Participatory Principles for Research in Humanitarian Settings on Violence Before and During a Pandemic: Ethics and Practice

The Global Women's Institute

SVRI 2022 Pre-Conference Workshop

September 18, 2022

Workshop Agenda

- Introductions
  15 minutes
- Overview of participatory principles *30 minutes*
- Participatory approaches in practice *90 minutes*
- Reflection in plenary
  30 minutes
- Closing
  5 minutes

Introductions

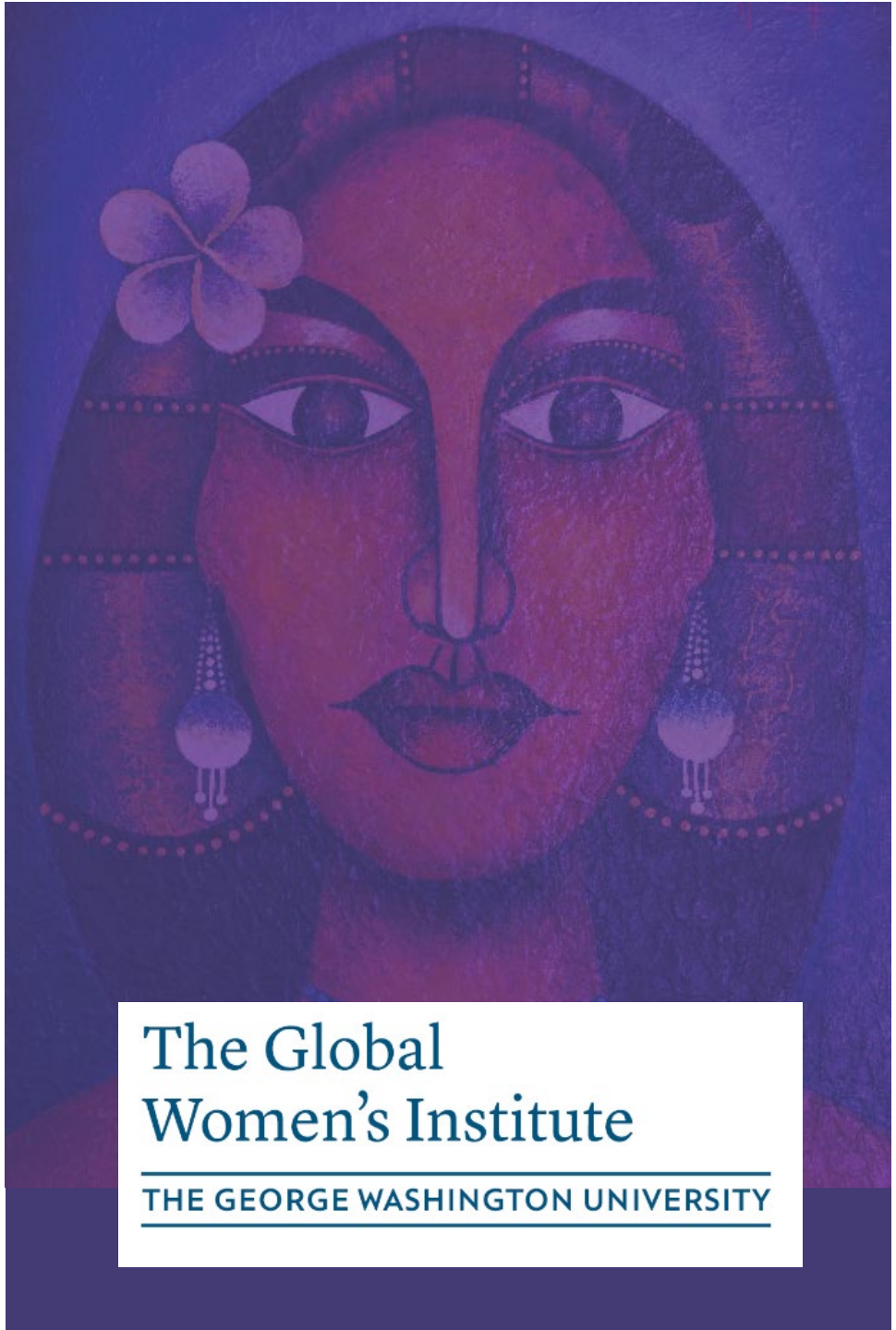
★ Name, Position, Organization
★ What was your longest flight to get here?
★ What are you most excited to learn about at this workshop?

