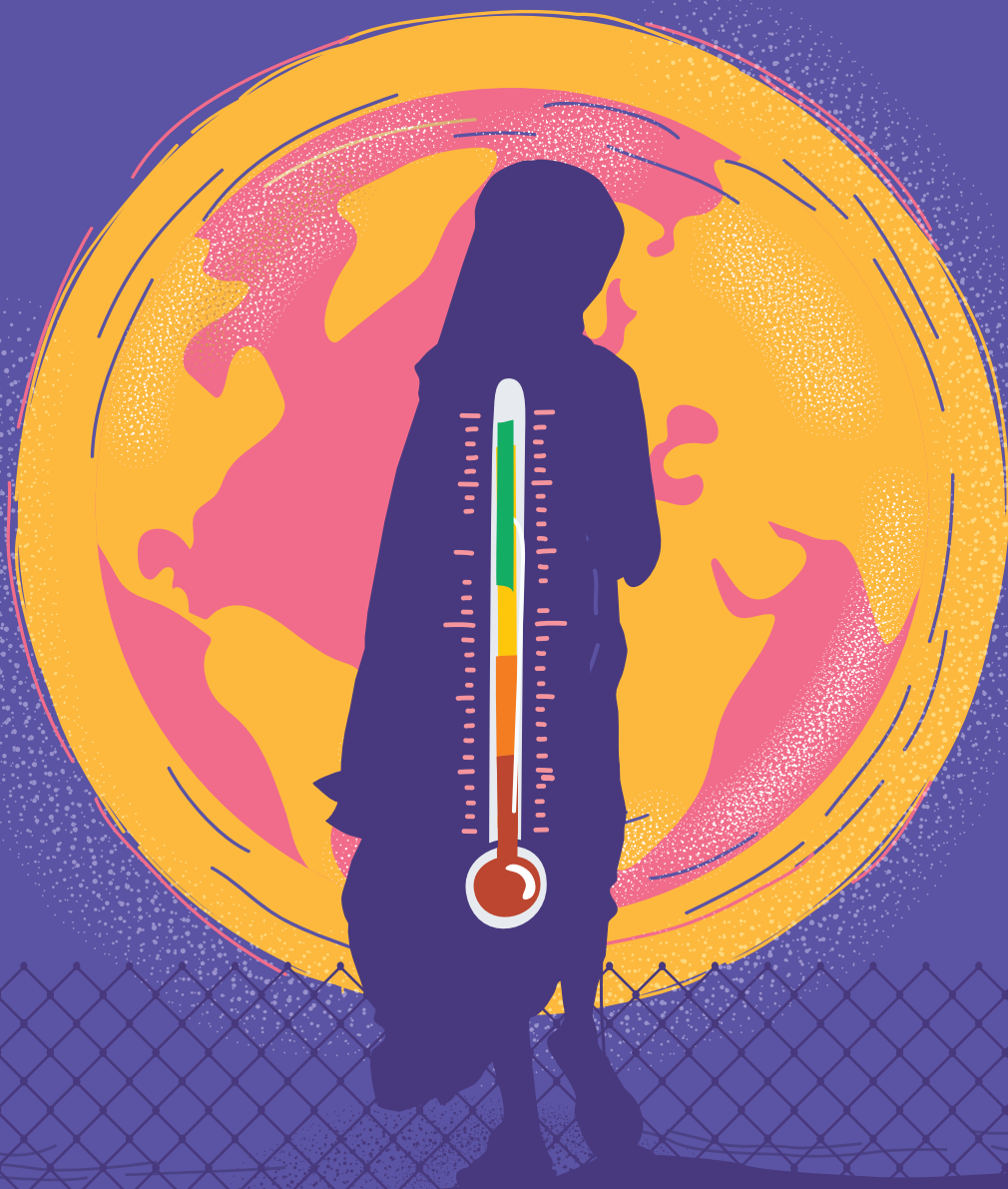




THE LISTEN UP! **BAROMETER:** OPERATIONAL GUIDE



Measuring how women and girls affected by crisis and women at work in emergencies pursue their potential, free from violence and inequality



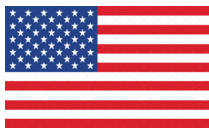
Acknowledgements

The Listen Up! Barometer was created based on a Theory of Change (see page 6) developed by feminist organizations and women's rights networks from the Global South and the International Rescue Committee (IRC). It is one part of the US Department of State-funded Listen Up! Project, which aims to amplify the voices and power of refugee women and girls, and women at work in emergencies, with the goal of catalyzing institutional reform, interagency action, and increased resources to reduce sexual harassment and sexual exploitation and abuse in humanitarian settings.

The Listen Up! Barometer was developed by VOICE and the IRC based on the guidance and expertise of the Listen Up! Advisory Group of Global South feminist organizations and women's rights networks. A Council of Advisors,¹ established for the development of the Barometer, played a crucial advisory role throughout the design of the Barometer. Three women's rights organizations and three IRC Women's Protection & Empowerment (WPE) country programs teams in Nigeria, Lebanon, and Uganda, and VOICE, piloted the Barometer and collaborated on revising and finalizing it.

Akkar Network for Development, Gender Equality Peace and Development Centre and Women's International Peace Center, VOICE and the IRC WPE teams would like to thank the women and girls in Nigeria, Lebanon and Uganda for sharing their experiences and to the dedicated staff in each country's humanitarian response.

The Listen Up! Barometer was funded in part by a grant from the United States Department of State. The opinions, findings and conclusions stated herein are those of the authors and do not necessarily reflect those of the United States Department of State. The IRC thanks the Bureau of Population, Refugees, and Migration – US Department of State for funding the Listen Up! Barometer since 2018, as a gift of the United States Government.



¹ Members of the Council of Advisors can be found here: <https://gbvresponders.org/womens-movement-building/listen-up/>

Listen Up Advisory Group





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The Barometer can serve
as an **advocacy tool** for
women's groups, organizations
and networks, and other GBV
actors, to hold those responsible
for humanitarian responses
accountable to women and girls.

Introducing the Listen Up! Barometer

The humanitarian community is failing women and girls. Humanitarian aid is not being designed or delivered with women and girls or their safety in mind, nor are women and girls being adequately engaged in the design or monitoring of aid. Women's organizations, networks and movements from national and displaced communities are frequently excluded from humanitarian responses. Displaced women's leadership and community groups are being ignored. Gender-based violence (GBV) actors and allies—including those working in prevention of sexual exploitation and abuse (PSEA)—in humanitarian responses, who speak out about women's and girls' experiences of violence and their barriers to safe and equitable access to humanitarian aid are frequently dismissed or silenced.²

What is the Barometer and what is its purpose?

The **Listen Up! Barometer** is a planning and assessment tool that examines the lived experiences of women and girls to determine whether the environment of a humanitarian emergency response is able to prevent, mitigate and respond to GBV, including sexual exploitation and abuse (SEA), and sexual harassment (SH). The Barometer is designed to create a rapid assessment of strengths and weaknesses of a humanitarian response for women and girls, including those working within humanitarian emergencies and those in the catchment area of an emergency response, for the purpose of creating recommendations for advocacy. It uses four data collection tools and guides to conduct and complete: Focus Group Discussions (FGDs); Key Informant Interviews (KIIs); Observational Checklist; and a Staff Perception Survey.

Specifically, the Barometer can serve as an advocacy tool for women's groups, organizations and networks, and other GBV actors, to hold those responsible for humanitarian responses accountable to women and girls.

The Barometer was created and adapted by experts in the GBV, gender equality, SH/SEA and emergency response field, based on a Theory of Change developed by women's rights activists from the Global South and the IRC. **The Barometer is divided into four sections, each corresponding to a different desired outcome of the Theory of Change, and comprises 21 Index Measures.** The outcomes are meant to help users assess the full spectrum of a humanitarian response based on an overarching vision: that women and girls affected by crisis and women at work in emergencies are able to pursue their potential, free from violence and inequality.³

2 Oxfam Canada, "A feminist approach to localization: How Canada can support the leadership of women's rights actors in humanitarian action," (2018): <https://www.oxfam.ca/wp-content/uploads/2018/06/a-feminist-approach-to-localization.pdf>.

3 The Listen Up! Theory of Change can be found here: <https://gbvresponders.org/wp-content/uploads/2021/03/Listen-Up-Theory-of-Change-2019.pdf>

Minimum standards guiding the Barometer

Minimum standards around prevention and response to GBV, sexual harassment, and sexual exploitation and abuse are referenced throughout the Barometer guidance documents. The minimum standards represent the following established interagency, global best practices:

- Interagency GBV Minimum Standards⁴
- Inter-Agency Standing Committee (IASC) GBV Guidelines⁵
- PSEA Minimum Operating Standards⁶
- Best Practice Guide Inter-Agency Community Based Complaints Mechanisms⁷
- GBV Accountability Framework⁸



4 https://gbvaor.net/sites/default/files/2019-11/19-200%20Minimun%20Standards%20Report%20ENGLISH-Nov%201.FINAL_.pdf

5 <https://gbvguidelines.org/en/>

6 <https://interagencystandingcommittee.org/accountability-affected-populations-including-protection-sexual-exploitation-and-abuse/content-1>

7 <https://interagencystandingcommittee.org/accountability-affected-populations-including-protection-sexual-exploitation-and-abuse/documents-50>

8 <https://www.calltoactiongbv.com/call-to-action-in-the-field>

Theory of Change

VISION	Women and girls affected by crisis and women at work in emergencies are able to pursue their potential, free from violence and inequality.			
OUTCOMES	Women and girls trust and access safe, confidential, and accountable support services when they experience GBV, including sexual harassment, exploitation and abuse.	Women and girls have equal access and control over humanitarian services and resources.	Humanitarians use power positively, and respect and value women and girls.	
			The humanitarian system prioritizes, resources and values efforts to address sexual harassment, exploitation and abuse.	Humanitarian organizations hold staff accountable for addressing sexual harassment, exploitation and abuse.
PATHWAYS OF CHANGE	Response services ⁹ and referral and reporting mechanisms are safe, accessible and appropriate for women and girls. ¹⁰	Humanitarian services and goods are informed and driven by diverse women and girls.	Policies to prevent sexual harassment, exploitation and abuse exist and are effectively implemented at all levels of the humanitarian system.	Humanitarian staff and leadership value those who speak out against and report sexual harassment, exploitation and abuse.
	Women and girls have safe spaces and social networks.	Humanitarian services and goods appropriately target the needs of diverse women and girls.	Humanitarian agencies and leadership value honest and transparent reporting, without negative repercussions for the reporter or survivor.	Humanitarian staff recognize their power and privilege and use it to promote nonviolence and equality.
	Service providers ¹¹ are skilled, knowledgeable and motivated to support women and girls survivors of GBV, including sexual harassment, exploitation and abuse.	Humanitarian action meaningfully engages and resources women-led civil society and local women's rights actors to promote women's and girls' empowerment and protection.	Humanitarian agencies promote learning on addressing sexual harassment, exploitation and abuse through sharing of best practices <i>and</i> failures.	Organizations promote a culture of respect, wellbeing and empathy for female colleagues experiencing harassment and violence.
	Communities, families and colleagues believe and support women and girls disclosing GBV, including sexual harassment, exploitation and abuse.	Efforts to address GBV, including sexual harassment, exploitation and abuse, are accountable to women and girls and women at work in emergencies.	Humanitarian agencies and leaders hold perpetrators to account and do not rehire or allow them to hold decision-making positions.	Women and men in leadership positions model and support action to address GBV, including sexual harassment, exploitation and abuse.
		Women are equally represented and meaningfully participate in displaced population decision-making bodies.	Humanitarian leadership ¹² requires and rewards transparent action on sexual harassment, exploitation and abuse.	All humanitarian actors know they must act to prevent and respond to GBV, including sexual harassment, exploitation and abuse.
		Women's groups support diverse women and girls and amplify their needs and concerns.	Women hold leadership and decision-making positions within the humanitarian system.	
CONDITIONS	Women's and girls' issues are valued and prioritized in humanitarian response.			
	Humanitarian agencies and leadership recognize the relationship between gender inequality and male perpetration of GBV, including sexual harassment, exploitation and abuse of women and girls.			
CONDITIONS	Humanitarian actors collectively measure the impact of actions to address GBV, including sexual harassment, exploitation and abuse.			

9 Response services include minimum GBV services related to the health, psychosocial, legal and safety needs of women and girls.

10 Services are delivered in line with GBV guiding principles: confidentiality, non-discrimination, dignity and safety.

11 Health, psychosocial support, legal and security service providers.

12 Humanitarian leadership includes humanitarian coordinators, donors, and leadership of non-governmental and multilateral organizations.

Who is the Barometer for?

