBV or SEA may be reported through multiple-choice questions, or through open-ended responses.

Recommendations

Based on the above findings, draft specific recommendations for the distributing organization. Stick to actionable recommendations. If relevant, include details like who, where, when, and how.

ANNEX 4: FOCUS GROUP DISCUSSIONS



Annex 4.1: Focus Group Discussion Tool

EMPOWERED AID – ADAPTED POST-DISTRIBUTION MONITORING TOOL

FOCUS GROUP DISCUSSION GUIDE

This guide will be used for focus group discussions (FGDs) with **community members and staff of humanitarian organizations involved in distributions** as part of post-distribution monitoring. FGDs will be held separately with each group (community members: men, women, boys and girls separately; and agency staff).

Focus groups should be held with **5-6 participants maximum** to allow enough time for each person to contribute. The focus group should not go beyond **2 hours**.

PREPARATION: This discussion uses visual methods. The facilitator should have several pads of flipchart paper, colored markers, and preferably post-it notes available. For the first exercise, you should have pictures of the negative impacts ready (printed/drawn) or items to symbolize each one.

ESSENTIAL STEPS & INFORMATION BEFORE STARTING THE FOCUS GROUP DISCUSSION

Before starting, obtain informed consent from participants using an *Informed Consent Form* (example in Annex 5).

Once the group comes together and you start, re-emphasize:

- Participation is voluntary, no one is obligated to respond to any questions if s/he does not wish
- Participants can leave the discussion at any time
- If sharing examples or experiences, individual names should not be shared
- Be respectful when others speak
- The facilitator might interrupt discussion, but only to ensure that everyone has an opportunity to speak and no one person dominates the discussion

Agree on:

- Keep all discussion confidential; however be aware we are talking in a group and do not share any names or other identifying information
- Do not share details of the discussion later, whether with people who are present or not
If someone asks, explain that you were engaged in post-distribution monitoring activities designed to assess the quality of recent distributions

Ask permission to take notes:

- No one's name will be mentioned in the written notes



- The purpose of the notes is to ensure that the information collected is precise
- If everyone has agreed to audio recording, we will start the audio recording now.

NOTETAKER STARTS THE AUDIO RECORDING [if everyone has consented] Say into the recorder, “My name is _____, the date is _____, I am in [location], this is group discussion with [type of actor i.e., refugee women; humanitarian actors; etc.]”

Place the recorder near the translator and facilitator, a bit toward the center of the group, so it captures everyone’s voices.

Introduction (10 minutes)

Hi, my name is _____ and I work with [Name of Organization]. We are partnering with [Name of partner organization, if applicable] to learn more about the challenges communities face in accessing humanitarian assistance, as well as the ways they are already addressing these challenges, and how they think challenges could be better addressed.

Each of you has already given consent to have this discussion with us. Your participation is voluntary and we thank you for your time.

Let’s start by sharing our names.

Part 1: Ranking Impacts of [Type of Aid] (30 minutes)

1. *We have talked with many [women/men/girls/boys] living in the [Type of community] to understand the impact [Type of assistance] has in their life and those in their household. Sometimes, it impacts them in negative ways. I will share some of the main negative impacts with you and ask you to rank them, from those you think are the most serious concerns for [women/men/girls/boys] like you, to those you consider least serious.*

FACILITATOR:

- Introduce each of the 7 impacts using either the picture or the item you brought to represent it.
- Set these in the center of the group once you have described them.
- Draw an imaginary line on the floor. Ask participants to move the impacts they think are most serious to the top of the line, and those that are least serious to the bottom. Allow participants to negotiate and debate with each other as they come to a consensus. **IMPORTANT: The Notetaker should capture direct quotes from these negotiations!**
- As the debate slows, the Facilitator should check that participants have arrived at a final consensus, and ensure the notetaker has recorded this.



Example photos of how to facilitate this exercise, and how the Notetaker can record the final ranking, are in FGD Tool Appendix 1, a few pages below at the end of this tool.

| | Potential negative impacts of [type of aid] *IMPORTANT: In the spaces below, list 7 potential negative impacts of the type of aid/assistance you are investigating |
|---|--|
| 1 | <i>SAMPLE: Amount of aid given is insufficient or quality is bad. Example: Reduced food rations may not last until next distribution cycle, or not enough to sell for grinding, transport, or other necessities and feed everyone in the family, or food is spoilt or rotten. This can lead to forced/early marriages.</i> |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |

2. [IF THERE IS TIME, ask:] Have any of these negative impacts improved in the last distribution? Gotten worse?