What? GWI specializes in research on **violence against women and girls** (VAWG) and **gender equality.**

Why? Our aim is to produce a strong knowledge base to **inform programs & policies** that address a variety of issues affecting women and girls.

How? We focus on bringing **participatory, rigorous methods** to partners in **humanitarian and development settings** .

https://www.eventbrite.com/e/gwi-10-year-anniversary-celebration-tickets-408250085997



Empowered Aid: Centering Local Actors in Building Scalable, Evidence-based Models for SEA Prevention

Alina Potts, GWI Research Scientist

How might the ways we deliver humanitarian aid increase risks of SEA within affected populations?

Empowered Aid aims to support humanitarian actors in mitigating SEA risks through the creation or adaptation of **aid delivery models** that work to **actively reduce power disparities** and give women & girls a **sustained voice** in how aid is delivered.

Proactive measures to mitigate risk and prevent abuse

- **Rigorous and participatory research** on the ways the delivery of humanitarian aid may increase risks of SEA within affected populations, and how to reduce them.
- **Sharing power with refugee women and girls** & their communities → ensuring prevention of SEA is led by those most affected by it.
- **Partnerships with local & international humanitarian aid actors** to develop, document, and disseminate tools and resources for safer aid distributions.

Building the evidence (2018-2021)

- **Participatory action research** : Giving women and girls a sustained voice in how aid is delivered
- **Piloting recommendations for safer aid** formulated by women and girls with local and international humanitarian partners
- **Adapting distribution monitoring tools** to proactively monitor for SEA and address risks as soon as they arise.
- **Free, online Empowered Aid course** to reach aid actors globally.

Scaling up (2022-2024)

- **Contextualizing participatory action research findings** with women and girls and their communities in new contexts
- **Providing technical support to local and international organizations** to use the Empowered Aid model.
- **Incorporating participatory approaches and findings into standard distribution monitoring tools** to increase the accountability for the concerns of those most affected by SEA.

HOW CAN I USE EMPOWERED AID IN MY WORK?

Transforming Gender and Power Dynamics
EMPOWERED AID
in Humanitarian Aid Delivery

Click on icons to be redirected to our free resources

STEP 1
Learn how to reduce risks of SEA in distributions by reading our research findings and by enrolling in our online course and live discussions.

STEP 2
Contextualize our findings to your context using our participatory contextualization workshop guide.

STEP 3
Adapt your monitoring and evaluation tools to better capture risks of SEA and the impact of the recommendations you have implemented.

STEP 4
Adapt distributions based on findings from the contextualization workshop and monitor them with your newly adapted tools.

STEP 5
Share the results with our community of practice so that you can become part of the change to make humanitarian aid safer.

1

Our reports from research in different contexts share findings on risks of SEA and provide targeted, action-oriented recommendations to make aid distributions safer.

1

Our sector tip-sheets summarise key findings on SEA in relation to specific types of distributions and provide targeted recommendations to make them safer for women and girls.

1

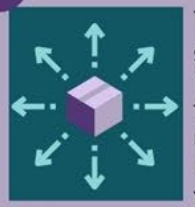
Our free, self-paced online course (available in English, Arabic, French & Spanish) teaches you how to use participatory methods, how to prevent SEA in distributions & how to improve M&E processes.

3

Our Toolkit for Planning and Monitoring Safer Distributions helps you to adapt your M&E processes and tools to better capture and address risks of SEA.

2

Our participatory contextualization guide will help you adapt the findings of the participatory action research with local communities to produce recommendations for safer distributions that are contextually relevant and effective.

4

The contextualization guide (step 2) helps you identify & prioritize with the community a list of recommendations to mitigate SEA risk during your distributions.

During and after these distributions, use the adapted M&E tools (step 3) to capture the impact of recommendations in making distributions safer.