The **Listen Up! Barometer** is a rapid assessment and advocacy tool primarily designed for use by women's rights actors, groups, organizations and networks working in and with their communities. Where possible, it is highly recommended that women's rights actors, groups, organizations or networks wishing to implement the Barometer identify and partner with a humanitarian GBV organization (national or international) working on the humanitarian emergency for the duration of Barometer implementation. The roles, responsibilities and activities involved in implementing the Barometer are designed to be shared among implementing organizations. The model for implementation provided is the recommended minimum and can easily be scaled up through larger team collaborations and resources as warranted by the emergency.

If a humanitarian GBV organization (national or international) decides to implement the Barometer, they should seek the equal partnership of women's rights groups, organizations or networks working in and with their communities. This will help ensure essential co-leadership by women's rights actors from the communities and contexts of the emergency, and that women and girls remain central to a process that is designed for and with them. It is critical to combine the expertise of women's rights actors, groups, organizations and networks, with that of actors from within the humanitarian system.

Through this partnership, women's rights actors, groups, organizations and networks can contribute critical and unique perspectives, experiences and expertise on women's rights, activism and GBV/ violence against women and girls, while also leveraging the expertise of wider women's rights movements to influence the humanitarian system. The key humanitarian GBV actors would bring their expertise on gender-based violence in emergencies (GBVIE) and assist with access to the humanitarian system, coordination mechanisms, services and referrals to GBV response services.

The Barometer can also be used by women's rights actors, groups, organizations and networks who have access to a humanitarian setting and wish to implement the Barometer independently. As such, the Barometer provides a minimum model for implementation that considers those who may have access to limited resources, time and staff capacity.

When to use the Barometer?

The Barometer is an advocacy tool that can be used by women's groups, organizations and movements—either independently or in partnership with humanitarian GBV organizations—whenever women and girls and allies within the humanitarian system are concerned that humanitarian action is harming women and girls, and/or there is insufficient humanitarian action to ensure safe and equitable access to humanitarian aid for women and girls.

It can be used on a one-off basis or periodically to ethically document women's and girls' lived experience in a humanitarian response for use in advocacy with humanitarian leadership, donors and humanitarian actors.

How to measure a humanitarian response using the Barometer?

The Barometer provides **four data collection tools and guides**¹³ to gather information needed to score the humanitarian response:

- **Focus Group Discussion (FGD) Guide:** To be conducted with women and girls from the communities affected by the humanitarian emergency.
- **Key Informant Interview (KII) Guide:** To be conducted with local women's groups, organizations networks to understand their work and experiences of the emergency response, and their barriers and access to available resources and coordination mechanisms, stakeholders and decision-makers.
- **Observational Checklist:** Designed to observe existing response documentations relating to GBV and prevention of sexual exploitation, abuse and sexual harassment; and the environment and service provision of a response (e.g., camp, informal setting, urban).
- **Staff Perception Survey:** To be administered with humanitarian workers to understand their perceptions of the humanitarian system and organizational responses to prevent and response to sexual exploitation, abuse and sexual harassment.

The **Barometer assesses four areas of a humanitarian response** that correspond to the four outcomes of the Listen Up! Theory of Change:

Four Theory of Change outcomes and barometer assessment areas



These four outcome areas cover the full spectrum of a humanitarian response that support an overarching vision: **that women and girls affected by crisis and women at work in emergencies are able to pursue their potential, free from violence and inequality.**

¹³ See Section 2: *Implementation*.

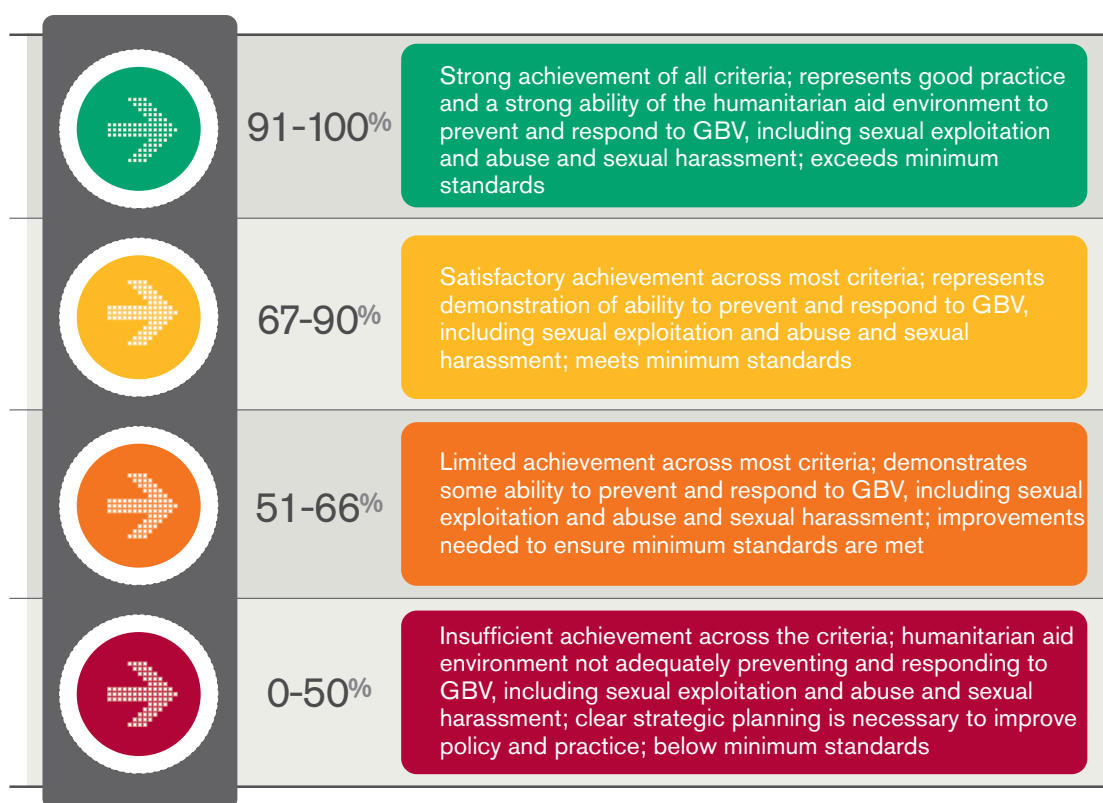
The **Barometer** uses a “traffic light system” (Red, Orange, Yellow, and Green) to score the status of the humanitarian response to GBV and sexual harassment, exploitation and abuse across those four areas. It also draws from qualitative data collected as part of the Barometer to add nuance and detail to those scores.

Within each of these four areas, there are different criteria that are assessed individually. Each criteria has a series of aspects that will be scored from 1-4 (Red to Green):



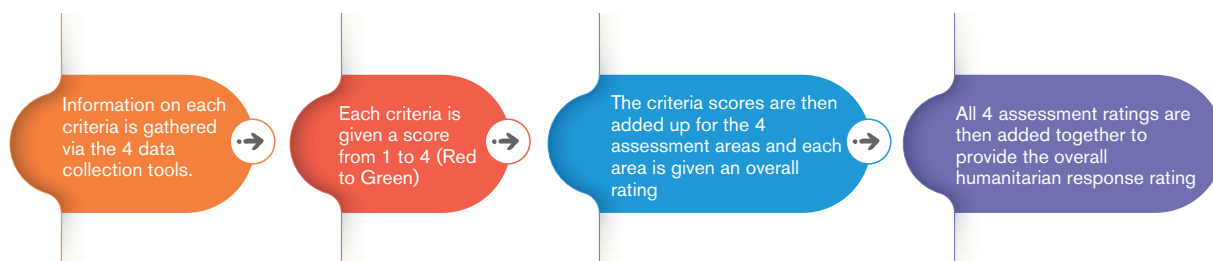
From these scores, the Barometer will provide both: individual ratings for each of those four outcome areas from red to green; and, adding together the scores from all four areas, an overall score for the humanitarian response being assessed.

Overall rating scores



This process will provide Barometer users with both broad and detailed data from which to develop recommendations and advocacy strategies, depending on the needs and priorities of their humanitarian contexts.

Summary:



- For details, see Section 2: Implementation and Section 3: Data Analysis.

Definitions

Sexual harassment in the workplace

The term “sexual harassment” is understood to occur within organizations from one staff member to another. Sexual harassment includes any form of sexual assault or 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.

This incident type does not include rape (i.e., where penetration has occurred).

Sexual exploitation and abuse

For the purposes of the Barometer, we are using the following definitions established in the UN Secretary General's 2003 Bulletin on protection from sexual exploitation and sexual abuse:

“The term ‘sexual exploitation’ means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.”¹⁴

“The term ‘sexual abuse’ means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.”¹⁵ Throughout the documents of the Barometer, we will refer to sexual exploitation and abuse as a singular topic.

Gender-based violence

The Barometer follows the definition and positions established by the Declaration of the Elimination of Violence against Women:

“The term ‘violence against women’ means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”

We recognize that “violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women, and that violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men.”

¹⁴ UN Secretary-General's Bulletin on protection from sexual exploitation and abuse (ST/SGB/2003/13): <https://undocs.org/ST/SGB/2003/13>.

¹⁵ Ibid.

We also recognize that “some groups of women, such as women belonging to minority groups, indigenous women, refugee women, migrant women, women living in rural or remote communities, destitute women, women in institutions or in detention, female children, women with disabilities, elderly women and women in situations of armed conflict, are especially vulnerable to violence.”¹⁶



¹⁶ *Declaration on the Elimination of Violence against Women* (resolution 48/104 of 20 December 1993): https://www.un.org/en/genocideprevention/documents/atrocities-crimes/Doc.21_declaration%20elimination%20vaw.pdf.



About this toolkit

This toolkit makes up the Operational Guide for the Listen Up! Barometer, with step-by-step guidance and all the accompanying tools and resources that you will need to use and apply the Barometer. The toolkit is provided as a downloadable .zip folder and is available at: <https://gbvresponders.org/womens-movement-building/listen-up/> in Arabic, Burmese, English, French, Spanish and Swahili.

What is in this toolkit

This toolkit is divided into four folders: 1) Planning and Preparation, 2) Implementation, 3) Data Analysis, and 4) Advocacy and Dissemination. Within each folder, you will find a step-by-step guidance document for that section, alongside all of the associated tools and resources needed to use the Barometer organized in the Section and the Appendix.

Structure of folder contents

Section 1: Planning and Preparation

Guidance Document: Planning and Preparation

Creating a Barometer team

- Minimum standards for a Barometer team based on best practice
- Barometer data collection team composition
- Which team members do you need for which data collection activity?

Planning and designing data collection

- Stakeholder engagement: humanitarian actors
- Scheduling
- Budgeting

Selecting your locations and participants

- Step-by-step guide: 6 steps to help you select your sites and participant groups
 1. Engage with both women and adolescent girls
 2. Identify the affected groups in your humanitarian emergency
 3. Identify the affected locations in your humanitarian emergency
 4. List all potential sites for Barometer implementation
 5. Security: A rapid risk assessment for potential sites
 6. Select sites for Barometer implementation

Preparing for data collection

- Key documents to source and review
- Understanding the GBV referral pathways and contacts
- 2-day start-up meeting for the Barometer data collection team

Data Collection Start-Up Meeting

- Agenda draft
- Presentation slides¹⁷

TOR for Data Collection Team

- TOR

Rapid Security Assessment

- Rapid Security Assessment

Implementation Schedule

- Sample 2-Week Implementation Schedule

Section 2: Implementation

Guidance Document: 2. Implementation

- Ethical and safety considerations for sensitive data collection
- Overview of data collection tools and how to use them
- FocusGroupDiscussion:GuidanceNote
- GuidanceForNote-Takers
- StaffPerceptionSurvey:GuidanceNote
- Step-by-StepGuidetoKoBo:Settingupanonlinesurvey

Section 3: Data Analysis

Guidance Document: Data Analysis

- Re-cap: Four outcome areas the Barometer measures
- From data recording to data analysis: 3 steps
 - 1) Quantitative (numerical) data recording and analysis: Observational Checklist and Staff Perception Survey
 - 2) Qualitative (narrative) data review and thematic analysis: Focus Group Discussions and Key Informant Interviews
 - 3) Analysis of your overall Barometer findings

Data Recording, Scoring and Analysis tools

- Data Recording and Scoring document (Excel) for Observational Checklist and Staff Perception Survey
- Step-by-Step Instructions on Using the Data Recording and Scoring Document
- Staff Perception Survey: Guide on How to Score This Survey
- Thematic Data Analysis Guidance Note (for FGDs and KIIs)

¹⁷ The 2-Day Start-Up Meeting Presentation Slides can be found at <https://gbvresponders.org/womens-movement-building/listen-up/>



Section 4 : Advocacy and Dissemination

Guidance Document: Advocacy and Dissemination

- **Recap: Scoring**
- **From Scoring to Advocacy: 4 steps**
 - Step 1: Validating the Score
 - Step 2: Developing Advocacy Recommendations
 - Finalizing Recommendations
 - Step 3: Writing the Report
 - Finalizing the Report
 - Sample Report Outline
 - Step 4: Making Change
 - Dissemination of the Implementation Report
 - Get SMART
 - Considerations
 - Advocacy Workplan

Advocacy Tools

Appendix

Data Collection Tools

- Focus Group Discussion Tool: Adolescent Girls
- Focus Group Discussion Tool: Women
- Focus Group Discussion Notes Template
- Key Informant Interview Tool
- Key Informant Interview Notes Template
- Observational Checklist Tool
- Staff Perception Survey Tool: For in-person surveys (Word document)
- Staff Perception Survey Tool: For online surveys (Excel document)¹⁸
- Respondent Feedback Tool

Barometer Participant Information Sheet and Informed Consent

- Barometer Participant Information Sheet
- Informed Consent (sample)

¹⁸ The Staff Perception Survey Tool For online surveys (Excel Document) can be found at <https://gbvresponders.org/womens-movement-building/listen-up/>



Section 1

Planning and Preparation





Creating a Barometer team

The first step in planning and preparation is to put together your Barometer team. Whether you are implementing the Barometer in partnership with another organization or independently, the following guidance outlines the minimum requirements for your team.

