

# EMPOWERED AID

ACTION ANALYSIS WORKSHOPS

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FACILITATION GUIDE FOR RESEARCH PARTNER STAFF

The Global  
Women's Institute

THE GEORGE WASHINGTON UNIVERSITY

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



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

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## INTRODUCTION

The Global Women's Institute's "Empowered Aid" study is feminist, participatory action research (PAR) that recognizes women and girls as contextual safeguarding experts and engages them as co-producers of knowledge, supported to safely take an active role in asking and answering questions about their own lives. PAR proactively acknowledges and addresses power imbalances—in this case, between men and women; aid workers and those receiving aid; and researchers and those being researched. Just as participation lies at the center of accountable humanitarian response, it is a critical element for research that seeks to shift power imbalances.

Empowered Aid is organized in three phases. This guide is part of a set of resources used during the first phase, which was grounded in ethnographic work in which women and girls documented their observations of how accessing aid can create, or reinforce, opportunities for sexual exploitation and abuse (SEA) to occur. Specifically, SEA risks in relation to accessing four different types of aid, which they selected: food, shelter, WASH, cash (in Lebanon), and fuel & firewood (in Uganda). This phase was conducted in partnership with the International Rescue Committee in Uganda and CARE International in Lebanon, over one year.

In both Lebanon and Uganda, SEA was reported as occurring across all types of aid explored, in all stages of the distribution cycle—from communicating and receiving information; to registering or being verified for aid; at the distribution site; traveling to and transporting aid from these sites; and safely storing aid. In addition, women and girls reported multiple barriers to reporting cases of SEA, including lack of knowledge or faith in reporting mechanisms, stigma and



*CARE Lebanon Empowered Aid Research Officer Farah Hallak reflects back thematic analyses of findings and recommendations for making aid distributions safer with the Syrian refugee women who generated them, during the Action Analysis Workshop with Refugee Women Researchers in Tripoli, Lebanon. All photos taken & used with informed consent.*

other negative repercussions from community and family members, and the normalization of SEA meaning that for many, they and their families and communities see it as the cost of receiving life-saving assistance.

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

## WHAT IS THIS TOOL & HOW DID WE USE IT?

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

Specifically, this *Action Analysis Workshop Facilitation Guide for Research Partner Staff* was used to engage research partners in the 'meaning making' process of data analysis. While designed for use with qualitative data, this process can be applied to analyze quantitative data as well. In addition to data analysis, the workshop includes time and space for research partner staff to prepare for facilitating a similar process with refugee women and girl team members.

### Workshop preparation

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

NGO partner staff who participated in this workshop were those who had been actively involved in the research design and data collection with refugee women and girl team members.<sup>1</sup> The workshop allowed for input into the preliminary thematic analysis (see sidebar on “Workshop preparation”) as well as creation of visual tools. These were used to reflect preliminary themes back to refugee women and girl team members, so that literacy would not be a barrier to their participation in data analysis processes.

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

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

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

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<sup>1</sup> See the Empowered Aid *Participatory Action Research Workshop Curriculum & Facilitation Guide*, available at [globalwomensinstitute.gwu.edu/empowered-aid-resources](https://globalwomensinstitute.gwu.edu/empowered-aid-resources).

## WORKSHOP AGENDA

### Workshop Agenda - Day 1:

Time	Focus of session	Facilitator(s)	Supplies / materials	PowerPoint (Y/N)	Printing / Prep
9:00 – 9:30AM	Introductions/icebreaker -Assign eyes and ears				
9:30 – 10:00AM	Reflection on the journey (appreciation exercise)		1 piece of paper and marker per person + tape		
10:00 – 10:45AM	Review of Empowered Aid project -Reminder of key themes <ul style="list-style-type: none"> <li>Types of aid we're focused on SEA vs. GBV vs. other violence</li> </ul>		2 pieces of flipchart paper and markers for small group work	Small group questions	
10:45 – 11:00AM	Tea Break				
11:00AM – 1:00PM	Sharing key findings		flipcharts and markers for small group work; post-its	Examples of qualitative software and coding  Small group questions	Flipcharts with GBV + SEA definitions  Print-outs of key findings
1:00 – 2:00PM	Lunch				
2:00 – 2:30PM	Referrals discussion ( <i>referrals made during the project and information sharing on services</i> )		Flipchart, markers, post- its		
2:30 – 3:30PM	Power dynamics exercise: Power continuum		Journaling supplies (notebooks/paper and	Small group questions	