PROTECTION FROM SEXUAL EXPLOITATION AND ABUSE

Are you interested in working with us or do you need technical support?
You can learn more about who we are and how to reach out to us here.

https://empoweredaid.gwu.edu

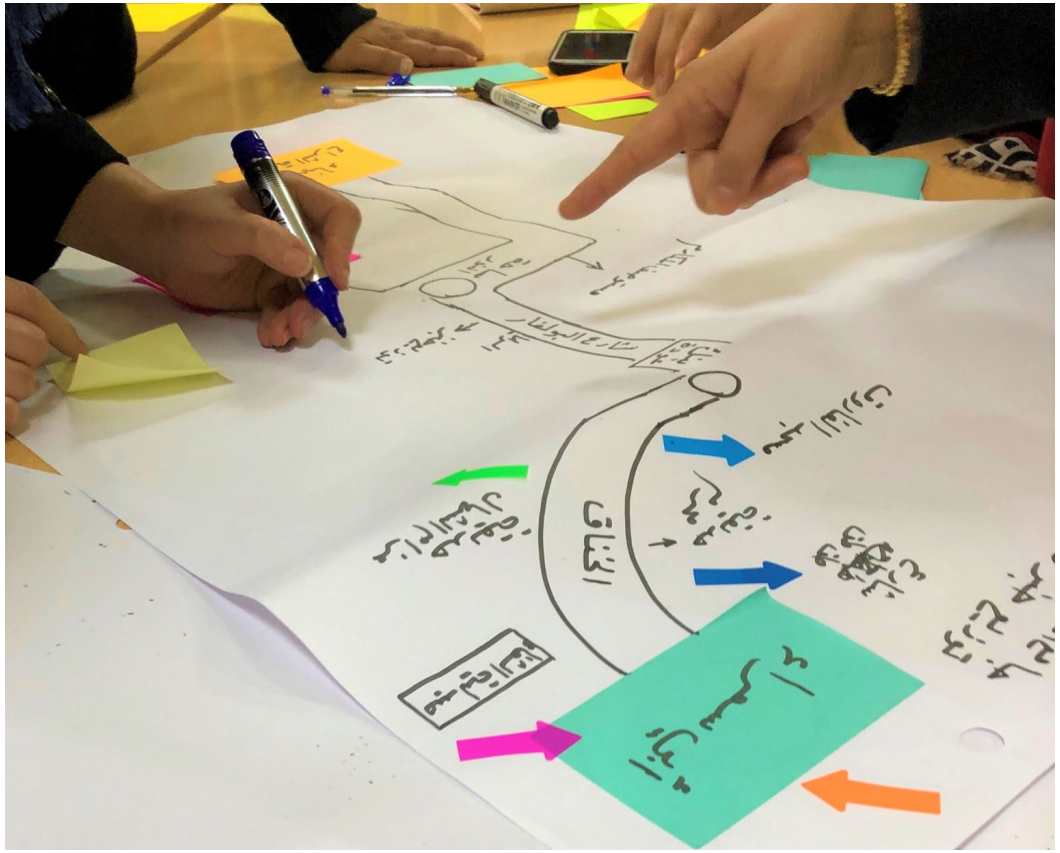
PARTICIPATORY DESIGN PROCESSES & TOOLS THROUGHOUT

Guides, Toolkits, Briefs & other resources on our website

empoweredaid.gwu.ed
u

Including the free, interactive Empowered Aid online course: empoweredaid.gwu.edu/online-course-and-community

Community mapping



- Excellent tool for collecting qualitative data in a visual manner.

- Maps can be created on paper with colored pens or in the dirt/sand using natural materials such as sticks and pebbles.

Community mapping: step-by-step

Step 1: Drawing a map/representation of the area they live in (groups of 4 people)

Step 2: Marking areas in which aid is distributed (specifying forms of aid)

Step 3: Listing the kinds of risk for women and girls that can take place at these distribution areas (can also be in terms of lack of information, lack of access, etc)

Step 4: Listing the types of violence that these risks can lead to for women and girls (sexual exploitation, intimate partner violence, forced sex, etc)

Step 5: Identifying other places in the settlements where SEA is likely to take place.