Part 2: Open-Ended Questions (30-45 minutes)

Remember the last [type of aid] distribution you attended. We will now ask you a few questions about your experience before, during, and after that distribution.

3. Mobilization, sensitization, and communicating information: How did you and other refugee [women and girls / men and boys] find out when food was being distributed?
 - 2b. Who distributed this information? How?
 - 2c. Who was most likely to hear about it? Least likely?
 - 2d. Which methods worked best? What can be improved?
4. Again, imagine the most recent distribution you participated in. Were there any aspects of how it was organized, and who was working there, that made you feel safe? Or any that made you feel unsafe?
5. How were beneficiaries treated while at the Aid Distribution Point by NGO staff? What about the community structures such as [examples of community structures / volunteers who participate in the distribution]?



Please share both positive and negative treatment you have observed, and who is most affected (women, men, girls, boys, persons with special needs, the elderly, people living with disabilities, etc.).

6. *One of the security concerns that can exist is sexual exploitation and abuse, which means that someone takes advantage of their power to exploit someone else by demanding sexual relations in exchange for aid. Without sharing names, have you heard or seen anyone (aid recipient) who has been taken advantage of sexually by a NGO staff, partner, or community volunteer?*

6b. By anyone else, such as a driver (i.e. [relevant forms of transportation]) or security officer?

6c. Has this kind of abuse increased or decreased since the last distribution?

7. *Once [type of aid] is received, how do you transport and store these items home?*

7b. What are challenges you have experienced or observed that women and girls being able to do safely? How is this different for men and boys?

8. *Have you seen or heard of other types of violence or abuse that women and girls in your community are facing, that may be linked to the COVID-19 pandemic and response?*

9. *According to you, what could be done in this community to create a safer environment for [women and girls / men and boys] to access [type of aid]?*

9b. Have any improvements already been made?

[Probes: increase in female staff, increase in number of police or female police, community safety groups, awareness raising around risks]

10. *If you wanted to ask questions or find more information about distributions, report a complaint, or give other feedback about the program, how would you do that?*

[Probes: Where would you feel safe to report? Who would you feel comfortable to report to? Through what means?]

11. *Are you satisfied with the way complaints are being handled at the [insert complaints mechanisms] during distributions?*

[Probes: Are you satisfied with the people staffing the desk? Has anything improved, or worsened, since the previous distribution?]

Part 3: Open-Ended Stories or “Vignettes” (30-45 minutes)

Steps for facilitator:

- 1) *I’m going to read some stories from communities like yours, based on various real-life experiences. I want your help in filling in these stories as if they happened to someone in your community.*



- 2) The Facilitator should write “survivor” in the center of the paper. Then read the stories below.
- 3) After reading each question, write responses on the paper (or use sticky notes). The more helpful or accessible the response is in relation to the survivor, the closer you should write it to “survivor”.
- 4) If possible, take a picture of the final paper (not participants) at the end.

Stories:

“On the side of food here you find that when we girls or women go [to the food distribution point] you find that in that time of getting, we may be tired over standing and the sun is too hot, sometimes those workers who are there they come around confusing you that ah please accept me, maybe after that I will help you and go and save your food.”³

“Then there the place of food [distribution], there is sexual exploitation by the workers, if people are many they come and they deceive other women they tell them if you don’t want to stay in line you accept me let me sleep with you, you will not stand in the line.”

“Also some workers can pretend that to be helping you like they will just say mama come I help you come with your plate, they serve you first so the time of going back home you find this very worker will be following you up and will begin to discuss with you a lot of things and also bring the issue of helping you trying to make relations with you because he has helped you.”

| |
|---|
| 1. <i>If a woman reported that she had an experience similar to the women in the stories, how many of you would believe her story? Does this story sound like something that happens among the communities you serve? What type of people are most affected? (Probes: gender, ability, age)</i> |
| 2. <i>If the women in the stories decide to share what happened to them, who might they tell and where might they go?</i> |
| 3. <i>What might prevent these women or other survivors from getting help? [Probe: Why would survivors hesitate to share experiences like this with other people?]</i> |
| 4. <i>In your community, and without sharing names, are there any examples of perpetrators of this type of abuse being held to account?</i> |
| 5. <i>Are there any ways the current system for distributing food could be made safer for women and girls? What about men and boys?</i> |

³ These vignettes were sourced from the qualitative data collected with the women and girls during the first phase of Empowered Aid. This gave the participants an opportunity to reference real-world experiences of women and girls from their communities. These vignettes can be re-used, or replaced based on the context you are working in.