Minimum standards for a Barometer team based on best practice

- **Women-only data collection team.** It is safer and more appropriate to have female team members to interact with women and girls in the implementation of the Barometer. This includes having female data collectors facilitate the in-person staff perception surveys and the Focus Group Discussion (FGDs). Not only does this provide an additional layer of security for women and girls, but women and girls are also much more likely to talk about the issues raised in the tools with women—particularly women who have been appropriately designated for the role;
- Each team member must already have:
 - At a minimum, received **training on gender-based violence (GBV) core concepts, survivor-centered principles, and prevention of sexual harassment and sexual exploitation and abuse**¹⁹; and
 - Some **practical experience** working on GBV and/or prevention of sexual exploitation and abuse;
- Each team member must be **trained on implementing the Barometer** (see *Data Collection Start-Up Meeting*, and the section below);
- Every team member should be aware of the local GBV referral pathway and protocols—for both communities and aid workers—and have copies, where available, of the latest versions and information on these. **If there are hotline numbers, they should be tested ahead of the data collection exercise;**
- Each team member must understand and sign a **Code of Conduct**.
 - *Please refer to your organization's policies and internal guidance to develop and agree on a Code of Conduct for your Barometer team. If you are working with a partner, also refer to their policies to develop a Code of Conduct between your organizations.*

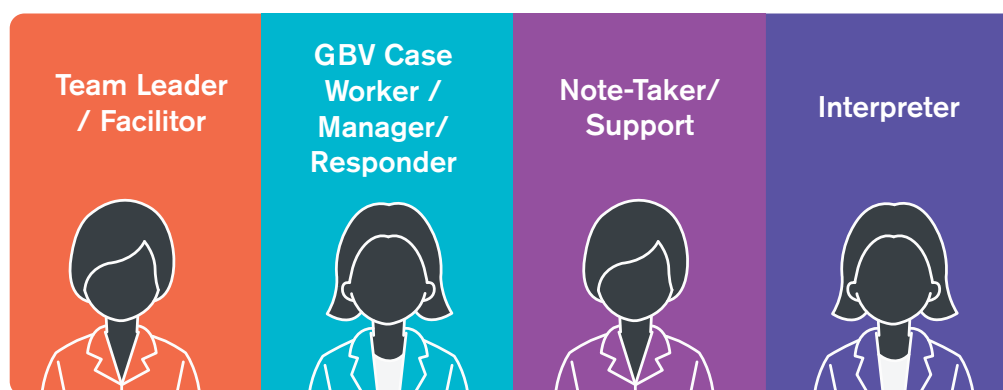
Barometer data collection team composition

Your Barometer data collection team should include **women from within your own group, organization or network**, and **women from your partner organization**, if applicable. For humanitarian GBV organizations implementing the Barometer, women from your partner women's rights group, organization or network must be part of the team as co-leads or lead.

¹⁹ For GBV resources, see: <https://gbvresponders.org/>; for resources on prevention of sexual exploitation and abuse, see: <http://www.pseatactforce.org/>.

You could also include **trained women from host or refugee communities** to lead FGDs, provide local language interpretation for FGDs with women and girls affected by the crisis, or support the Observational Checklist activities. They must be trained on GBV core concepts and survivor-centered principles and must be included in the start-up meeting with your whole Barometer team.

You will need a **minimum of four women in your Barometer data collection team** serving in the following roles:



You can increase the size of your team by adding more Facilitators, Note-Takers or Interpreters, depending on the women available in your organization or your partner's organization.

You will need a larger team if you want to run more than one data collection activity at a time (i.e., if you want to do two FGDs at the same time in two different parts of a camp, you will need two Facilitators and two Note-Takers at a minimum, potentially one or two Interpreters depending on your needs, and at least one GBV Case Worker/ Manager/ Responder who can be available for both activities).

Key roles and responsibilities

TEAM LEADER

- At least one woman in your team should lead and coordinate the whole data collection and data analysis process.
- Facilitator: If a second woman is not available to facilitate, the Team Leader can also act as the Facilitator. It is critical that the Facilitator has the necessary skills and experience in facilitating conversations with women and girls on GBV and/or sexual exploitation and abuse issues. She will facilitate the FGDs, serve as the interviewer for the Key Informant Interviews (KIIs) and Staff Perception Survey, and can conduct the Observational Checklist.

NOTE-TAKER

- The Note-Taker will take written notes during the FGDs and KIIs.
- The Note-Taker can also conduct the Observational Checklist if she has previous experience in conducting safety audits.

INTERPRETER

- This individual will provide interpretation during the FGDs and KIIs and must be someone who speaks the local language. As part of the start-up meeting, be sure that the Interpreter understands how to correctly and appropriately interpret/ translate the terminology around GBV and sexual exploitation and abuse issues.

- The Interpreter can also conduct the Observational Checklist if she has previous experience in conducting safety audits.

Data entry and recording

- Each team member conducting a data collection activity is responsible for data entry and recording their notes at the end of each data collection day. She will need to use the provided templates and tools to input her data and ensure that these are secured in password-protected folders. As soon as the raw data has been recorded, all notes must be destroyed that day. Passwords must only be shared with others in the Barometer team, including the Team Leader, who then becomes responsible for that data.

GBV CASE WORKER/ MANAGER/ RESPONDER

- This individual must be trained and experienced in supporting woman and girl survivors of male violence (all forms of GBV, including intimate partner violence and sexual violence). She must be able to uphold the principle of confidentiality at all times, as per the guiding principles.
- She will provide support to survivors who disclose during the Barometer implementation and must be present at the start and end of every FGD activity so she can introduce herself and receive any disclosures.
- She must be able to provide expertise and knowledge on the capacity and availability of GBV services and referrals.
- Important! If no such woman is available either from your organization or your partner humanitarian GBV organization, at a minimum, the Facilitator should take a moment at the start of an FGD to share information about what services and support are available to participants. For example, if there is a hotline for the area, provide the number and key information about it, and how to access it. If there are any nearby, trusted and known women and girls safe spaces available, explain to the group where it is, how to access it and what services are offered there. This can help build trust between the Facilitator and the participants.

- *See TOR for Data Collection Team for a sample TOR.*

Which team members do you need for which data collection activity?

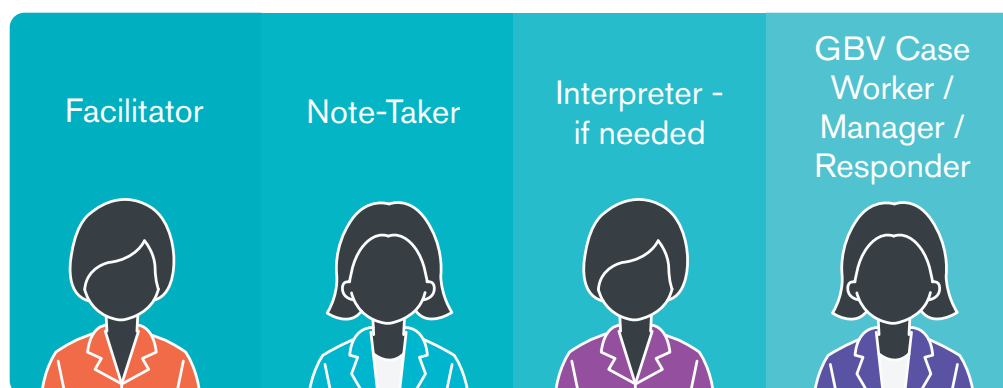
Each data collection activity requires a certain number of Barometer team members to complete. Below you will find team composition guidance for each activity: FGD, KII, Observational Checklist and Staff Perception Survey.

Your Barometer team members can be a part of one or more of the data collection activities below, depending on their availability and experience.



Focus group discussions with women and girls

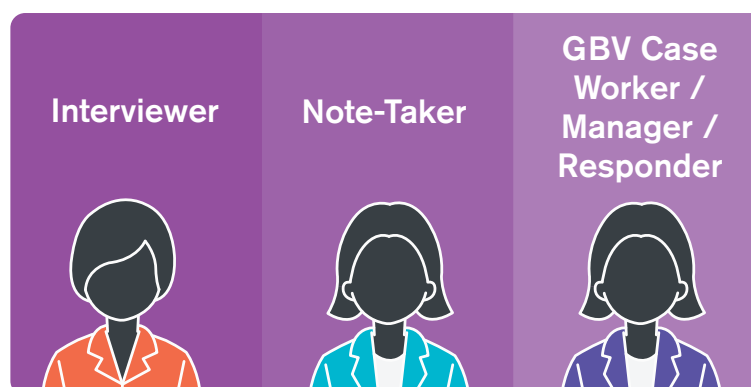
You will need a **minimum of three team members to conduct each FGD**: a Facilitator, Note-Taker and GBV Case Worker/ Manager/ Responder. If needed, you may also need an Interpreter. All FGD team members must be women only.



The guiding principles for supporting survivors should be upheld at all times.

Key Informant interviews (KII)

You will need a **minimum of two team members per KII**: an Interviewer and a Note-Taker. If you need interpretation, include this additional role into the team.

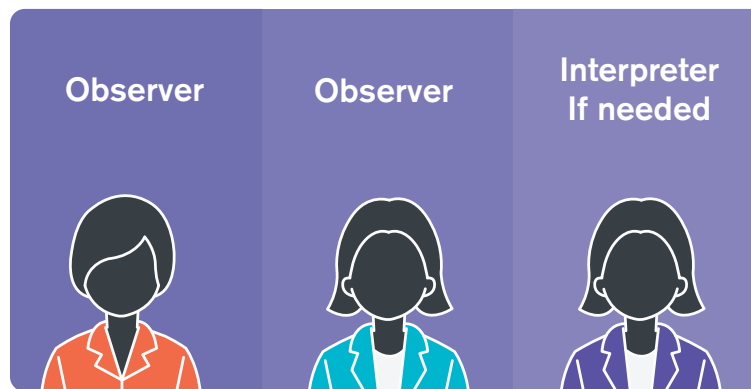


Observation Checklist

You will need a **minimum of two team members to conduct an Observational Checklist per site/ location being observed**.

In some contexts, clarifying questions to service providers or community members²⁰ might need to be asked during an observation. Ensure that there is an Interpreter available, if needed, who is also part of the observation team.

²⁰ For example: How frequently is water available at water points? How long on average is the wait time for water?



Essential! At no point should a team member be conducting the checklist alone.

Staff Perception Surveys

You only need **one team member to conduct the in-person survey with humanitarian aid workers.**



Depending on the size and availability of your team and the way in which you decide to conduct the Staff Perception Surveys (in-person or online), you might want to designate 2-3 team members who are able to conduct these surveys and set aside specific times for doing so.

You should also consider the languages that are needed for survey collection when determining who conducts surveys.

Important! Survey facilitators should **not** be from the same organization as those they are surveying to ensure confidentiality and comfort sharing concerns.



Planning and designing data collection

Stakeholder engagement

Stakeholder engagement is a critical part of the Barometer and takes place at three different stages of implementation:

- 1) **During the planning and preparation stage** – before data collection starts (*this section*)
- 2) **During the data analysis stage** – after data collection has been completed (*see Section 3*)
- 3) **During the advocacy and dissemination stage** – after the recommendations have been finalized (*see Section 4*)

Why engage with stakeholders?

Engagement with different stakeholder groups can:

- o Build support and buy-in for the Barometer and its purpose;
- o Help you contextualize your implementation plan;
- o Help you review and validate the findings from your data and generate recommendations;
- o Open up opportunities for joint advocacy (*see Section 4. Advocacy and Dissemination* for more details); and
- o Increase the chances that they will adopt your recommendations to improve the humanitarian response for women and girls (also *see Section 4. Advocacy and Dissemination*).

Which stakeholders to engage with and when?

The identification of stakeholders to engage should take place before the start of the data collection, so that they understand the Barometer, what you will be doing with it and how they can be involved.