What it looks like in practice:

Building GBV Evidence in Conflict & Humanitarian Settings

Maureen Murphy, GWI Research Scientist

Building GBV Evidence

Working towards greater research equity in conflict-affected settings

BUILDING GBV EVIDENCE
In Conflict and Refugee Settings

Funded by the US Department of State

https://buildgbvevidence.gwu.edu/

Building GBV Evidence Course

Learn how to conduct GBV research and M&E in conflict-affected setting.
Ten modules including:

- Gender concepts and terminology
- Quantitative, qualitative and participatory methods
- Impact evaluation
- M&E
- Translating research into programming

https://buildgbvevidence.gwu.edu/

Technical Assistance Portal

Organizations can submit request for specialized, no-cost technical support to improve their capacity to undertake GBV research or improve their M&E.

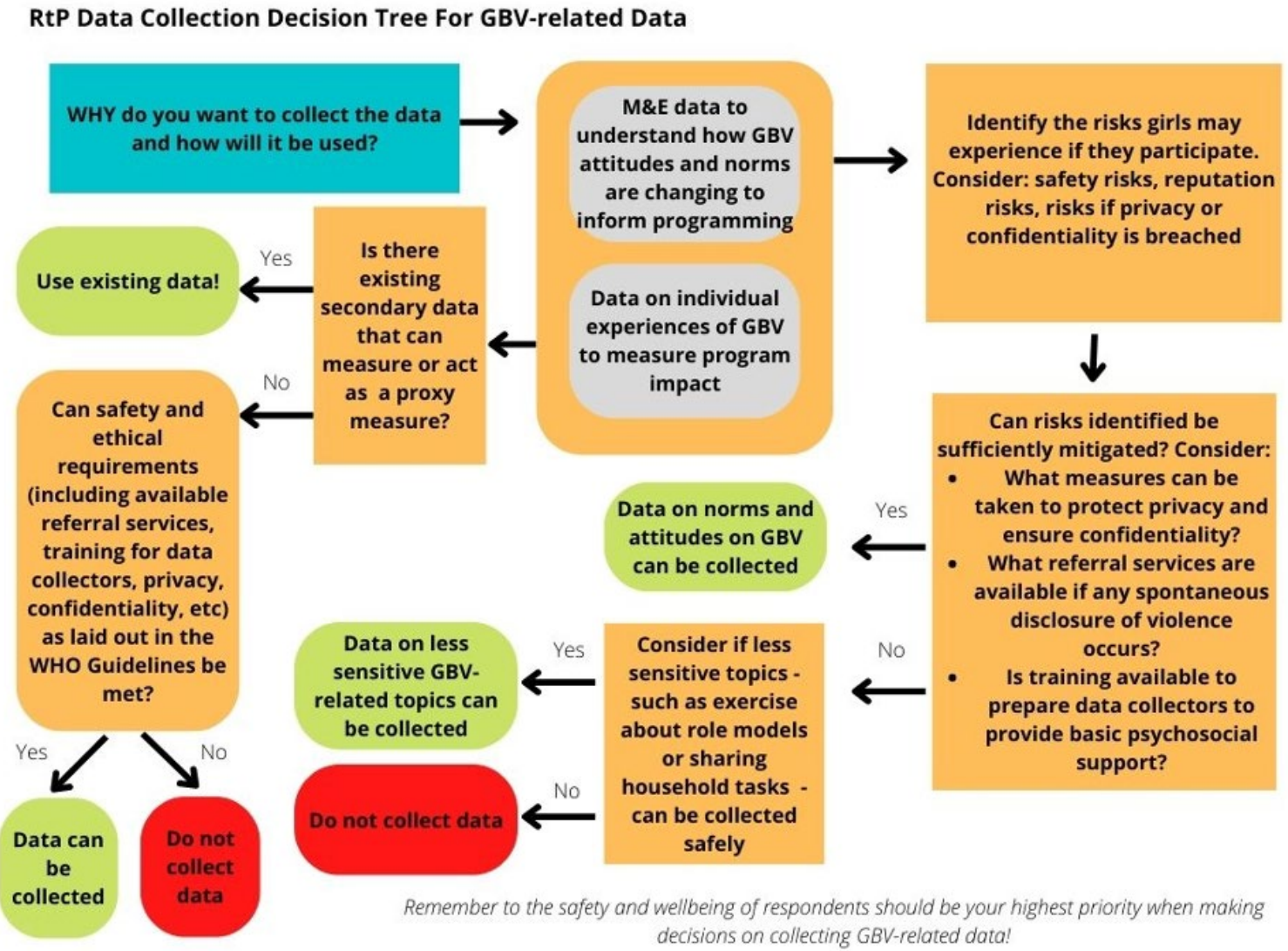
https://buildgbvevidence.gwu.edu/

In-depth Technical Support

Play-based Tools and Approaches for Gender Attitudes/Norms Measurement amongst Adolescents in Humanitarian Settings in Uganda and Lebanon

- Collaborative co-design and piloting of participatory M&E tools for children and adolescents:
  - Tool 1 Journaling/Writing
  - Tool 2 Drawing/Mapping Safe and Unsafe Spaces
  - Tool 3 Drawing
  - Tool 4 Vingettes/Incomplete stories
  - Tool 5 Drama/Role Play
- Participatory data analysis (ranking, sorting, meaning-making)
- Incorporating games:

Ethics and Capacity Building

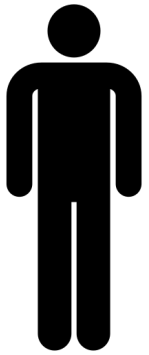


Journaling/Writing

TOOL 1 GUIDE: Journaling/Writing	
Brief Description	• Adolescents will carry out a writing exercise for 30 minutes to respond to a prompt/theme. • While adolescents will each write on their own, they will be asked to share, reflect, and discuss their writing in a group setting immediately afterwards.
Time required	• 2-hour session
Materials required	• writing paper • flipchart paper • pens, pencils, markers • tape, sticky notes • a timer • an individual writing space for each participant • 1 Notes Template per gender-specific group