6. *Thinking about the last distribution you attended: What have you observed being done to better protect women and girls? Others? How did this affect your experience of safety or risk during the distribution?*

Conclusion

- Thank participants for their time and their contributions.
- Remind participants that the purpose of this discussion was to better understand their views and suggestions in relation to accessing aid.
- Repeat what will be done with this information and the purpose it will eventually serve.
- Remind participants of their agreement to confidentiality.
- Ask participants if they have questions.
- If anyone wishes to speak in private, respond that the facilitator and a staff member will be available after the meeting.

[End audio recording and ensure it is SAVED]



FGD Tool Appendix 1

Example photos of how to facilitate the first ranking exercise:



FIGURE 1: PHOTOS OF RANKING EXERCISE WITH DRAWINGS



FIGURE 2: PHOTOS OF RANKING EXERCISE USING OBJECTS TO REPRESENT THE DIFFERENT IMPACTS



How the Notetaker can record the final ranking:

| Impact | Rank: enter 1-7 according to where the group ranked it in importance 1=most serious 7=least serious <i>Examples in red:</i> |
|---|--|
| <i>SAMPLE: Amount of aid given is insufficient or quality is bad. Example: Reduced food rations may not last until next distribution cycle, or not enough to sell for grinding, transport, other necessities and feed everyone in the family, or food is spoilt or rotten. This can lead to forced/early marriages.</i> | <i>4</i> |
| | |
| | |
| | |
| | |
| | |
| | |



Annex 4.2: Facilitation Guide for Training on FGD Tool

MATERIALS TO PREPARE BEFOREHAND:

- **Flipchart, different color markers, post-it notes**
- **Audio recorders (3)**
- **Printing**
 - **At least 1 blank Focus Group Discussion guide per person, and 1 Verbal Consent form per person;** in English and any other relevant language(s)
 - **Focus Group Discussion Consent form**
- **Preparation for facilitation team:**
 - Read through the consent form, tool, presentation, and facilitation guide to ensure understanding of the content and to refresh your own knowledge on Focus Group Discussions
 - Decide who will facilitate each session.

Day 1 Agenda

| Timing | Topic | Objectives | Facilitator(s) | PPT Slides | Printing/Prep |
|--------------------------|--|--|----------------|--------------|---------------|
| 45 minutes | Welcome and Introduction to the Workshop | <ul style="list-style-type: none"> • To introduce the purpose of workshop • To introduce/refresh on the PDM process • To share project activities to date | Name | Slides 1-4 | |
| 45 minutes | Key Concepts Review | <ul style="list-style-type: none"> • To review key concepts around power, gender, GBV and SEA | | Slides 5-17 | |
| BREAK: 15 minutes | | | | | |
| 15 minutes | Best practices for FGDs | <ul style="list-style-type: none"> • To introduce the purpose of the FGD and ethics • Review good facilitation and note taking skills | | Slides 18-26 | |
| 30 minutes | Review Consent Process | <ul style="list-style-type: none"> • To refresh on administering informed consent • To ask questions or provide feedback on the consent process | | Slides 27-29 | |



| | | | | | |
|--|-----------------------------------|--|--|--------------|-----------------|
| 30 minutes | Introduce the FGD tool | <ul style="list-style-type: none"> To become familiar with the questions included in the FGD tool | | Slide 30 | |
| 60 minutes | Simulation of FGD tool | <ul style="list-style-type: none"> To watch and learn from a demonstration of the FGD tool | | Slide 30-33 | |
| LUNCH: 1 hour | | | | | |
| 2 hours OPTIONAL: You could serve a tea break during this period for participants to enjoy as they role play | Continue simulation with FGD tool | <ul style="list-style-type: none"> To watch and learn from a demonstration of the FGD tool, and discuss/reflect on the simulation | | Slides 34-35 | Audio recorders |
| 1 hour 30 minutes | Plenary Feedback Session | <ul style="list-style-type: none"> Discuss and provide feedback as a group on practice sessions | | | |
| 15 minutes | Debrief and Close | <ul style="list-style-type: none"> Cover final questions and next steps | | Slide 36 | |

1. Welcome and introduction to the workshop

- Introduction / icebreaker
- Ground rules: Ask for suggestions for ground rules for the workshop (e.g., turn phones off, keep timing, etc.) and write on the flip chart. Hang the finalized list in the room so all can see.
- Eyes & Ears: Ask for volunteers to act as the *Eyes and Ears* i.e., will do the summary of the previous day, act as a spokesperson for the group if any issues emerge with the training, and help keep time.
- Review agenda
- Remind participants of the Empowered Aid project, and discuss the purpose of the training:
 - *This study **engages women and girls in participatory action research** so that their concerns and needs are addressed in aid distribution.*