National and international humanitarian actors:

- These can include: UN agencies, international non-governmental organizations (INGOs), NGOs, Prevention of Sexual Exploitation and Abuse (PSEA) Working Group/ Task Force representatives; GBV sub-cluster coordination mechanism representatives/ coordinator—inclusive of those who are providing GBV response services in communities where the Barometer will be implemented.
- If you are partnering with a humanitarian GBV organization, you will likely already be connected to many of these actors. If you are implementing the Barometer independently, it is recommended you contact the GBV sub-cluster coordinator (where is it operating) to connect with the GBV humanitarian community. Alternatively, one of the UN agencies (UN Office for the Coordination of Humanitarian Affairs (OCHA); UN High Commissioner for Refugees (UNHCR); UN Population Fund (UNFPA)) or humanitarian GBV actors might be able to assist you with information.
- The purpose of connecting with this group of stakeholders is to inform them about the Barometer and your plans; to bring in their humanitarian GBV expertise; and importantly, to assist you in accessing the humanitarian system and GBV coordination mechanisms—specifically the available GBV services and

referrals to GBV response services in the humanitarian response. You will need this information and these connections to be able to refer women and girls who disclose violence or need support during the Barometer implementation to appropriate and available services. This is essential, even if you are able to provide some services from your own organization or your partner organization.

- This stakeholder group may also be able to assist you with identifying a qualified woman who could serve as the GBV Case Worker during data collection and the FGDs, if neither you nor your partner has access to one.

Government actors and representatives (only if it is safe and appropriate for you to engage with them):

- This group could include representatives of the Ministry of Women's Affairs/ Gender Equality or a similar government department for women's rights.
- You could use these conversations with government representatives to:
 - o Ask about their challenges and perspectives on the emergency, particularly as it relates to women, girls and GBV and sexual exploitation and abuse;
 - o Inform them about the Barometer, your plans and the purpose for them;
 - o Advise them on new information the Barometer could generate;
 - o Explain how the Barometer could support their work;
 - o Discuss ways to involve and engage with them throughout implementation of the Barometer; and
 - o Agree on how implementation progress and findings and recommendations will be shared during the advocacy and dissemination stage.

Local women's rights actors, groups, organizations and networks:

- You should engage with this wider stakeholder group to enlist their support in:
 - o Advising on contextualizing and developing your implementation plan;
 - o Reviewing data findings and validation after data collection has been completed;
 - o Generating recommendations; and
 - o Engaging in joint advocacy, exerting influence at the national level and bringing your advocacy recommendations to the government (where safe to do so) and other stakeholders and decision-makers (such as UN agencies, donors).

Host, displaced and refugee women community leaders and members:

- You should engage with this group to enlist their support in:
 - o Advising on contextualizing your implementation plan if their communities will be included as one or more of the Barometer implementation locations, and identifying participants;
 - o Validating the data after data collection has been completed; and
 - o Analyzing the Barometer findings and actions taken.

Scheduling

The Barometer is meant to be a “rapid” assessment of a humanitarian context and should take no more than two weeks for data collection inclusive of the start-up meeting, with a few extra days for preparation, scoring, analysis and recommendation development.

An overview of this sample implementation schedule:

Barometer stage	Days	Activities	For more information
Planning and preparation	5 days	Meeting with stakeholders, gathering document, selecting locations and respondents, budgeting, scheduling, etc.	This document, <i>Section 1</i>
Start-up meeting with Barometer team	2 days	Mandatory meeting to train the team on the Barometer and data collection. If needed, add in time for a refresher session on GBV and/or sexual harassment and sexual exploitation and abuse.	See Data Collection Start-Up Meeting
Data collection	12 days	Conducting FGDs, KIs, Observational Checklists and Staff Perception Surveys.	See <i>Section 2</i>
Data analysis, validation and recommendations	3 days	Analyzing the data, validating the data with key stakeholders and developing recommendations.	See <i>Section 3</i>
Advocacy and dissemination	To be determined by context	To be determined by context (Note: Aim to start this as soon as you have your recommendations and advocacy finalized).	See <i>Section 4</i>

In order to develop and finalize your schedule, move through the next two steps: budgeting and selecting your locations and participants. These steps will allow you to finalize the details and determine the scope of your data collection activities.

- *See Implementation Schedule for a detailed sample Barometer implementation schedule based on a minimum team size of four.*

Budgeting

Implementing the Barometer will require a budget and resources. How much money and what resources you will need will depend on what you already have available and what you will need to fully implement the Barometer.

To support you to think through what funding and/or other resources you will need, here are some guiding questions and considerations:

- **Barometer team:**
 - o How many team members will you need to implement the Barometer (considering the minimum requirement of four people)?
 - o What % of each team member's time will be required?
 - o What will it cost for those team members to work on the Barometer—for example, on a full-time basis for a two-week data collection schedule?

- **Barometer start-up meeting:**
 - o Where will you conduct this meeting?
 - o Will you need specific resources or supplies, such as food and beverages?
 - o If this is being done virtually, what additional considerations, resources, IT equipment or software do you need?
- **Data collection supplies:**
 - o What printing costs are associated with the data collection tools?
 - o On what software or platform are you collecting data?
 - o How will you be storing and securing the information?
- **Interpretation/ translation:**
 - o In what languages will you be working?
 - o Will you need to bring in interpretation or translation support? If yes, how much will that cost?
- **Communication:**
 - o Will you require money or resources to ensure that your team is able to communicate with each other and with all Barometer stakeholders and partners?
- **Transportation:**
 - o What transportation will you need to conduct Barometer activities, especially data collection?
 - o Do you have access to such transportation?
 - o Will you need to hire transportation services? What will this cost? For how long will you need it?
 - o Will you have access to a known and trusted driver?
- **Partnership:** If you are a humanitarian GBV organization partnering with a women's rights group, organization or network, you will need to consider the costs of the partner's expenses, staff time and potentially travel, accommodation, per diems and incidentals. Partnership details, including budget, should be developed collaboratively with the partner while you are agreeing to implement the Barometer.

To answer some of these budget questions, review the next section, *Selecting Your Locations and Participants*, to help determine the budget and resources you will need (e.g., type of transportation, communications equipment, extra team members, etc.).



Selecting your locations and participants

It will likely not be possible to assess an entire humanitarian emergency when implementing the Barometer. It is therefore important to carefully select the locations and specific sites where FGDs, KIs and Observational Checklists will be completed within a humanitarian emergency context.

Assessing a unique location or site within a humanitarian response can still provide a valuable “snap-shot” of information about a humanitarian response without being comprehensive. It will be important to select sites **where it is safe and possible** to implement, where it is possible to complete implementation **within the recommended two-week timeframe**, and where you are able to engage with a **diverse range of participants relevant to your emergency context** from:

- Each **affected location** (e.g., urban, peri-urban, camp or informal settlement);
- Each **affected group** (e.g., host community, returnee, refugee or internally displaced person (IDP)); and
- Each **age range** (both women and adolescent girls).

Important: Aim to select **no more than four specific sites** where you will implement the Barometer.

Step-by-step guide: 6 steps to help you select your sites and participant groups

Carefully follow these six steps to help you decide on your specific sites and participant groups for Barometer implementation and data collection.

1. Engage with both women and adolescent girls in the Barometer implementation

Seek to engage with groups of both women and adolescent girls as part of the Barometer implementation.

2. Identify the affected groups in your humanitarian emergency

Select all that are relevant:

- ☐ Host community
- ☐ Returnee
- ☐ Refugee
- ☐ IDP

3. Identify the affected locations in your humanitarian emergency

Select all that are relevant:

- ☐ Urban
- ☐ Peri-urban
- ☐ Camp
- ☐ Informal settlement

4. List all potential sites for Barometer implementation

List the specific sites affected by the humanitarian crisis and note which groups are living there and whether there is a humanitarian response already operating there.

This will help you narrow down a selection of locations and participants that would allow you to cover as many groups and areas as possible.

Use this table to input information about all possible sites in your area that have been affected by the humanitarian emergency (examples in italics have been provided):

Location	Site	Response	Host	Returnee	Refugee	IDP
<i>Urban</i>	<i>Town "A"</i>		<i>X</i>			<i>X</i>
<i>Urban</i>	<i>Town "B"</i>	<i>X</i>	<i>X</i>	<i>X</i>		
<i>Peri-urban</i>	<i>Outside Town "B"</i>					
<i>Camp</i>	<i>Camp "A"</i>	<i>X</i>			<i>X</i>	<i>X</i>

5. Security: a rapid risk assessment for potential sites

Thinking about the security of the potential sites is a critical step in this process and will help you to eliminate or select sites based their general security *and* their security for women.

To help you narrow down and select your sites, use the **Rapid Security Assessment** tool. This tool will help you think through the potential sites that you are considering from a women-focused security perspective. It will ask you a series of questions to help you decide if a site will be safe enough for your team. This tool has been specifically designed with women's security in mind. It will therefore be a critical component to factor into any of your security planning and preparation and monitoring throughout implementation.

Important: Even if you have access to security personnel and established security systems either in your own organization or through your Barometer partnership, it is still advised that you include this women-centered and -focused tool—in conjunction with your existing security processes—to ensure that women's security is being considered.

For up-to-date information on security in your humanitarian context, you can usually obtain this from OCHA situation reports and coordinators, UNDSS security briefings, as well as the humanitarian community and fellow female aid workers and women's rights actors, groups and organizations.

6. Select sites for Barometer implementation

Reminder: Aim for a selection of **no more than four sites where you will implement the Barometer**. Remember that a 2-week implementation schedule is recommended.

Using the information that you have gathered from steps 2-6, **select up to four sites** that will allow you to engage with, as safely as possible, as many of the affected groups in the different affected locations as possible, to ensure your participants are as diverse as possible.

→ **For example:**

- If your humanitarian context has all four affected locations—urban, peri-urban, camp and informal settlement—you could implement the Barometer in one smaller site within each of these locations.
- If your context has camps and informal settlements, you could implement the Barometer in one or two smaller sites in each of these two locations.
- With a recommended target of 6-8 FGDs for the whole Barometer implementation, this would allow you to engage with 6-8 different groups of women and girls from a range of diverse groups, locations and sites in your emergency context.

Prioritizing site selection

Here are a few final guiding points to help you prioritize and make your final selection:

- Try to select at least one site from each of the affected areas, which would allow you to engage with each affected group at least once.
- Where safe to do so, try to include specific sites with little to no humanitarian aid coverage and/or are considered “hard to reach,” so that the Barometer can also assess areas that are likely to be most in need, most isolated, or where people are most marginalized.
- Try to include sites (where safe enough and accessible) that are included in the **Country Humanitarian Response Plan** (if available). These will usually be found through OHCA and the in-country Humanitarian Coordinator,²¹ or via the Humanitarian Response Information website.²²
- When deciding on your sites, consider choosing a site that can be observed (with the Observational Checklist) within one day only (i.e., choose a camp or area/ section of a camp that you know you could observe or walk around in, in one day).
- The size of your team will affect how many sites you can cover within two weeks, so you might want to also consider distance between sites. For example: If you will be working with the minimum team of four women, you will only be able to conduct one data collection activity at a time:
 - o You could complete two FGDs in one day (one in the morning, one in the afternoon);
 - o You could complete one site observation in one day.
- **Safe spaces to conduct your FGDs is a critical consideration when selecting your sites.** Identify locations where safe and appropriate spaces are available. In particular:
 - o FGDs should take place in a room/space where no other activity is occurring and no other person external to the discussion could disrupt it, in order to maintain confidentiality. There should be venues/spaces available in the location that are identified as safe and accessible by women and girls (if you do not know this, prioritize finding this out).
 - o Furthermore, whenever possible, an on-site childcare option should be proposed to women with small children.
- **Important!** Finally, when deciding on your locations, it is advisable to have **backup locations** (plan B, plan C, etc.) ready and agreed on in case your first choice (plan A) location becomes inaccessible as a result of changes in the security or humanitarian situation.

²¹ You can find examples of *Country Humanitarian Response Plans* here: South Sudan - https://reliefweb.int/sites/reliefweb.int/files/resources/south_sudan_humanitarian_response_plan_2019_final.pdf | Syria - <https://www.humanitarianresponse.info/en/operations/syria/document/2015-syrian-arab-republic-strategic-response-plan>.

²² *Humanitarian Response Information*: <https://www.humanitarianresponse.info/>.

Preparing for data collection

Key documents to source and review

At minimum, where available as part of the humanitarian response, the following key documents should be sourced and reviewed by the Barometer team during the planning stage:

- GBV Working Group documents: GBV Standard Operating Procedures or Referral Pathways as available for location of implementation; GBV Information Management System (GBVIMS) aggregate data; safety audits and assessments
 - PSEA Working Group assessments and reporting protocols, as available
 - Women's participation and representation reports and assessments, as available
 - Gender and power analysis reports and assessments, as available
 - Humanitarian Response Plans

These documents are usually sourced from the GBV sub-cluster/ sector (for examples: visit the [Afghanistan](#) or [Syria](#) pages updated on [Humanitarian Response Info](#)) or the PSEA Working Group (for examples: visit available documents from [Jordan](#) or [Bangladesh](#)).