Inclusion	• Gender-specific groups up to a maximum of 10 girls/boys per Facilitator (make sure that the Facilitator is of the same gender as the group participants). • The girls/boys must be comfortable writing, so this tool may suit older children/adolescents, or children/adolescents who may be used to writing activities. • If only a few participants are not comfortable writing, allow them to draw and label instead.
Suggestions on use	• Choose 1 prompt each time you use tool. One sample is provided below. • You can also consult the 'Variations' below and Annex 4 for other prompts.
Safety & Ethics	Low risk

Steps

1. Icebreaker game
2. Provide a prompt (e.g. write about a role model in your life) and have participants reflect for 20-30 minutes
3. Feedback/sharing
    a. Describe role models
    b. Identify characteristics and traits
    c. Who would a role model of the opposite gender be?
    d. Characteristics and traits of this person
    e. Differences between male and female role models?
    f. How hard/easy to identify?



Note-taking and Analysis

1. Ask each participant to describe who there role model is. Note down the role models that the participants describe in the boxes below.

Male	Female

Male Role Models	
Characteristics/Traits	**Reasons for selection**

Female Role Models	
Characteristics/Traits	**Reasons for selection**

Hard to identify male	Hard to identify female	Hard to identify both
Reasons	Reasons	Reasons

How many participants ***first*** identified a **male** role model? _____

How many participants ***first*** identified a **female** role model? _____

How many participants identified characteristics and traits for **male** role models that fit into traditional gender norms? _____

How many participants identified characteristics and traits for **female** role models that fit into traditional gender norms? _____

No Safe Place: A Lifetime of Violence for Conflict-Affected Women and Girls in South Sudan

Deviyani Dixit, Senior Research Associate

No Safe Place Study Summary

2 out of 3 women and girls have experienced physical and/or sexual violence in their lifetime

1 out of 3 women have experienced non-partner sexual violence in their lifetime

3 out of 4 ever-married women have experienced physical and/or sexual violence in their lifetime

No Safe Place: A Lifetime of Violence for Conflict Affected Women and Girls in South Sudan.

Part of What Works 1 - carried out by GWI, IRC, and CARE International UK.