- *The information that you provide in the focus group discussions will be used to **ensure aid distributions** are **safer** and more **accountable** to women and girls.*
- *This **two-day workshop** will give you further information on the subject matter you will be engaging with and how you will facilitate the focus group discussions exercises. We will also **practice** the research exercises, so you feel more comfortable with them.*
- Ask for questions and clarifications

2. Key Concepts Review

Lecture/Facilitated Discussion:

- Refresh on key concepts around power, consent, gender, and gender-based violence. Exercises to review these concepts can be found in Empowered Aid's [Participatory Action Research Training Curriculum & Facilitation Guide](#).

3. Best practices for FGDs

Lecture/Facilitated Discussion:

- Refresh on best practices for organizing and facilitating focus groups, including ethics
- Focus group discussions (FGDs) are an important part of “post-distribution monitoring” (PDM)
 - These tools help us monitor how participants, especially women and girls, feel in terms of both safety and risk.
 - We are interested to see if they feel **safer**, or **less at risk**, in the adapted distribution as compared to the ‘normal’ distribution.
 - In addition to FGDs, we also conducted safety audits at the distribution site, and a post-distribution household survey
- Purpose of focus groups:
 - Meant to explore cultural norms, beliefs, practices, topics – they are **not** for individual stories, as we cannot guarantee confidentiality from other group members.
 - Interactions with other participants brings out more conversation.
 - Dialogue among the group informs our analysis.
- Organization of focus groups
 - Groups chosen because of certain characteristics – Should be similar.
 - For example, adolescent girls would be in a different group than married women.
 - Each group should have between 6 – 8 participants.
 - This ensures enough participants for a lively discussion, but also that everyone has a chance to contribute.
- What are Some Characteristics of a Good Facilitation Team?



- Being respectful
- Listening well
- Not interrupting
- Turning off phones
- Helping all participants to engage in the discussion
- ...others?

- Facilitation
 - Sex-matched facilitation
 - For groups of men, it can sometimes be useful to maintain a female facilitator depending on the topic.
 - For groups of women, it is generally important to have a female facilitator.
 - Facilitator must be skilled in undertaking non-biased, supportive listening to avoid influencing answers.
 - Facilitators should allow discussion of a question until no new ideas are emerging, then shift the focus of the discussion to explore other aspects of the topic / question.
 - Ideally, shifts to explore other areas or move to another question will build on what some of the participants have mentioned.

- Facilitation: Asking questions
 - Follow instructions on how to read the questions
 - Do not emphasize one response choice over another
 - Can probe after answers for:
 - Correctness
 - Clarity
 - Completeness

- Ethics for focus groups:
 - Review safety and ethical considerations, including trauma informed interviewing, which can be found in [Annex 6](#).
 - Always begin only after receiving informed consent.
 - Privacy and confidentiality are important!
 - Ask members of the group to keep what they are hearing confidential.
 - Inform participants that they can stop/take a break at any time. Emphasize that they can choose to answer or not answer any question they do not feel comfortable addressing.
 - IMPORTANT: Ask participants not to share any identifying names in the group discussion, as this is a group format, and we cannot guarantee privacy.
 - Explain that note taking and audio recording may be used *if consent is received from all participants of the focus group*.
 - If any identifying information is shared (see point above to avoid this) it will be removed from the notes.



- Always begin and end by reminding participants they can speak with a social worker (identify who) privately afterward, for any reason including to seek referrals.
- After the FGD Ends
 - Give the participants time to decompress
 - Offer referral services & information
 - Offer to speak one-on-one
 - Ensure the notes & audio are collected & uploaded securely to where data is being stored.
 - Original copies should be kept in a locked cabinet and destroyed once they are typed up or transcribed.
 - **Note who will be managing this process.

4. Review consent process

Lecture/Facilitated Discussion:

- Informed Consent
 - What do we mean by “informed consent”?
 - Why do we need to get informed consent before conducting an interview?
- Review the Consent Form Together
 - Consent must be collected from all focus group participants
 - If the participants are under the age of 18, parental or guardian consent must be given
 - No participants can be under the age of 15
- Voluntary Nature of Participation
 - A person’s decision to participate or not, will not affect their access to aid positively or negatively!
 - A person can choose to skip any question at any time!
 - A person can choose to stop the interview at any time!
- Review the hotline number & location to visit if the participants have questions or problems. Write into consent form.