These documents should be reviewed by the Barometer team ahead of and during the 2-day start-up meeting if there is time (see below).

Understanding the GBV referral pathways and contacts

Women and girls may disclose experiences of violence during the implementation of the Barometer. Therefore, **it is essential that all Barometer team members know how to refer survivors to available and appropriate GBV response services. This includes women at work in emergencies.**

Ensure the following is always practiced:

- **For women and girls in the affected populations/ target communities:**
 - o A female GBV Case Worker/ Manager must be part of the data collection team;
 - o During FGDs with women and girls, the female GBV Case Worker/ Manager/ Responder should introduce herself at the beginning and end of the FGD, and is ready to provide any support to women and girls in line with the survivor-centered principles and the referral pathways;
 - o In general, during the whole data collection process, the female GBV Case Worker/ Manager/ Responder should remain available, in case of disclosure or concerns that may arise any stage or part of the process.
- **For women humanitarian aid workers:**
 - o The female Barometer data collection team member facilitating the in-person Staff Perception Surveys must be aware of and be able to demonstrate a practical understanding and application of the specific referral pathways and protocols for female humanitarians and the appropriate services and/or support available to them. This context-specific information must also be included in the online survey tool and in any dissemination of the online survey.

2-Day start-up meeting for the data collection team

It is mandatory that once the data collection team is assembled that they take part in a start-up meeting to prepare for the data collection. This meeting combines essential information on the Barometer and training components on how to use it and the data collection tools.

It is highly advised that this is a **2-day meeting** to ensure sufficient time to cover all the essential topics. You may consider reducing the length or spreading it out over a few days to suit your schedules, but this will depend on the needs of the team, especially around ensuring understanding of ethical and safety considerations and how to use the tools.

It should be clarified that **this is not a GBV or prevention sexual harassment, and sexual exploitation and abuse training**. This start-up meeting is specifically designed to train the data collection team on how to *implement the Barometer* only.

If you assess that the Barometer team needs more time than allocated in the below sample agenda on GBV and/or sexual harassment and sexual exploitation and abuse, you can add it as a separate training component. **It is critical to remember, however, that the data collection team must already have prior knowledge and experience in working on GBV and/or sexual harassment and sexual exploitation and abuse issues, and have already been trained on GBV core concepts, guiding principles and survivor-centered care.**

To limit the number of participants, only the whole Barometer team should be included into this meeting.

- *For the core topics that must be covered by this meeting, see [Data Collection Start-Up Meeting](#) for a detailed 2-day start-up meeting agenda and presentation slides.*





Sample 2-Day Agenda for Data Collection Preparation Meeting

Listen Up! Barometer

Data Collection Preparation: 2-Day Meeting Agenda

At the end of the meeting, participants will have:

- An understanding of the Listen Up! Project and the Barometer
- An understanding of the purpose and use of all data collection tools and an agreed upon understanding of collecting data aligned with feminist principles
- Group agreements on roles, responsibilities, safety, security and best practices

Before the meeting, facilitators should have:

- Printed the necessary documents
- Reviewed the roles and responsibilities of facilitation
- Reviewed and revised (if necessary) the PowerPoint (PPT) presentation

- *See Data Collection Start-Up Meeting, which contains the sample presentation slides to accompany this agenda.*



Day 1

9:00-9:15	Welcome, Introductions, Ground Rules - Names, roles, how long have you been doing this work, how long have you been working or living in this region/ area? - Icebreaker – for example, what does your name mean? What do you like to do for fun? Or anything else as needed!
9:15-10:00	What is the Listen Up! Project and the Barometer? What is the Listen Up! Project (see History slide in presentation deck) Overview of the Barometer (Why are we here and why have we asked you to do this work today?) (See <i>Oa. Introduction to the Listen Up! Barometer</i> document for more information on these points): - What is the Barometer? What is its purpose? - Minimum standards that guided its development - Listen Up! Theory of Change that has informed the Barometer - Who is the Barometer for? - When should we use it? Why are we deciding to implement the Barometer now? - How do we measure a humanitarian response using the Barometer? Agenda for the next two days: - Review of gender-based violence (GBV) core concepts, guiding principles and survivor-centered support - Terminology and language - Basics of feminist data collection - Data collection: review and practice of the tools - Ethical and safety considerations and security - Roles and responsibilities of each Barometer team member - Group Agreements and Code of Conduct - Review of the GBV referral pathways and contacts - Review of key humanitarian documents
10:00-10:30	Review of GBV core concepts, guiding principles and survivor-centered support
10:30-11:30	Terminology and language - Define and translate sexual harassment and sexual exploitation and abuse and other key GBV terms. - Discuss translations and ways to interpret these definitions accurately and clearly in the language(s) of the context where the Barometer will be implemented. - Ensure the whole team agrees on and is clear on the language being used.
11:30-12:30	Basics of feminist data collection - Core feminist theory and principles underpinning GBV prevention and response: - Participatory and inclusive - Women-, girl- and survivor-centered - Focused on using data for advocacy (not donor reporting!)
12:30-13:30	Lunch break

13:30 -17:30

Adjust the time as needed to include breaks and ensure your team has enough time to fully understand each tool and how to use it.

Tool review and practice (4 hours)

Note-taking

- Hand out the following three documents and ask the group to review them
 - o 1-page Guidance for Note-Takers document
 - o Focus Group Discussion (FGD) Notes Template
 - o Key Informant Interview (KII) Notes Template
- Check participants' understanding. It is important that everyone understands how to take good and clear notes. Ask them to use this guidance and the templates while doing the practice exercises. If they are using computers for note-taking, share the electronic templates with them.
- Those who take notes during the practice exercises—and especially those who will be note-takers for the Barometer—should use the notes templates to either handwrite or type their notes in English. It would be most ideal to take handwritten notes as they will do during the real FGD and KII sessions. This way they can practice writing good, clear note-taking.

(For all of the data collection tools, see: the Appendix for Data Collection Tools)

• **FGD Tool**

- Hand out FGD tools.
- **Individually or in pairs, review the tools** by reading through them.
- **Q/A:** Spend some time answering any questions that the team might have about the tool.
- **Who will be using this tool:** Review when and how the tool will be used by specific members of the team.
- **Practice and role plays:** Practice conducting the FGD by rotating everyone through the various roles—1 or 2 people observe, 1 person facilitates the FGD, others are participants, 1 is the note-taker. Ask only 2-3 questions for practice, but have everyone read through and understand the introduction and its importance. Make sure everyone participates, has a role and is engaged. As part of these role plays, you must *always* go through the informed consent process and *bring procedures for disclosures into those practices*. For these practice sessions, you could consider bringing in colleagues who are not a part of the Barometer team to stand in as “FGD participants” and play those roles, then include them in the feedback process below.
- **Feedback:** After each practice session, ask participants to answer the following questions:
 - o What worked well about the tool?
 - o What did not work as well or was challenging in the FGD?
 - o What language/terms, if any, are you still unclear on or need more explanation and/or interpretation? How is sexual harassment, sexual exploitation and abuse and GBV being understood and talked about? Will it be clear for our groups?
 - o Do we need to adjust any of the language in the tools to fit our context? If yes, discuss and ensure that you agree on language as a team. This is critical to ensure that the tools are relevant and will be understood by the groups of women and girls with whom you will be engaging.

• **Staff Perception Survey Guide**

- Hand out the tool.
- **Individually or in pairs, review the tools** by reading through them.
- **Q/A:** Spend some time answering any questions that the team might have about the tool.
- **Who will be using this tool:** Review when and how the tool will be used by specific members of the team.

13:30 -17:30

Adjust the time as needed to include breaks and ensure your team has enough time to fully understand each tool and how to use it.

- **Practice and role plays:** Practice conducting the survey by rotating everyone through the various roles—1 or 2 people observe, 1 person is the interviewer, 1 person is the interviewee. Ask only 5 questions for practice, but have them read through and understand the introduction and its importance. Make sure everyone participates. As part of these role plays, you must *always go through the informed consent process and bring procedures for disclosures* from female humanitarian staff into those practices. For these practice sessions, you could consider bringing in colleagues who are not a part of the Barometer team to stand in as “staff participants,” and include them in the feedback process below.
- **Feedback:** After each practice session, ask participants to answer the following questions:
 - o What worked well about the tool?
 - o What did not work as well or was challenging in the survey?
 - o What language, if any, are you still unclear on, or needs more explanation and/or interpretation?
- **Observational Checklist Tool**
- Hand out the tool.
- **Individually or in pairs, review the tools** by reading through them.
- **Q/A:** Spend some time answering any questions that the team might have about the tool.
- **Who will be using this tool:** Review when and how the tool will be used by specific members of the team.
- Share examples of when you might use specific parts of the observational tool. If members of the team are responders in the area that you will be focusing on, you can even begin to answer some of the questions or show how some of the tool is already filled out based on document review.
- Discuss the areas on which you will be focusing.
- **KII Tool**
- Hand out the tool.
- **Individually or in pairs, review the tools** by reading through them.
- **Q/A:** Spend some time on answering any questions that the team might have on the tool.
- **Who will be using this tool:** Review when and how it will be used by specific members of the team.
- **Practice and role plays:** Practice conducting the KII by rotating everyone through the various roles—1 or 2 people observe, 1 person is the interviewer, 1 person is the interviewee. Ask only 5 questions for practice, but have them read through and understand the introduction and its importance. Make sure everyone participates. For these practice sessions, you could consider bringing in colleagues who are not a part of the Barometer team to stand in as “representatives from women’s organizations,” and include them in the feedback process below.
- **Feedback:** After each practice session, ask participants to answer the following questions:
 - o What worked well about the tool?
 - o What did not work as well or was challenging in the KII?
 - o What language, if any, are you still unclear on or needs more explanation and/or interpretation?
 - o Are any adjustments to the tool needed before we use it?
- **Review the note-taking**
 - o After you have gone through all four tools and the processes outlined above, it is time to review the note-taking to ensure the whole team understands what is needed from good and clear notes, and to ensure that note-takers feel conformable and confident in their role. Use the Guidance for Note-Takers documents to assist this conversation, along with the guidance on identifying themes in the notes (see Section 3. Data Analysis, for details on this). If there is time, you may want to review note-taking after practicing at least one of the tools to correct any errors, so that they are not practiced through repetition.

17:30-18:30

Barometer Implementation Schedule

(Finalized schedule, locations, target groups, times, logistics, data collection activities, etc.)

End of Day 1

09:00-11:00 If you have access to security personnel in either your or your partner's organization, be sure to include them in the session on security to co-facilitate.	Ethical and safety considerations and security (See Section 1. <i>Planning and Preparation and Rapid Security Assessment</i> for more information and guidance on these areas. Use this information to inform this session with the team.) • Confidentiality and privacy • Data protection • Informed consent • Security risks, benefits and considerations • Security assessments, procedures and protocols - o This is about ensuring the data collection team has the opportunity to discuss the security assessments made; to participate in determining implementation that is safe for them individually and collectively; and to know what the security procedures and protocols are for the Barometer implementation, what to do with them and how to apply them practice. - o Discuss your security protocol and develop it further with the team, ensuring everyone understands the protocol and security measures written within and how they will look in practice. It is recommended that you rehearse the protocols as much as possible, so the group remembers them. Go through the protocols with them, giving examples or scenarios for the team to think through to demonstrate their understanding and what strategies can be put in place. • Safe identification and referrals to services and support when survivors (women and girls from the communities or female humanitarian aid workers) disclose during Barometer implementation.
11:00-12:30	Roles and responsibilities of each Barometer team member • Present each team role and their responsibilities: - o Team Leader - o Facilitator - o Note-Taker/ Support - o Interpreter - o GBV Case Worker/ Manager/ Responder • Assign names to activities in the data collection schedule: - o Re-cap the data collection tools and activities. - o Discuss who will be taking on which activity and assign names to activities in the data collection schedule. • Invite the team to discuss these to ensure everyone understands the roles and responsibilities of each team member, the specific tasks in the schedule, and how they will work together as a team during data collection.
12:30-13:30	Lunch break

13:30-15:00

Group Agreements and Code of Conduct

It should be clear what each team member is doing and when (for instance, there will be times when team members are sitting outside an FGD or when some people are conducting an observation or KII while others are doing the FGD (as long as there are enough interpreters). It will be important to create a team agreement. Important areas to discuss and agree on are:

- o Who is doing what and when;
- o The need to stay together with assigned team members at all times;
- o Reporting any issues or concerns as they relate to the data collection and/or security immediately—how and to whom;
- o Equipment and supplies (including first aid kits and water in every car, satellite phones where required, etc.);
- o Daily check-ins and debriefs when data is being collected;
- o Daily schedules, timings of lunch breaks;
- o Notes and due dates for completion;
- o Ensuring everyone has all the information they need (phone numbers, etc.); and
- o Acknowledging that this work can be difficult and that they may hear very difficult information from participants—and ensuring team members know where to go and who to go to if they want to talk in confidence about what they are experiencing and hearing each day. Ensure that team members know how to act if a GBV case is disclosed at any point during an FGD or other data collection activity.