			pens); flipcharts and markers for small group work; post-its		
3:30 – 3:45PM	Evening Tea Break				
3:45 – 4:30PM <i>(extra time built in case previous exercises take longer)</i>	Wrap up and preparing for tomorrow - temperature check with post-it notes (smiley/frowny faces) - Review facilitation agendas and begin assigning (which staff will facilitate which sessions with women/girls -Check in with eyes and ears		Flipchart (will draw smiley & frowny faces), post-its to give everyone		Prepare facilitation agendas – 1 for women and 1 for girls – so trainers can sign up for sessions
4:30 – 5:00PM	Self-care activity – Our individual inspirational life logos and slogans		Art supplies; taped flipchart paper		

**Workshop Agenda - Day 2:**

Time	Focus of session	Facilitator(s)	Supplies / materials	PowerPoint (Y/N)	Printing / Prep
9:00 – 9:15AM	Review of day 1 sessions	Eyes and ears			
9:15 – 9:30AM	Overview of today -Review facilitation plan done yesterday				Facilitation plan flipcharts (completed on day 1)
9:30 – 11:30AM	Visually representing the main findings <i>*See Annex 1 for examples of visual findings from Empowered Aid</i>		Lots of paper, flipcharts, art supplies	Summarize main findings on slides	
10:45 – 11:00AM	Tea break				

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11:30AM – 12PM	Discuss & practice how we will share these (split into women's and girls' workshop teams)				
12:00 – 1:00PM	Digging deeper into the data				
1:00 – 2:00PM	Lunch				
2:00 – 3:30PM	Prepare recommendations exercise <ul style="list-style-type: none"> <li>Practice voting and debate exercise with staff that they will facilitate with women/girls</li> </ul>		Voting mechanism (i.e. post its, pebbles), Flipchart paper, markers, art supplies	Slide with recommendations (initial findings)	Tabulation flipchart for voting *see Annex 2 for flipchart example
3:30 – 3:45PM	Tea break				
3:45 – 4:30PM	Facilitating discussion of Phase II <ul style="list-style-type: none"> <li>Research team and participant roles</li> </ul>				
4:30 – 5:00PM	Wrap up and reflection <ul style="list-style-type: none"> <li>Final logistical plans / preparation needed</li> </ul>				

## FACILITATION GUIDE

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

### **Day 1**

#### **9:00 – 9:30am Introduction:**

- Welcome & ground rules
- Icebreaker
- Overview of the day
- Assign Eyes & ears
- Introduce written feedback box as alternative way to share questions / comments

#### **9:30-10:00am Reflection on the journey: Group exercise**

- Allow the staff to reflect back on their full journey taking part in the project
- Appreciation exercise: *hand out need 1 piece of paper and marker per person + tape*

#### **10:00 – 10:45am Refresher on Empowered Aid Project:**

- Brief (~10 minutes) interactive reminder of the key themes of the project, types of aid we focused on, and data collection process
  - Highlight SEA vs. GBV vs. other violence → their definitions and examples (*write definitions of flipchart paper*)
- Divide into pairs and ask them to reflect on the following questions. After ~15 minutes, the groups will come back together and should have a designated reporter who will share to the plenary (leaving 10-15 minutes for the plenary sharing).

*Over the course of the last 6 months, what have you learned about the distinction between GBV and SEA? In terms of:*

1. ... *the types of incidents occurring (including characteristics such as when/where they take place, perpetrators)*

2. ... *how survivors respond? How their families/communities respond?*
3. ... *enablers and barriers for survivors to access services?*

### 11:00am – 1:00pm Sharing and discussing key findings

- *Provide handout summarizing findings.*
- (25 minutes) Explain general coding process – what we did, what ‘buckets’ we arrived at, and how these are related (i.e. the ‘mother codes’ and ‘child codes’). Walk staff through the findings as you do this, since they are organized into those buckets (as sub-headings).
- (20 minutes) Time to read handout in more detail (checking if more time is needed)
- (1 hour 15 minutes) Divide staff into groups to discuss findings and share thoughts in plenary
  - Group 1: (1) Types/process of aid and SEA and (2) Recommendations
  - Group 2: (3) Vulnerable groups, Unsafe places, Risk factors and Perpetrators and (4) Survivor/Women and girls’ response, Community/Family response, Services
- Allow 30-45 minutes to talk in their groups and 30 minutes to share in plenary. Specify they should focus on the SEA findings and recommendations.
  - *Does this resonate with what you heard? Is anything missing?*
  - *What do you have questions about?*