Review the Consent Forms:

- Distribute paper copies of the informed consent forms
- Project a copy on the projector
- Go through the consent statement together as a group by having different participants read each paragraph aloud
- Ask if anything needs to be clarified

Small Group Exercise

- Break participants into pairs and have them practice the consent form
- Debrief on how the process went and any remaining questions



5. Introduce the FGD tool

Review the FGD Tool:

- Hand out paper copies of the tool
- Project the tool and go through each question together as a group by going around the room and having a different participant read out each question
- After each question is read ask if the meaning is clear and discuss as a group any clarifications required
- Check with the translators and let them translate in turns to check for consistence
- Establish FGD Teams
 - Who will be lead facilitators for the focus groups & manage audio recorders?
 - Discuss who will take notetaker role? Who will be translator role?
 - Focus groups with women = all-female team
 - Focus groups with men can be mixed team

6. Simulation with FGD tool

Role Play in Plenary

- Review the roles of the focus group discussion: facilitator, note taker, and other support as needed.
- Simulation
 - One facilitation team member should facilitate the focus group, another should serve as notetaker, and another as translator. Three participants can play the FGD participants so that all other training participants can watch the role play.
 - Decide who will be the facilitator, the note taker, and the participants for the simulation, and then practice the tool.
 - Note: facilitation team will need flipchart paper, markers, post it notes
- Plenary Discussion
 - After the simulation is complete, the facilitator and note taker can share how they played their roles, participants can ask questions, all share reflections
- Role-Playing Debrief
 - This is the most important part of our training – practicing and talking about what went well, and what can be improved.
 - Each time we will first debrief those playing the role of FGD participants. *How did they feel? What went well or what would they change?*
 - Then we ask the facilitator to share the same type of feedback.
 - Then the notetaker and translator.
 - Then any training participants who didn't participate in the role play can add their feedback.
 - Finally, the training facilitation team can add anything not already said or emphasize some of what's been said.



7. Continue simulation with FGD tool

Continue to Role Play in Plenary (or 2 groups)

- One facilitation team member should facilitate the focus group, another should serve as notetaker, and another as translator. Volunteers can be participants while the rest of the group should observe and take notes.
- Continue with different people in each role, for each of the different scenarios described.
- Facilitate debriefs after each role-playing scenario
- Role-playing scenarios
 - Scenario 1: the participants are very quiet so the facilitator practices how to support discussion in this situation.
 - Scenario 2: one participant is very talkative and doesn't want to let others speak.
 - Scenario 3: one participant becomes upset so the facilitator practices how to offer support and referral.
 - Any other scenarios the group would like to practice
 - Remember to debrief (next slide) after each with the whole training group

8. Plenary Feedback

Facilitated Discussion:

- Debrief together in plenary about questions and observations the facilitators have noted as they moved around and observed the groups.
- First the facilitator shares, then the note taker, then the participants.
- Note taker to show how they organized their notes and what things they observed in particular.
- Role-playing debrief
 - This is the most important part of our training – practicing and talking about what went well, and what can be improved.
 - Each time we will first debrief those playing the role of FGD participants.
 - *How did they feel? What went well or what would they change?*
 - Then we ask the facilitator to share the same type of feedback.
 - Then the notetaker and translator.
 - Then any training participants who didn't participate in the role play can add their feedback.
 - Finally, the training facilitation team can add anything not already said or emphasize some of what's been said.

9. Debrief and close

Facilitated Discussion

Ask the group:

- *What have we learned today?*



- Are outstanding questions or clarifications needed?
- Ask Eyes & Ears to prepare for tomorrow

Day 2 Agenda

| Timing | Topic | Objectives | Facilitator(s) | PPT Slides | Printing/Prep |
|--------------------------|------------------------------------|---|----------------|------------|-----------------|
| 30 minutes | Welcome, Day 1 Recap (Eyes & Ears) | <ul style="list-style-type: none"> • To summarize the main learnings from Day 1 | | | |
| 30 minutes | Refresher on ethics and referrals | <ul style="list-style-type: none"> • To re-emphasize key ethical and safety concerns | | | |
| BREAK: 15 minutes | | | | | |
| 45 minutes | Practice | <ul style="list-style-type: none"> • To practice FGD facilitation and note taking skills / techniques • To ensure all facilitators and note takers have a chance to play their role | | | Audio Recorders |
| 30 minutes | Plenary Discussion from practice | <ul style="list-style-type: none"> • Discuss and provide feedback as a group on practice sessions | | | |
| 30 minutes | Logistics and Close | <ul style="list-style-type: none"> • Cover final questions and next steps | | | |
| LUNCH: 1 hour | | | | | |

1. Welcome, Day 1 Recap

- Ask the Eyes and Ears to recap about what was learned yesterday
- Ask the group to add anything missed out
- Review agenda

2. Refresher on ethics and referrals

- Review safety and ethical considerations, including trauma informed interviewing, which can be found in [Annex 6](#).