Research Objective: to understand how common different forms of violence against women and girls are in South Sudan.

Juba

Rumbek

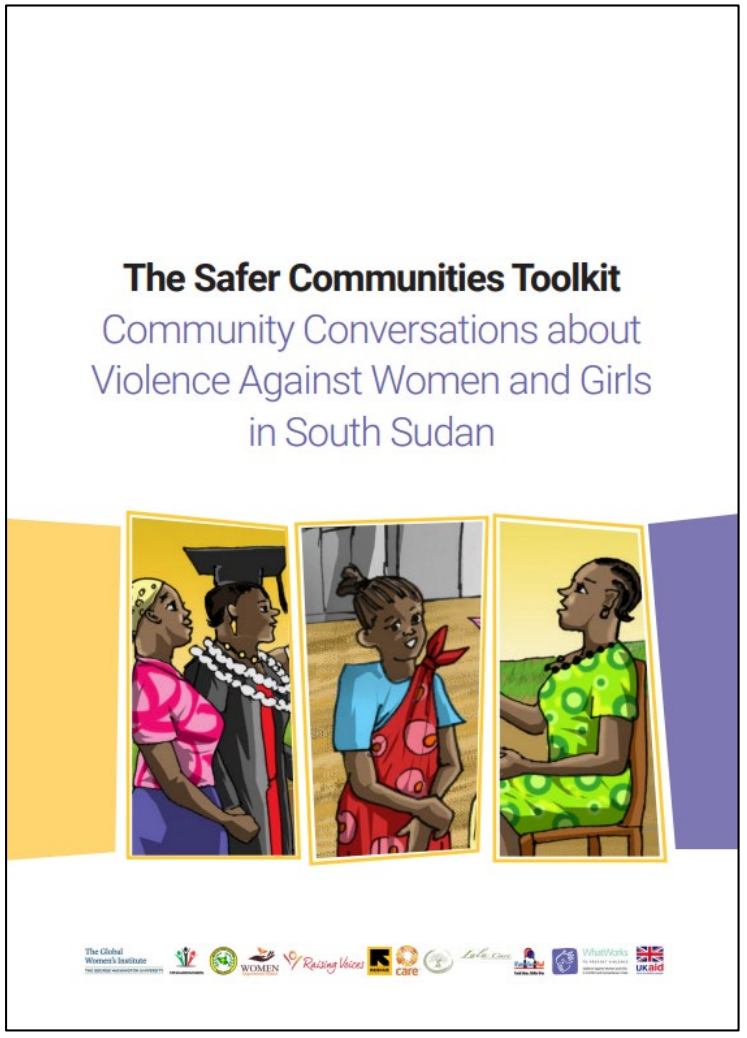
Juba PoCs

WhatWorks UKaid IRC care The Global Women's Institute THE GEORGE WASHINGTON UNIVERSITY

Bridging the Gap - Research and Action

Research to Action

The Safer Communities Toolkit



What's included in the Safer Communities Toolkit?

The Safer Communities Toolkit

Community Conversations about Violence Against Women and Girls in South Sudan

1. Facilitator's Guide for Community Conversations to understand how to use the drawings
2. Drawings (5 drawings depicting unsafe communities and 5 drawings depicting safer communities) with discussion guides for community conversations
3. Brochure with key findings of the study for policy makers, GBV actors, etc.

The Global Women's Institute THE GEORGE WASHINGTON UNIVERSITY · STEWARDWOMEN · WOMEN Empowerment Alliance · Raising Voices · RESCUE COMMITTEE · care · Lulu Care · Narrative Hub Fresh Ideas. Better Lives · WhatWorks TO PREVENT VIOLENCE Violence Against Women and Girls in Conflict and Humanitarian Crises · UKaid from the British people

What are the instructions for holding community conversations?

1. The Safer Communities Toolkit includes two sets of drawings depicting unsafe and safe communities. All drawings are organized in pairs so that they can be used for theme-based discussions.
2. Always start with the discussion on the unsafe drawing and then link them to questions around the safer community drawing. Unsafe drawings must never be used alone for ethical and safety concerns.
3. Each session should be 60 minutes long. Spend no more than 30 minutes per drawing. Prioritize quality conversations over getting through all questions.