### 2:00 – 2:30pm Referrals Discussion

- Discuss referrals made over the course of the project and their status
- Review services and referral pathway for women and girls
- Discuss UNHCR Pamphlet and information sessions

**2:30pm – 3:30pm Power dynamics exercise**

Revisit power dynamics exercise from the reflection workshop: *Now that we are at the end of this process, we will deepen our analysis of our own power during Phase I.*

**Take 20 minutes to journal, using these questions as prompts:**

- *In what ways did you feel you have power in your interactions with women, girls, and community members?*
- *In what ways did you lack power?*
- *In what ways did you seek to share or balance power?*

**Say:** *Now we will break up into small groups and we will revisit the 3 continuums introduced during the reflection workshop. Each one represents the continuum of power between the two groups.*

*Drawing on your journaling, discuss in your small group which reflections speak to power between these groups. Write each on a post-it note and place it along the continuum where you think it should go. This exercise will help us learn and reflect further on who has power and how we can balance it.*

*As a reminder, these statements should reflect the power dynamics between the two groups. For example, “men have more decision-making power” should be placed toward the right of the continuum next to Men.*

- Women ----- Men
- Participant-Researcher----- Staff-Researcher ←(focus on this second continuum)
- Aid Recipient----- Aid Worker

**Ask:** *During the process of conducting the participatory group discussions and interviews, was there a shift in their power? How did you grow or change in your role over time?*

**3:45 – 4:30pm Wrap up and prep for Day 2**

- Temperature check (flipchart with smiley/frowny faces)
  - Check confidential bag for questions or comments

- Review facilitation women/girls agendas and ask staff to start thinking which day / sessions they would like to facilitate
- Check in with eyes and ears

#### **4:30 – 5:00pm [If time]: Self-Care Activity**

- Staff draw inspirational symbols that speaks to their inner self and share a common positive life slogan or phrase they use when they feel low. (Could draw/paint these onto a flipchart).

### **Day 2**

#### **9:00 – 9:30am Welcome & Day 1 Review**

- Review of Day 1 from Eyes & Ears
- *Today we will practice facilitation for the women & girls' workshops*

#### **9:30 – 11:30am Visually representing the main findings**

- Split into groups and decide how we will visually represent the main SEA findings for women and girls:
  - Group 1: Types/process of aid and SEA
  - Group 2: Vulnerable groups, Unsafe places, Risk factors and Perpetrators
  - Group 3: Survivor/Women and girls' response, Community/Family response, Services
  - Group 4: Recommendations

#### **11:30am – 12:00pm Practice visual presentation of findings**

- Practice this in women's and girls' workshop teams (facilitators will split up to support this practice)
  - Round robin: Break into small groups and share findings using visual tools developed
  - Facilitator Note: full instructions on the visual presentation in women and girls' workshop facilitation guide.

- Hold a plenary discussion after the findings have been presented to all the groups:
  - *Does this align with what the women and girls shared with you? Is anything missing?*
  - *What do you have questions about?*

### **12:00 – 1:00pm Digging deeper into the data**

Practice facilitating the short story exercise, which is based on an actual interview transcript. Practice facilitating this exercise and ensuring these short 'plays' are used to answer the questions highlighted.

**Say:** *As we have seen in reviewing the findings, women and girls may be at risk of SEA when accessing different types of aid.*

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

*During the workshop with women and girls, you will break into groups and support women and girls to read and act out each scenario, utilizing different vulnerable groups you identified in the research.*

#### **Short Story Exercise:<sup>2</sup>**

- **Uganda Vignette:** *"I want to talk about food. At times you find that we girls or women we find difficulties with the distributors. These distributors who are distributing. They come and tell that, 'if you fall in love with me, I will add you more food, or for the cooking oil you will get a big share.' So you end up... after they have realized the food is about to come, they move around corning girls or women, that, 'if you really fall in love with me, I will add you food.' So those are big challenges."*
- **Lebanon Vignette:** *"If they came to her house, she shouldn't be alone. They may harass her if she was alone, especially if they were men and most probably, they will be men. They may ask for something in return for fixing a certain damage, and if she doesn't agree, they may hurt her. They may try to get close to her to provide her with the services that she needs."*
- **Divide into 3 groups and prepare to act out the scenario as follows:**

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<sup>2</sup> *Facilitator Note: These vignettes were sourced from the qualitative data collected with the women and girls during the first Phase of Empowered Aid. This gave them an opportunity to reflect back on the data they helped collect. These vignettes can be re-used, or replaced based on the context you are working in.*