To close this session out, have a Q/A with the team to ensure that everyone understands and feels ready and comfortable about what they will be doing and what support is available for them.

15:00-16:00

Review of the GBV referral pathways and contacts

- Go through the current GBV referral pathway(s) and contacts for the sites, locations and areas where you will be implementing the Barometer.
- Discuss how the pathway(s) work.
- Explain how to refer survivors, including women at work in emergencies, to available and appropriate GBV response services.
- Address any concerns or questions that come up (such as concerns around information being outdated or incorrect).
- Ensure the team fully understands the available pathways and contacts and feel comfortable in using them. Provide each team members with copies of pathways and contacts.



16:00-17:00

Review of key humanitarian documents

If you have been able to gather these documents in advance of this meeting and have time remaining in the meeting, go through these together as a team. These documents could include:

- GBV Working Group documents: GBV Standard Operating Procedures or Referral Pathways as available for location of implementation; GBV Information Management System (GBVIMS) aggregate data; safety audits and assessments;
- Prevention of Sexual Exploitation and Abuse (PSEA) Working Group assessments and reporting protocols, as available;
- Women's participation and representation reports and assessments, as available;
- Gender and power analysis reports and assessments, as available; and
- Humanitarian Response Plans.

Ask the group to think about, make note of and discuss:

- Any relevant information about the sites where they will be implementing the Barometer, such as:
 - o What sectors are present or missing; what specific support and services are available, and for whom, and any gaps across all sectors; who are the different humanitarian actors operating there;
 - o Where available, what are safety audits and GBV or gender analyses or assessments saying about the situation for women and girls;
 - o What needs and priorities are being identified for and/or by women and girls;
 - o What is the current status of any prevention of sexual exploitation and abuse work by the humanitarian community, or any work on addressing sexual harassment; and
 - o Other information that the team thinks is important or relevant to your Barometer implementation.

THANK YOU!

End of start-up meeting



Listen Up! Barometer Team

Terms of Reference (to be completed ahead of each Implementation)

[Date] _____

[Location: Country/area] _____

[Organization(s) Implementing the Barometer] _____

Background of the Listen Up! Barometer

The **Listen Up! Barometer** is a planning and assessment tool that examines the lived experiences of women and girls to determine if the environment of a humanitarian emergency response is able to prevent, mitigate and respond to gender-based violence (GBV), including sexual exploitation and abuse (SEA), and sexual harassment (SH). The Barometer is designed to create a rapid assessment of strengths and weaknesses of a humanitarian response for women and girls—including those working within humanitarian emergencies and those in the catchment area of an emergency response—for the purpose of creating recommendations for advocacy. It uses four data collection tools and activities: Focus Group Discussions (FGD); Key Informant Interviews (KII); an Observational Checklist; and a Staff Perception Survey. Specifically, the Barometer can serve as an advocacy tool—for women's rights actors, groups, organizations and networks working in and with their communities, and for humanitarian GBV actors—to hold those responsible for humanitarian responses accountable to women and girls.

The Listen Up! Barometer was created based on a **Theory of Change** developed by feminist organizations and women's rights networks from the Global South and the International Rescue Committee (IRC). It is one part of the US Department of State-funded Listen Up! Project, which aims to amplify the voices and power of refugee women and girls, and women at work in emergencies, with the goal of catalyzing institutional reform, interagency action, and increased resources to reduce sexual harassment and sexual exploitation and abuse in humanitarian settings.

Barometer Team

Your Barometer data collection team should include **women from within your own group, organization or network** and, if working in a Barometer partnership, **women from your partner organization**. For humanitarian GBV organizations implementing the Barometer, women from your partner women's rights group, organization or network must be part of the team as co-leads or lead. The Barometer team may also include **trained women from the host or refugee community** who can lead FGDs; serve as local language interpreters for discussions with women and girls affected by crisis; or support the Observational Checklist activities. They must be trained on GBV core concepts and survivor-centered principles and be included in the start-up meeting with your whole Barometer team.

The **Barometer data collection team** should comprise a **minimum of four women** in the following roles: Team Leader, Facilitator, Note-Taker, Interpreter, and/or GBV Case Worker/ Manager/ Responder. Please see below for more details.

Roles and Responsibilities

Whole Team

Key requirements

- **Women-only data collection team.** It is safer and more appropriate to have female team members to interact with women and girls in the implementation of the Barometer. This includes having female data collectors facilitate the in-person staff perception surveys and the FGDs. Not only does this provide an additional layer of security for women and girls, women and girls are also much more likely to talk about the issues raised in the tools with other women—particularly women who have been appropriately designated for the role.
- Each team member must already have:
 - o At a minimum, received **training on GBV core concepts, survivor-centered principles, and prevention of sexual exploitation and abuse**; and
 - o Some **practical experience** working on GBV and/or prevention of sexual exploitation and abuse.
- Each team member must be **trained on implementing the Barometer**.
- Every team member should be aware of the local GBV referral pathway and protocols—for both communities and aid workers—and have copies, where available, of the latest versions and information on these. **If there are hotline numbers, they should be tested ahead of the data collection exercise.**
- Each team member must understand and sign a **Code of Conduct**.
- **Data entry and recording:** Each team member conducting a data collection activity is responsible for data entry and recording her notes at the end of each data collection day. She should use the provided templates and tools to input data and ensure these are secured in password-protected folders. As soon as raw data has been recorded, all notes must be destroyed that day. Passwords must only be shared within the Barometer team, including the Team Leader, who then becomes responsible for that data.

Individual Team Members

Key requirements

TEAM LEADER

- At least one woman in your team should lead and coordinate the whole data collection and data analysis process.
- **Facilitator:** If a second woman is not available to facilitate, the Team Leader can also act as the Facilitator. It is critical that the Facilitator has the necessary skills and experience in facilitating conversations with women and girls on GBV and/or sexual exploitation and abuse issues. She will facilitate the FGDs, serve as the interviewer for the KIs and Staff Perception Survey, and can conduct the Observational Checklist.

NOTE-TAKER

- The Note-Taker will take written notes during the FGDs and KIIs.
- The Note-Taker can also conduct the Observational Checklist if she has previous experience in conducting safety audits.

INTERPRETER

- This individual will provide interpretation during the FGDs and KIIs and must be someone who speaks the local language. As part of the start-up meeting, be sure that the Interpreter understands how to correctly and appropriately interpret/ translate the terminology around GBV and sexual exploitation and abuse issues.
- The Interpreter can also conduct the Observational Checklist if she has previous experience in conducting safety audits.
- Ideally, the Interpreter will participate in the entirety of Barometer implementation for consistency; if this is not possible (for instance, if multiple languages are spoken in a given area), each Interpreter should participate in the Barometer training.

GBV CASE WORKER/ MANAGER/ RESPONDER

- This individual must be trained and experienced in supporting woman and girl survivors of male violence (all forms of GBV, including intimate partner violence and sexual violence). She must be able to uphold the principle of confidentiality at all times, as per the guiding principles.
- She will provide support to survivors who disclose during the Barometer implementation and must be present at the start and end of every FGD activity so she can introduce herself and receive any disclosures.
- She must be able to provide expertise and knowledge on the capacity and availability of GBV services and referrals.
- **Important!** If no such woman is available either from your organization or your partner humanitarian GBV organization, at a minimum, the Facilitator should take a moment at the start of an FGD to share information about what services and support are available to participants. For example, if there is a hotline for the area, provide the number and key information about it, and how to access it. If there are nearby, trusted and known women and girls safe spaces available, explain to the group where it is, how to access it and what services are offered there. This can help build trust between the Facilitator and the participants.

Timeline

The Barometer Team will work from [date] to [date] to implement and complete all of the Barometer data collection activities.





Rapid Security Assessment

Important: This tool is meant to be used with your Barometer team. Decisions on what is or is not safe for women must be made together with the women who are doing the work, alongside any other available security personnel or specialists.

Credible security information sources: Up-to-date credible information on security in your humanitarian context can usually be obtained from UN Office for the Coordination of Humanitarian Affairs (OCHA) situation reports and coordinators, Humanitarian Coordinators, UN Department for Safety and Security (UNDSS) security briefings, as well as the humanitarian community and fellow female aid workers and women's rights actors, groups and organizations.

Location			
Is the location considered unsafe by credible sources of security information (e.g., OCHA, UNDSS, international NGO (INGO) and NGO security focal points, women's groups, organizations and networks)?	Yes	No	Don't know
Are armed groups known to be currently operating in or near the site?	Yes	No	Don't know
Have there been any recent violent incidents there (e.g., violent unrest, armed conflict, kidnapping, raids, looting, sexual violence/ assaults, etc.)? (Consider "recent" to be within the last week, with relative calm in the last month, unless advised otherwise by credible security sources).	Yes	No	Don't know
Are there reports of escalating violent tensions and unrest out of a period of relevant calm?	Yes	No	Don't know
Are there reports of possible violence or insecurity happening now or imminently?	Yes	No	Don't know
Travel and the route			
Is the site impossible to access (physically AND due to security)?	Yes	No	Don't know
Is the site considered safe but physically very difficult to access?	Yes	No	Don't know
Is there safe and available transportation for you to access this site? (Consider: How you would access it and with what transportation)	No	Yes	Don't know
Will rain/ bad weather affect your ability to access the site, or could rain/ bad weather cause you to get stuck there or on the road?	Yes	No	Don't know
Will you be able to travel with two vehicles in a convoy for additional safety? Would you be able to travel in a convoy with other humanitarian actors to that location to offer greater security? (This is not essential, but might be advised by security actors).	No	Yes	Don't know

Is the route to get there and back safe? (Consider: Are there any known dangers on the route (e.g., armed actors, violent groups, mines, volatile check points, crossing opposition/ government lines, etc.?)	No	Yes	Don't know
Considering your team members, are there any possible harmful health implications for traveling there, or being there? (Consider poor/ dangerous roads or infrastructure, such as bridges, outbreaks of infectious diseases, etc.)	Yes	No	Don't know
Will it take you a day or more to travel there? (Consider: How long would it take to travel there and back? What impact will long distance have on how many sites you can cover in two weeks? It could also increase security concerns if you have to travel that far away.)	Yes	No	Don't know
Are there alternative routes to leave this site that are different from the one you came in on? (Consider: In sites where security is a potential issue, having alternative routes is an important mitigation strategy in case one route gets blocked).	No	Yes	Don't know
Communication			
Will you have phone signal at the site? (Consider: What will communications be like there? A site with no phone signal should be deemed a security concern. Consider other options, such as radio or satellite phones.)	No	Yes	Don't know
Will you have access to electricity/ power to charge your communication equipment, or have access to extra charged batteries to take with you?	No	Yes	Don't know
Are there key security and/or coordination actors, such as UNDSS or OCHA, whom you could call in an emergency? If yes, can you get their numbers? If not, are there other safe and trusted actors who could provide security support in the event of an emergency?	No	Yes	Don't know
Accommodation			
Will you need to stay overnight at that location?	Yes	No	Don't know
Is it safe to stay at that site overnight?	No	Yes	Don't know
Are there safe places to stay at night for women?	No	Yes	Don't know
Are there other humanitarian actors who stay there overnight? (Consider where they are staying and whether you can access those spaces if you consider them safe for women (e.g., guest house, hotel, camp, UN base, etc.).	No	Yes	Don't know
Barometer team, your organization and your partners			
Does your team feel safe and comfortable with the available options for overnight stays at that site? Are they able to stay overnight, considering other responsibilities they may have at home?	No	Yes	Don't know
Do the women in your team feel safe traveling to/from this site?	No	Yes	Don't know

Do the women in your team feel safe at this site?	No	Yes	Don't know
You can use this tool for the following purposes: ▪ To rapidly assess the security of potential sites for Barometer implementation; ▪ To discuss with your teams about each potential Barometer site and location to support them in making their own decisions about whether they are personally and collectively comfortable traveling to a location or not; and ▪ To help you to continually assess the security of the locations that you choose during implementation.			
Is it unsafe for any particular group (e.g., nationality, ethnicity, tribe, clan, religious, etc.) to be there and/or to travel on that route? (If the answer is "yes" for anyone on your team, this site is unsafe).	Yes	No	Don't know
Will there be any possible negative repercussions or backlash against you, your team, organization, partner organizations, or families, if you travel to/from that location?	Yes	No	Don't know
Will there be any possible negative repercussions or backlash against you, your team, organization, partner organizations, or families, if you visit and stay in that location?	Yes	No	Don't know
If possible (optional): Ask other female humanitarian aid workers or women's rights activists who have lived and worked in the site recently or currently. (Strive to ask a range of local, national and international female aid workers, as their experiences and perceptions may differ).			
Is it safe for women to stay overnight/live there?	No	Yes	
Is it safe for women to be there and work there during the day?	No	Yes	
Is it safe for women to travel to/from there?	No	Yes	
What are your overall impressions of the site in terms of security at the site and traveling to/from the site?			