What are some of the ethical and safety considerations?

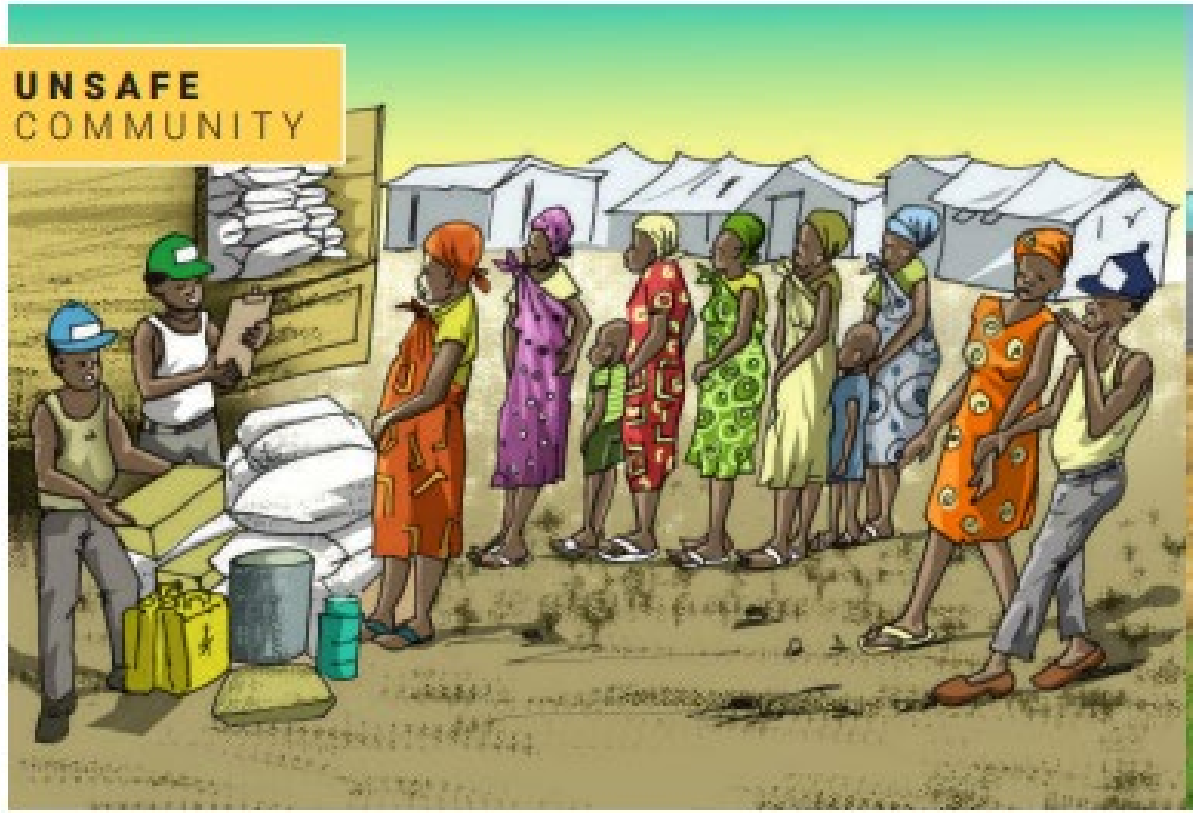
The Safer Communities Toolkit is meant to be used as a part of ongoing GBV prevention programming NOT as a stand-alone awareness raising tool.

1. Do No Harm
2. Adaptat to remain context appropriate
3. Referral Services
4. Gender-matched facilitators

Set 4. **Sexual exploitation and abuse in humanitarian settings***

Drawing 4a: Sexual exploitation and abuse (SEA) - Woman in line for food and water in PoC site and a man asking one woman for sex in exchange for goods*

Drawing 4b: Respectful and safer aid distribution – Humanitarian workers distribute food, water and oil with respect in PoC site*



Drawing 4a: **Sexual exploitation and abuse (SEA) - Woman in line for food and water in PoCs site and a man asking one woman for sex in exchange for goods***

Introduction

Welcome everyone, thanks for joining this activity. Today, we will look at a drawing that shows a situation that takes place in our community and discuss what this means. If this conversation feels upsetting, you do not need to participate. Please, see us afterwards for additional support. This is an example of things that people see happening in our community, please feel free to tell us your own views during our conversation.