3. Practice

- Practice:
 - Use the FGD tool



- Take turns having facilitation teams role play as facilitator, notetaker and translator, with 2-3 other training participants role playing as FGD participants, and the rest observing
- Debrief after each role play/practice
 - *What were the highlights of facilitating / note taking / participating in the session?*
 - *What were the difficulties or challenges?*
 - *What would support would make these sessions more comfortable?*

Small Group Exercise

- You can either have facilitation teams take turns role playing in front of the whole group or have them break into two groups and 1 member of the facilitation team can sit with each group.
- Practice everything as you would in the real FGD, **including using the audio recorders.**

Group Debrief

- Follow the steps for debriefing on **slide 52**
 - *What were the highlights of facilitating / note taking / participating in the session?*
 - *What were the difficulties or challenges?*
 - *What would support would make these sessions more comfortable?*
- Facilitator debriefs first, followed by note taker, then participants

4. Plenary Discussion from practice

Facilitated Discussion

- Facilitators share reflections and questions from practice
- Note takers share reflections and questions from practice
- Open to full group to discuss how practices went, final questions

5. Logistics & Closing

Logistics

- How will participants be reached?
- Who will manage the audio recorders and facilitation materials?
- Location of the FGDs and transport to/from
- **Outline next steps & scheduling**

Ask the Group:

- *What have we learned today?*
- *Are outstanding questions or clarifications needed?*
- *Outline next steps & scheduling*



Annex 4.3: FGD Planning and Tracking Spreadsheet

The planning and tracking spreadsheet should be used by the data collection team to determine who will be on the facilitation team (facilitator, note taker) for each focus group, on which day of the post-distribution monitoring schedule the focus groups will occur, and with what groups. After each day, the data collection team lead should check to ensure the interviews are completed, notes typed and saved within 3 days of the focus group, and marked this in the tracker. The spreadsheet can be found online in the Focus Group Discussion Annex folder of the shared drive [here](#).



Annex 4.4: FGD Data Analysis Guidance

- First, divide up the questions in a spreadsheet into different rows so that you can type in the responses from either the recording or the notes taken during the interview into the respective row. This will make identifying themes and coding the data faster. You can find the analysis spreadsheet used for Empowered Aid in [Annex 4.5](#).
- If the analysis will be conducted by more than one researcher, try to divide the work so that the same researcher is listening to similar recordings or looking at similar notes. For example, one researcher may listen/read to women's focus groups while another listens/reads to men's focus groups. This will make it easier to identify themes among categories of participants.
- Before beginning analysis and if you are listening to recordings, identify appropriate keyboard shortcuts for the computer and application that you are using. Key shortcuts include play, pause, rewind, and fast forward.
- As you listen to the recordings, remember to transcribe any quotes that are particularly powerful and that exemplify the major themes. These quotes can be used to support your analysis in the final write-up.
- If you already have some ideas about what type of responses the discussions will produce, create a color-coding index before you begin analysis. For example, highlight notes about aspects that made participants feel safe in green, highlight responses related to GBV experiences in purple, etc. As new themes emerge, add new color codes to your existing list.
- If possible, keep count of the number of times you observe a given theme. For example, place a tally next to the color-coding index each time an idea is mentioned. You may choose to stop keeping count after a certain point, for example, once a theme is mentioned 10 times.
- If your budget allows, you may choose to invest in tools to facilitate the analysis process such as high-quality headphones and a transcription foot pedal, or send the files to a transcriber (and translator if needed) and analyze then transcripts.
- Analysis of the FGDs should follow standard qualitative analysis, identifying codes and themes in the data to draw out patterns, and capture rich, key quotes that speak to the issues women and girls face in distributions. For more knowledge and learning on qualitative analysis, see [GWI's Gender-Based Violence Research, Monitoring, and Evaluation with Refugee and Conflict-Affected Populations: A Manual and Toolkit for Researchers and Practitioners](#)



Annex 4.5: FGD Analysis Spreadsheet

As mentioned in the toolkit, the notes and transcription from the focus group discussions can be typed up and analyzed directly in the FGD analysis spreadsheet. The spreadsheet is divided up into the question areas of the tool for ease in entering and analyzing the data. The spreadsheet can be found in the Focus Group Discussion Annex folder in the shared drive [here](#).