- *Group 1: Act out this scenario showing what will happen if the survivor is an adult woman with 3 children who is a widow. How will she respond? How will her family and community respond? Which recommendations may help to better protect her?*
- *Group 2: Act out this scenario showing what will happen if the survivor is an elderly woman. How will she respond? How will her family and community respond? Which recommendations may help to better protect her?*
- *Group 3: Act out this scenario showing what will happen if the survivor is an adolescent girl. How will she respond? How will her family and community respond? Which recommendations may help to better protect her?*

### **2:00 – 3:30pm Prepare & practice recommendations / voting exercise**

- *Now we will review the list of recommendations shared yesterday and come up with visual representations of each. We must consider feasibility for Phase II, meaning that we can include other things in report but here we're focusing on what we can test in the second phase of the project.*
- Practice facilitating voting exercise
- Prepare rest of materials as necessary (i.e. flipchart where scores are recorded)

### **Voting exercise:**

- *Each participant receives 6 stones/sticky notes (whatever voting mechanism you create or have handy). In the center of the room are visual representations of several recommendations that have come out of the initial analysis.*
- *You will ask participants to select their top three recommendations, and place their stones accordingly. Participants place three stones on the recommendation they think is most important, two stones on the recommendation they believe is second most important, and one stone on the recommendation they believe to be third most important.*
- *Once all participants have placed their stones, the facilitator will count the number of stones on each recommendation, and write them on a flipchart paper (which has been pre-prepared with pictures of the recommendations).*
- *The staff who is acting as lead facilitator for this exercise will then bring the group back together to discuss with participants why they chose the top few recommendations.*

**3:45 – 4:30pm Facilitating discussion of Phase II**

- Discuss how the women and girls can play a role in year 2, come up with 2-3 examples
- Discuss role of staff in year 2 and how they can carry forward what they've learned within their work with CARE (“see one, do one, teach one”)
  - Ask them to write down 3 things they will do to share skills and experience with others

**4:30 – 5:00pm Wrap Up & Final Reflection**

- Discuss final logistics/ transportation needs for women and girls or staff (hotel accommodations)
- Answer Questions and concerns from Day 1 Post it notes
- If time: *To close, we will continue the visualization exercise of our vision for safer humanitarian aid, as we did during the PAR workshops. How have our visions potentially shifted since the beginning of the project?*

**END OF GUIDE**

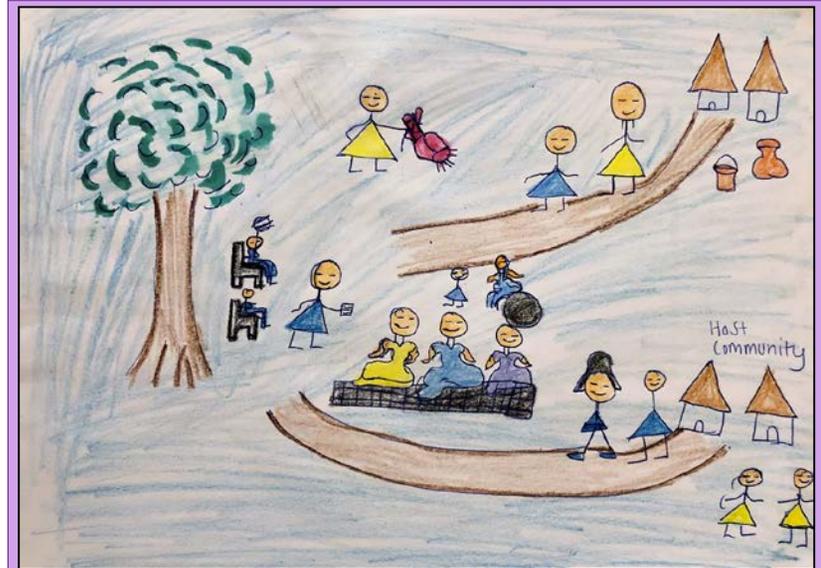
ANNEX 1: PHOTOS OF VISUAL REPRESENTATION OF FINDINGS



Transporting aid alone

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

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



Group 4: Recommendations

- Information communication / dispute resolution sessions with host community

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

ANNEX 2: PHOTOS OF VOTING TABULATION FLIPCHARTS



Flipchart indicating how to vote for the recommendations (left); Tabulation of votes after counting during the Women's Action Analysis Workshop in Uganda (middle) and in Lebanon (right).