Guidance

	If you answered RED to ONE or MORE of the questions, this should be considered a serious security concern and you should consider NOT conducting your activity in that location. Eliminate any possible site with ONE or MORE RED answers. These are likely too unsafe, unpredictable and volatile for implementing the Barometer.
	If you answered ORANGE to ONE or MORE of the questions, and you CANNOT find out more information that confirms the location to be safe enough, it is advised that you err on the side of caution and choose a different location.
	If you answered BLACK to ONE or MORE of the questions and have NOT answered RED to any of the questions, this does not mean that the location is not safe. But you will need to think about how to address the issue that was scored black, or what you can do to reduce or mitigate against it, and be comfortable and confident with the solution. If you answered BLACK to ONE or MORE of the questions AND answered RED to any of the questions, this should be considered a serious security concern and you should consider NOT conducting your activity in that location.
	GREEN indicates that a location could be safe enough for implementing the Barometer. IMPORTANT: This is a basic, rapid security assessment and cannot guarantee security or provide you with the whole picture. You and your Barometer partner must take care to stay well informed and up-to-date about the security situation in that location as the situation can rapidly change. Stay in touch with the relevant humanitarian coordination actors (OCHA) and security actors (UNDSS, humanitarian security focal points). You should have in place all the necessary security measures for your trip, including: • Two or more of your team traveling together (NEVER alone), who give their consent to travel to that location, individually and collectively agreeing that they are comfortable with going and understand any potential risks; • Adequate, safe and reliable transportation, and travel with a known and trusted driver (if going by vehicle/ vessel); • Adequate means of communication and essential contact numbers; • Adequate and safe accommodation for women (if staying overnight); • Access to current, reliable security information about the location from credible sources (OCHA, UNDSS, INGOs/ NGOs, women's organizations, groups, networks); and up-to-date information both on the day of travel and while you are at the location(s); • Plans in place if you need to leave the location on short notice, in case of changes/deterioration in security. (This includes ensuring you know the exit routes from that location and have the different/ alternative routes mapped out); and • At least 1 or 2 other locations identified as backup locations in case you are unable to access one of your primary chosen sites due to changes in security. Always remember that the benefits of choosing a specific location must always outweigh the risks. If in doubt or still concerned about the security of location, consider choosing a different one.



2-Week Listen Up! Barometer Implementation Schedule (sample)

Note: This is a sample 2-week Barometer implementation schedule for data collection designed for the minimum Barometer team size of four, which you can adapt to your needs. Your schedule will depend on your context, priorities, resources, other commitments, etc. If you have a larger team, you will be able to conduct data collection activities in parallel. Try to collect **respondent feedback** as you go or organize to collect it at a later date but before your data collection ends.

Date	Time	Location	Activity	Team Member(s)/ Role(s)	Comments / Logistics
Day 1	[Afternoon]	[City/ Town/ Area]	Assembling your Barometer team to base/ starting location	[Names, positions/ roles]	[Could include travel arrangements]
Day 2	All day: 9:00 – 17:00	[Office/ Meeting Space]	Start-up meeting with Barometer team (Day 1)	Whole Barometer team	[Could include any resources/ materials you will need, meals, etc.]
Day 3	All day: 9:00 – 17:00	[Office/ Meeting Space]	Start-up meeting with Barometer team (Day 2)	Whole Barometer team	[Could include any resources/ materials you will need, meals, etc.]
Day 4	Morning	“Camp 1”	Data collection: FGD with women (refugee)	[Names, positions/ roles]	[Could include details on transportation or other logistics]
	Afternoon	“Camp 1”	Data collection: FGD with adolescent girls (refugee)	[Names, positions/ roles]	
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	[Could include any resources/ materials you will need]

Day 5	Morning	"Camp 1"	Data collection: FGD with women (IDP)	[Names, positions/ roles]	
	Afternoon	"Camp 1"	Data collection: FGD with adolescent girls (IDP)	[Names, positions/ roles]	
	4pm	Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	
Day 6	Morning	"Camp 1"	Data collection: Observation Checklist	[Names, positions/ roles]	
	Afternoon	"Camp 1"	Data collection: Observation Checklist (continued)		
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	
Day 7	Morning	"Camp 1"	Data collection: Staff Perception Surveys	[Names, positions/ roles]	
	Afternoon	"Camp 1"	Data collection: Staff Perception Surveys	[Names, positions/ roles]	
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	
Day 8	Morning	"Camp 2"	Data collection: FGD with women (IDP)	[Names, positions/ roles]	
	Afternoon	"Camp 2"	Data collection: FGD with adolescent girls (IDP)	[Names, positions/ roles]	
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	

Day 	Morning	"Camp 2"	Data collection: Observation Checklist	[Names, positions/ roles]	
	Afternoon	"Camp 2"	Data collection: Staff Perception Surveys	[Names, positions/ roles]	
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	
Day 	Morning	"Town 1"	Data collection: KII with "women's group A"	[Names, positions/ roles]	
	Afternoon	"Town 1"	Data collection: KII with "women's group B"	[Names, positions/ roles]	
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	
Day 	Morning	"Town 1"	Data collection: FGD with women (Host)	[Names, positions/ roles]	
	Afternoon	"Town 1"	Data collection: FGD with adolescent girls (Host)	[Names, positions/ roles]	
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	
Day 	Morning	"Town 1"	Data collection: FGD with women (IDP)		
	Afternoon	"Town 1"	Data collection: FGD with adolescent girls (IDP)		
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	

Day 13	Morning	"Town 1"	Data collection: Observation Checklist		
	Afternoon	"Town 1"	Data collection: Observation Checklist (continued)		
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	
Day 14	Morning	"Town 1"	Data collection: Staff Perception Surveys		
	Afternoon	"Town 1"	Data collection: Staff Perception Surveys		
		Base	Data cleaning and recording; Debrief; Preparation for next day	[Names, positions/ roles]	
Day 15	All day: 9:00 – 17:00	[Office/ Meeting Space]	Debrief on data collection, ensure all documentation from the tools is in order (FGD, KII, Observational Checklist, Staff Perception Surveys, Respondent Feedback)	Whole Barometer team	[Could include any resources/ materials you will need]
Day 16	All day	[City/ Town/ Area]	Team departs		[Could include travel arrangements]





Section 2

Implementation



Photo by A Brenner, IRC



Ethical and Safety Considerations for Sensitive Data Collection

The **ethical and safety considerations** discussed in this guidance are in line with global standards and must be fully adhered to throughout the entire data collection process and beyond. Following these standards is critically important when talking to women and girls about GBV, sexual harassment, and sexual exploitation and abuse.

These considerations are defined by:

- The core principle of **Do No Harm**, and the key principles of **safety, confidentiality and dignity**, which must be followed at all times when collecting data on GBV, sexual harassment and sexual exploitation and abuse. Critically important considerations include:
 - **Confidentiality and privacy**
 - **Data protection**
 - **Informed consent**
 - **Security risks, benefits and considerations**

In practice, the following must be considered:

Confidentiality and privacy

The confidentiality and privacy of all respondents and participants in the data collection must be respected and protected at all times. The following points are non-negotiable throughout the entire data collection process:

- At no point should photos, audio recordings or videos be captured of any of the respondents or participants. **This Barometer does not require photo, audio or video recordings of any of the data.** All Focus Group Discussion (FGD) and Key Informant Interview (KII) notes must only be captured in writing by the note-taker/ data collectors with the **explicit informed consent** of FGD and KII participants (see *Informed Consent* below).
- **All data—whether from observations, FGDs, KIIs or the Staff Perception Survey—must be collected anonymously. Names or any identifying information of respondents and participants must never be collected as part of the Barometer.** This information is not needed to achieve the aims of the Barometer.

Data protection

All data collected as part of the Barometer must be protected. All data collected from the FGDs, KIIs, Staff Perception Survey and Observational Checklist must be secured at the end of each day of data collection:

- Each day, 1-2 Barometer team members should be designated to hold onto and protect the data throughout the day, and no more.
- At the end of each day, those team members must input the data into a password-protected Excel sheet.
- Once all the data has been inputted into the password-protected file, **you must delete and destroy all of the paper data notes and sheets before you finish each day.**
- Save the Excel file in a password-protected folder/drive.
- No data (including anonymized data) should ever be shared beyond the designated Barometer team members.

Informed consent

Informed consent is the voluntary agreement of an individual who has the maturity and legal capacity (18 years and older) to give their consent. For adolescents/ those under 18 years old, please follow the informed consent/ assent process as outlined in international guidelines.²³ Anyone using the Barometer has an **ethical obligation to ensure informed consent is obtained at all times**. In order for potential participants to make an informed and rational choice about whether or not they want to or will participate, they must receive as much information as possible, in a manner that is clear and understandable for them, about what participation entails (i.e., FGDs, KIIs, Staff Perception Survey).

Informed consent must be viewed as a process, not as one-off activity. Informed consent must be received before commencing any data collection activities with participants. Ensure that consenting participants always understand that they have the option of opting out at any time throughout the process with no repercussions and no questions asked. It is essential that participants know they have the right to participate or not, in what way, and for how long, and to stop or retract their participation at any time. Under no circumstances should a potential participant be pressured into consenting or continuing her participation. In line with GBV guiding principles, informed consent is an essential part of the Barometer implementation in recognizing the fundamental rights, agency and wishes of participants to determine their own actions based on their own needs, wants and priorities.

For the FGDs and KIIs: Verbal informed consent (or the informed consent/ assent process for those under age 18²⁴) must be obtained from all participants prior to data collection in the FGDs and KIIs. All potential participants must be informed:

- About who you are and what organization(s) you work with;
- About the purpose of the FGD/KII, what kinds of questions will be asked, why they will be asked and what you will do with the information that they share;
- About what will happen during and after the FGD/KII;
- About the potential risks and benefits of participating;
- About the role of the note-takers, why the notes are being taken and what will happen with the notes after the FGD/KII;

²³ UN High Commissioner for Refugees, "UNHCR Guidelines on Determining the Best Interests of the Child" (2008): <https://www.unhcr.org/4566b16b2.pdf>; IRC, UNICEF, "Caring for Child Survivors Guidelines" (2012): <https://www.unicef.org/documents/caring-child-survivors-sexual-abuse>; Inter-Agency Standing Committee (IASC), "Interagency Guidelines for Case Management and Child Protection" (2014): http://www.cpcnetwork.org/wp-content/uploads/2014/08/CM_guidelines_ENG_.pdf.

²⁴ Ibid.

- That participating is voluntary and their decision to participate or not will not in any way affect the services and support they receive and to which they are entitled;
- That they have the right to decline to answer any questions or leave the FGD/KII at any time; and
- That the process will be anonymous and confidential.

Once you have gone through the above, ask whether they have any questions. Make sure that all questions are fully answered and check back to ensure that nothing is left unanswered.

It is critical that this is explained in language and way that makes sense for the participants. Team members facilitating the FGDs/ KIIs must check back in with the participants to ensure they understand and are given the opportunity to ask any questions, before consenting. If any of the participants asks questions, ensure these questions are answered and clarified satisfactorily for the participants.

- *See the Appendix for Barometer Participant Information Sheet and Informed Consent form:*
 - A **Barometer Participant Information Sheet** for the Staff Perception Survey to provide to potential staff participants to support them in making an informed choice about whether or not to participate in the survey; and
 - A sample **Informed Consent Form**.

Security risks, benefits and considerations

The benefits of collecting data for this Barometer must outweigh the risks to the respondents, their communities and the Barometer data collection team (and those associated with the team members and their organizations). If the harm will be greater than the benefits, no data collection should start, and you should reconsider where this Barometer implementation could take place. The safety and security of all those engaging in the data collection must be prioritized.

Assessing security and preventing or mitigating risks are not one-off activities. Security must be monitored and evaluated on an ongoing basis throughout the duration of data collection; ensure that all data collection activities and schedules are adapted to always prioritize the safety and security of all involved. Sufficient **security assessments, procedures and protocols must be in place** to prevent and mitigate against risks and ensure that no unnecessary risks are taken, for all involved, with a designated and trained security focal point or personnel assigned to the Barometer data collection team.

For more information on assessing security, refer back to *1.3: Rapid Security Assessment* for a women-focused Rapid Security Assessment tool and the security considerations for location and participant selection in *Section 1. Planning and Preparation*.