Annex 4.6: FGD Summary Report Template

Post-Distribution Monitoring - Focus Group Discussions Summary of Findings

Overview

Give an overview of the situation in your country/region/city. Explain the distribution taking place. Talk about how many focus group discussions were conducted, when, by whom, and why it is important.

Methodology

The table below may help you visually represent the number and make-up of the focus group discussions you are facilitating.

| Distribution Site # | FGD # | Focus Group Discussions Held |
|---------------------|-------|---|
| 1 | 1 | <i>Description of Group members (ex: Women, Men, Men with Disabilities, etc.)</i> |
| | 2 | |
| | 3 | |
| 2 | 4 | |
| | 5 | |
| | 6 | |
| | 8 | |
| | 9 | |
| | | |
| 4 | 10 | |
| | 11 | |
| | 12 | |

Summary of Findings

Summarize findings from the [Focus Group Discussion Analysis Sheet]. Below are some headings that may help you:

Positive and negative impacts of distribution, including gender-based violence

Fear and safety in the distribution process

- When communicating or giving information about distributions and during registration or verification exercises
- At the point of distribution
- Transporting items home and storing or maintaining the aid received



- Improvements that respondents have observed at distributions

SEA risk, reporting complaints, and accessing services

- Risk factors and vulnerable groups
- Perpetrators of SEA
- How families and communities respond to SEA
- Survivor, women and girls' responses, and accessing services
- Recommendations made by FGD participants

Recommendations

Based on the above findings, draft specific recommendations for the distributing organization. Stick to actionable recommendations. If relevant, include details like who, where, when, and how

ANNEX 5: CONSENT FORMS

EMPOWERED AID – ADAPTED POST-DISTRIBUTION MONITORING TOOLS

Informed Consent for Household Survey / Focus Group Discussions

Hello, my name is _____. I am [position] from [name of organization]. We are conducting a survey on your satisfaction with the [Insert aid type] distribution your household recently participated in.

The survey should take about 15-30 minutes to complete. It will not affect the aid you receive. We would like to speak with the person in your household, age 15 or older, who attended that distribution to collect [insert aid type]. Would that person be available?

1. *Yes*, once eligible person is present → re-read **Intro** then go to **Ethics and Informed Consent**
2. *Child with no one 15+ years available* → go to **child** below
3. *No longer in contact with person who attended the distribution* → go to **ineligible** below
4. *No/respondent refuses* → **share any key messaging or referral materials and End**

Ethics and Informed Consent

Are you in a safe, private space to talk? So that you can speak freely and not have others overhearing you.

1. *Yes* → continue to **Verbal Consent Form [below]**
2. *No* → go to **Better time**

Better Time

When would be a better time to call back to conduct the interview? [**Set callback time.**]

Child (*Below 15 years old*)

Adolescent (15 – 17 years old)

I would like to speak to an older person in your household, 15 years or older.

1. *Yes* - May we speak to them now? reread introduction then go to Ethics and Consent

Is there a better time to call back to speak to them?

1. *Yes, time.* Thank you. We'll call back then.
2. *No/don't know.* Thank you. We'll try again at another time.

Ineligible

I'm sorry, but we can only complete the study with the person who attended the distribution. Thank you for your time.

Verbal Informed Consent

First of all, thank you for your time. You may choose to participate and share information about yourself, or not to participate. It will not affect the aid you receive. If you participate, we do not record any information that can identify you, in order to protect your confidentiality and privacy. We record all answers anonymously. You will not be contacted again unless you explicitly ask to be contacted again by our team. If you are also an employee of the NGO involved, your employment will not be affected by a decision to participate or not.

The survey will ask about safety of women and children and may include questions that are uncomfortable. You are free to refuse to answer any questions, or to end your participation at any time, and it will not affect the services you receive.

We use this information to improve our distribution services. While you may not benefit directly from talking with us, you will be helping other families who use the services in the future.

I can also share a list of resources or refer you to a specially trained colleague, should the questions upset you or you wish to further pursue a concern.

You are welcome to contact **[insert number]** should you have any questions or concerns about this research.

In case you consider yourself a victim or witness of corrupt practices or any illegal, discriminatory or abusive behavior in the scope of the Fuel Voucher distribution or during this interview, you may contact the complaints desk at **[insert number]**. Your report will be treated confidentially.

Do you have any questions? *[Pause to discuss]*

Do you consent to participate? Yes No

Only continue with the questionnaire if participant has provided verbal consent.