Questions	Note to Facilitator
1. What do you think is happening in this drawing?	1. Guide participants to describe the drawing and identify that this is a case of sexual exploitation and abuse.
2. Do this happen in here in the PoC?	2. Carefully encourage participants to discuss whether sexual exploitation and abuse exists in the camps. Also, seek to identify whether humanitarian workers, peace keepers or other camp residents are committing these abuses.
3. Is there someplace that women can complain to when cases of sexual exploitation and abuse happens? Do women make formal complaints about sexual exploitation and abuse? What is the response to SEA in the PoCs?	3. Guide participants to discuss whether formal complaints are made and the response to complaints. Guide a discussion about perpetrator impunity.

Key Takeaways

- Many women and girls experience violence in South Sudan.
- Violence can be perpetrated by people women and girls know such as their husband, boyfriend or other family members
- Sometimes, others in the community, such as (humanitarian workers, community leaders, police and soldiers, or peace keepers), can also perpetrate violence.

Drawing 4b: **Respectful and safer aid distribution – Humanitarian workers distribute food, water and oil with respect in PoC site***

Introduction

Welcome back! We will now look at a drawing that shows a situation that could take place in our community and discuss what this means. If this conversation feels upsetting, you do not need to participate. Please, see us afterwards for additional support. This is an example of things that people would like to see in our community, please feel free to tell us your own views during our conversation.

Questions	**Note to Facilitator**
1. What do you think is happening in this drawing?	1. Guide participants to describe the drawing and identify that the humanitarian workers are doing their job in a respectful way.
2. Do humanitarian workers and peacekeepers usually treat women and children with respect?	2. Carefully guide a discussion around the role of humanitarian workers, peacekeepers or other camp residents in committing SEA or preventing SEA.
3. How can we create a safer environment for women and children in our community/camp?	3. Guide participants to identify how everyone in the community can promote a safer environment in the PoCs for women and girls.

Key Takeaways

- It is important that all humanitarian actors and community leaders follow procedures to protect the safety and rights of women and girls.

Participatory Monitoring Form

Negative Statements Participants tend to say that:	**1** All participants seem resistant to ideas	**2** Only a few participants question the status quo	**3** Several participants support positive ideas	**4** Many participants support positive ideas	**Positive Statements** Participants tend to say that:
Sexual exploitation and abuse does not exist in communities.					Sexual exploitation and abuse occurs in communities.
There is no place to make formal complaints about sexual exploitation and abuse in protection of civilian (PoC) sites/camps/communities (select as relevant).					There are places to file complaints about sexual exploitation and abuse in protection of civilian (PoC) sites/camps/communities (select as relevant).
It is normal that aid workers expect sex in exchange for material aid and/or services (food, shelter, refugee registration, etc.).					It is wrong for aid workers to expect sex in exchange for material aid and/or services (food, shelter, refugee registration etc.).
Number of ticks					

Steps

1. Identify two facilitators within your group
2. You will be assigned one of the following sets:
    a. Set 1 - Lack of Participation in Decision Making
    b. Set 2 - Physical Intimate Partner Violence/Domestic Violence
    c. Set 3 - Stigma and Lack of Support for Survivors of Violence
    d. Set 4 - Sexual Exploitation and Abuse in Humanitarian Settings
    e. Set 5 - Child Marriage
3. The first facilitator will facilitate the unsafe community drawing
4. The second facilitator will facilitate the safer community drawing

Breakout Group Instructions

1. Count off into groups (1, 2, 3)
2. Go to your assigned group
3. 15 minutes - practice participatory exercise
4. 15 minutes - discussion about exercise

Discussion Questions

1. What did you like about this method/exercise?
2. How would you improve this method/exercise in your context?
3. Could you do this during COVID and what adaptations would you make?