ANNEX 6: TRAINING ON ETHICAL & SAFETY CONSIDERATIONS

This annex can be used to supplement review on ethical and safety considerations when conducting trainings on the tools. The data collection team should always have a refresher on these concepts during trainings after going through a mandatory training on safety and ethics related to data collection related to gender-based violence and sexual exploitation and abuse. Further information on Safety and Ethical Considerations for Research, Monitoring and Evaluation with Refugees and Conflict-Affected Populations can be found in Empowered Aid's [Participatory Action Research Training Curriculum & Facilitation Guide](#) and GWI's [Gender-Based Violence Research, Monitoring, and Evaluation with Refugee and Conflict-Affected Populations: A Manual and Toolkit for Researchers and Practitioners](#).

Summary on ethical and safety considerations for GBV-related data collection

Explain ethical and safety considerations for research and data collection related to GBV issues.

- Effective assessments or research **only** collects information that may be used for research, programming and advocacy.
- Research team members must demonstrate an understanding of the ways in which assessments can increase violence against women and girls and must not purposefully target survivors when collecting information from community members.
- Collecting data in an emergency setting, a humanitarian setting, a setting of displacement from a 'vulnerable population' around sexual violence is EXTREMELY SENSITIVE. We will talk about risk/benefit assessment when making decisions around data collection. Also, all other data sources should be explored before pursuing primary data collection with survivors or about survivors.
- Obtaining information about sexual violence requires individuals to confront, admit to and discuss an issue that is extremely sensitive, both culturally and socially. In particular, survivors are often asked to describe difficult and painful past or recent experiences, which may result in distress. In some emergency settings, simply participating in sexual violence inquiries can have serious, even life-threatening implications, not only for the participants themselves, but for the community and those involved in collecting information.
- A range of ethical and safety issues must be considered and addressed prior to the commencement of any such inquiry. Failure to do so can result in harm to the physical, psychological and social well-being of those who participate and can even put lives at risk.

Handout WHO Guidelines:

<https://www.who.int/reproductivehealth/publications/violence/9789241595681/en/>⁴

Ask participants to find the explanation of what each of these guidelines means in the WHO Guidelines and raise their hand. Can be helpful to have candy to reward correct answers!

⁴ The WHO Guidelines are available in English, French, and Arabic on the WHO website.

1. The benefits to respondents or communities of documenting sexual violence must be greater than the risks to respondents and communities.
2. Information gathering and documentation must be done in a manner that presents the least risk to respondents, is methodologically sound, and builds on current experience and good practice.
3. Basic care and support for survivors/victims must be available locally before commencing any activity that may involve individuals disclosing information about their experiences of sexual violence.
4. The safety and security of all those involved in information gathering about sexual violence is of paramount concern and in emergency settings in particular should be continuously monitored.
5. The confidentiality of individuals who provide information about sexual violence must be protected at all times.
6. Anyone providing information about sexual violence must give informed consent before participating in the data gathering activity.
7. All members of the data collection team must be carefully selected and receive relevant and sufficient specialized training and ongoing support.
8. Additional safeguards must be put into place if children (i.e. those under 18 years) are to be the subject of information gathering.

When you get to informed consent, survivor care and support, and specialized training, note that trauma informed interviewing and referral are important for data collection directly with aid recipients in context of SEA/GBV. This applies more to the point of distribution questionnaire, household survey, and focus group discussions.

Key points:

- The highly sensitive nature of sexual violence poses a unique set of challenges for any information gathering activity.
- Failure to address the WHO recommendations can result in harm to the physical, psychological and social well-being of those who participate and can even put lives at risk.
- Research team members must demonstrate an understanding of the ways in which assessments can increase violence against women and girls and must not purposefully target survivors when collecting information from community members.

ANNEX 7: DISTRIBUTION PLANNING SPREADSHEET

The distribution planning spreadsheet can help aid actors prepare for distributions, integrating Empowered Aid recommendations, and planning monitoring activities with the post-distribution monitoring tools. The planning spreadsheet has two tabs, the first to help plan out the timeline of the distribution, including details on how many aid recipients (sex/age desegregated) will be targeted, on what days, and how many should be sampled for the post-distribution monitoring. The second tab breaks down the different components of planning a distribution into different categories, so that the planning team can fill in each row with relevant planning details on the items being distributed, targeting and mobilization strategy, distribution modality, and distribution monitoring activities. The spreadsheet can be found in the Distribution Planning Spreadsheet in the online shared drive [here](#).