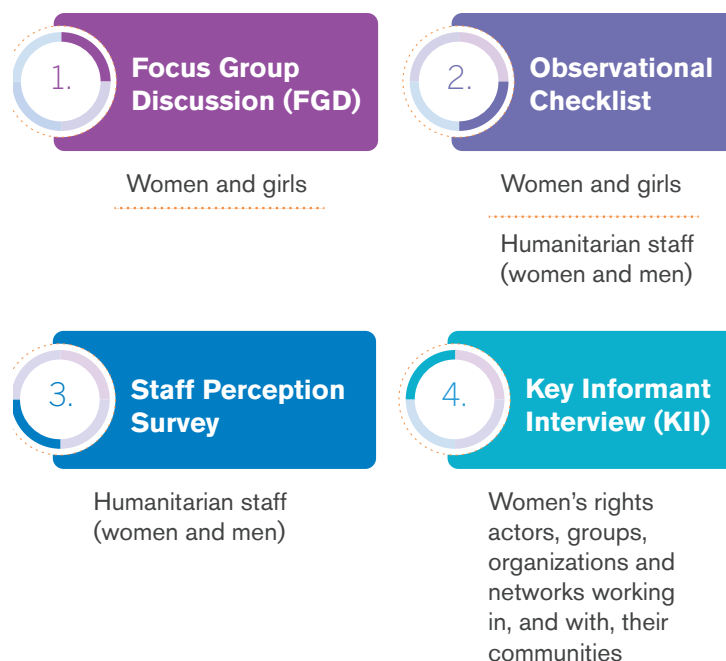




Overview of the Data Collection Tools and How to use them

The Barometer includes four data collection tools, which can be found in the *Appendix: Data Collection Tools*.

Data Collection Tools



Focus Group Discussion

- Focus Group Discussion: Guidance Note
- Focus Group Discussion Tool: Adolescent Girls
- Focus Group Discussion Tool: Women
- Focus Group Discussion: Notes Template
- Guidance for Note-Takers

The FGD is an important means of collecting rich and detailed information that may not be readily available using the standard tools that collect that focus on quantities and numbers. The results of the FGDs can be used to support or adjust the scoring of the observational tool depending on what respondents say. See more guidance in *Section 3. Data Analysis Guidance* on how to use FGD analysis in the overall Barometer report.

One example: *If the Observational Checklist says that a service is available for women, yet women in the FGDs say that they will not access that service because they do not trust it, this adds important details to the findings from the observations.*

It is important to try to include variety of women and girl participants for the FGDs who are able to speak to different issues affecting women and girls in the humanitarian response. Total “representativeness” of the population is not necessary and most likely not possible since the results will not be formally analyzed in a statistically manner.

Nevertheless, **a diverse group of women’s and girls’ voices will allow for better information gathering and a more thorough understanding of the situation, lived experiences and the safety concerns of women and girls.** Diversity can include age, disability, ethnicity, religion, location within the context being assessed, and so on. Where LGBTQI actors (lesbian, gay, bisexual, transgender, queer, inter-sex) regularly and safely mobilize women and girls with diverse sexual orientations and gender identities, an FGD can be conducted with this population.

Each FGD should comprise **no more than eight participants of similar ages and backgrounds**—for example: one group of refugee women, one group of adolescent girls from the host community.

Note: Some of the sub-sections and questions may not apply to certain contexts depending on the level and scope of the existing humanitarian response. For example, in some contexts, dignity kit distributions may not have been done yet, which in itself is an advocacy point.

- [See the Focus Group Discussion: Guidance Note for more information.](#)

- Key Informant Interview Tool
- Key Informant Interview Notes Template
- Guidance for Note-Takers

The KII tool is designed to guide for key informant interviews to be conducted with women’s rights actors, groups, organizations and networks working in, and with, their communities as part of the Barometer data collection. The purpose of the interview is to understand, from these women’s perspectives:

- Whether they have been engaged by and/or involved in the humanitarian response in their area;
- Whether the humanitarian response is meeting the needs of women and girls; and
- What changes they would like to see in the humanitarian system in the future.

It is recommended that you do this with an **individual actor or a small collective of up to three women** from the same group, organization or network; more than three could lead to a less detailed or focused conversation.

Observational Checklist

- Observational Checklist Tool

The **Observational Checklist** comprehensively analyzes observable areas of a humanitarian response. Each question on the checklist can be answered by examining and reviewing available documents and/or physically observing the site(s) in person. This tool does not cater to indicators that require verification via direct communication with stakeholders, with the exception of a couple of questions that require asking a service provider a clarifying question—if they are available and willing to answer.

Important: This document review does NOT ask to view internal, individual organization documentation. The only documents to be reviewed are those that are meant to be external and publicly available for the benefit of the whole humanitarian community.

The Observational Checklist seeks to observe two main areas of the humanitarian response with specific assessment areas:

- **Document review: Prevention of sexual harassment and sexual exploitation and abuse Mechanisms and Security Policies**
 - o Humanitarian community commitments to addressing sexual harassment and sexual exploitation and abuse
 - o Prevention of Sexual Exploitation and Abuse (PSEA) Networks
 - o Community-Based Complaints Mechanism (CBCM) and procedures
 - o Accessibility to CBCM
 - o Safe spaces for women and girls
 - o Referrals for the community
 - o Safety audits
- **On-location observation: Humanitarian Response Environment**
 - o GBV prevention and mitigation
 - o Safe spaces for women and girls
 - o Healthcare
 - o Nutrition services

To complete the document review section of the Observation Checklist, the Barometer team should source and review the following documents, if they exist:

1. PSEA Task Force Documents (available through the PSEA Task Force or network/ lead agency)
 - a. Terms of Reference
 - b. Standard Operating Procedures
 - c. Three most recent PSEA Task Force meeting minutes
2. Most recent Humanitarian Response Plan
3. Inter-agency Reporting Mechanism (sexual harassment and sexual exploitation and abuse)
4. List of Sexual Harassment Focal Points per agency/location
5. List of Sexual Exploitation and Abuse Focal Points per agency/location



6. Referral Pathway (in locations covered, not just national referral pathways)
7. CBCM Standard Operating Procedures
8. GBV Standard Operating Procedures (available through the GBV sub-cluster)
9. Safety audits reports or other related documentation (available through the GBV sub-cluster)

To complete the location observation section of the Observational Checklist, visit your selected locations and sites, and observe the humanitarian response there.

Staff Perception Survey

- Staff Perception Survey: Guidance Note
- Staff Perception Survey Tool: For in-person surveys (Word document)
- Staff Perception Survey Tool: For online surveys (Excel document)
- Step-by-Step Guide to KoBo: Setting up an online survey

The **Staff Perception Survey** intends to gather data based on the actual lived experiences of female staff responding to humanitarian crises.

The survey can be completed in two ways:

- Online, self-administered
- In person, with a member of the data collection team

This survey is an in-depth questionnaire used to gather information on understanding how safe and supported female staff feel, the level of organizational focus on issues such as sexual exploitation and abuse as well as sexual harassment, and how well the humanitarian response is equipped to handle such challenges and prioritize the needs of women staff and women and girls. The survey's objective is to document a collective perception, from a sample group of female and male staff, on institutional commitments, efficacy of complaint mechanisms, and perceived levels of risks, safety and responses.

Important! Strive to reach and include respondents from all staff categories within organizations, such as drivers, cleaners, cooks, guards, assistants, officers, managers, coordinators, etc.

Work with staff who want to complete the survey but have limited literacy/computer skills. Support them to discreetly and confidentially access and complete the survey in ways in which they are comfortable.

The survey asks a range of questions in the following categories:

- Commitment and Accountability
- Complaint Mechanism: Ease, Confidentiality and Risks
- Organizational Response
- Perception of Risk
- Female Participation in Policy-Making and Practice

Respondent Feedback

Respondent Feedback Tool

In addition to the four main data collection tools, a **Respondent Feedback Tool** is also provided for Barometer teams to gather feedback from a small random selection of those who have participated in the Barometer activities and data collection (FGDs, KII, Staff Perception Survey and Observational Checklist).

This feedback survey can be done either verbally with respondent(s), or respondent(s) can complete it on their own and return it to the Barometer team. Respondents' feedback will be sought after their participation either on the same day or at a time the Barometer team arranges with the respondent(s) to return to the location.

This feedback tool is a combination of both multiple-choice questions and open-ended questions. Most multiple-choice questions have a follow-up question inviting additional textured and detailed information from the respondent, either verbally or in writing. Respondents can feedback as much or as little as they want. Ensure that there are confidential and discreet ways for respondents of all abilities and literacy to provide their feedback.

The purpose of this feedback is to improve future Barometer implementations by documenting: 1) What respondents understood their involvement to be and the purpose of their participation and the activity, 2) What their experience was like as participants, and 3) What they think could be improved next time.





Conducting Focus Group Discussions: Guidance Note

Before the Focus Group Discussion (FGD)

- **Ensure that only women are facilitating the FGDs with women and girls also serving in the roles of** Facilitator, Note-Taker and Interpreter, if needed.
- **Ensure that your gender-based violence (GBV) specialist (Case Worker, Manager or Responder) is ready and located in the area of the FGD** to act as a focal point for providing further guidance and support to the facilitation team (including conducting outreach to potential participants and supporting the team to find spaces for FGDs with women and girls).
- **Ensure that the whole team has and understands information about available services, support and referrals.**
- **Ensure that everyone fully understands that the principle of confidentiality** must be upheld at all times, as per the guiding principles.
- **Ensure that the team understands that under no circumstance should they be collecting identifiable information from any of the participants** (i.e., people's names, addresses, details of specific cases, etc.). **This information is absolutely NOT needed and jeopardizes the safety and privacy of those involved.**

During the Focus Group Discussion

- **FGDs should not last more than an hour;** participants may start to lose attention after an hour.
- **Introduce key principles:**
 - o Make sure participants are aware of the confidentiality of the discussion; and
 - o Make sure to obtain the informed consent of participants at the start by explaining the purpose of the activity and that participation is completely voluntary.
- Facilitate and encourage the conversation to be in the third person, so that women and girls talk about the experiences of women and girls in their communities more broadly.
- Handling disclosure(s): **For ethical reasons, do not ask girls or women about their personal experiences of GBV.** This could be traumatic and or stigmatizing. However, if a participant chooses to disclose her personal experience of GBV, be prepared to handle the disclosure in an appropriate manner, respecting the survivor-centered approach.

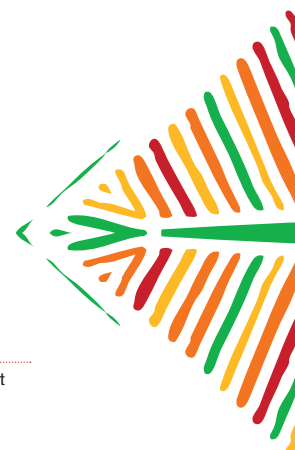
Handling Disclosures

Do's	Don'ts
Do provide a listening ear, FREE OF judgment.	Do Not FORCE the survivor to report against her will.
Do PRIVATELY provide accurate information on available services.	Do Not ask for DETAILS of the incident.
Do ask the survivor for PERMISSION before referring her to anyone else.	Do Not DOUBT what you are told.
Do use a SURVIVOR-CENTERED approach.	Do Not offer your own ADVICE or OPINION on what the survivor should do.
Do ensure CONFIDENTIALITY, bearing in mind the local laws on mandatory reporting for some cases.	Do Not make PROMISES you cannot keep or create EXPECTATIONS.

After the Focus Group Discussion

- **Ensure that all data you have collected is anonymous** and cannot be linked back to any group or individual, including GBV survivors. **Remove any identifiable information immediately** and remind the team that no one should be collecting any identifying information.
- **Do NOT share data with anyone outside of the Barometer team members who have been designated to handle the data.**
- **Each team member conducting a data collection activity is responsible for data entry and for recording their notes at the end of each data collection day.** They will need to use the provided templates and tools to input their data and ensure these are secured in password-protected folders. **As soon as the raw data has been recorded, all notes must be destroyed that day.** Passwords must only be shared with those within the Barometer team, including the Team Leader, who then becomes responsible for that data.
- **Special considerations for child survivors:**
 - o In case of disclosure of GBV by an adolescent girl survivor, facilitators should be able to apply the principle of the best interest of the child;²⁵
 - o In many contexts, mandatory reporting applies to child survivors. Seek guidance from the GBV specialist.

²⁵ For more information on best interest determination, see the UN High Commissioner for Refugees (UNHCR) "Guidelines on Determining the Best Interests of the Child" (2008): <https://www.unhcr.org/4566b16b2.pdf>.





Guidance for Note-Takers

Introduction

Taking notes for a Focus Group Discussion (FGD) or Key Informant Interview (KII) can be very intense especially when there are a lot of things being discussed. You may feel the need to write down everything that is being raised. However, you do not need to capture every word that is said—this can be very difficult and you actually might miss important information. Instead, try to record as many concrete examples as possible of what is being discussed as per the guidance below.

For the FGD, it will be important to show in your notes how many participants share perspectives, agree or disagree on points being raised (whether a point is coming from one person, or many people or the whole group). Try to note how many participants' views the data is reflecting.

For both the FGD and KII, do not make notes of any identifying information (e.g., of people or specific cases of gender-based violence (GBV), including sexual exploitation and abuse).

In the FGD/KII:

- Listen for short stories or concrete examples that are raised in the discussion and note them. These will add rich details to the data.
- With short stories or concrete examples, try to write down the person's actual words as much as possible. This will ensure we are recording women's and girls' voices as closely as possible and amplifying their voices in the data.
- Try to observe participants' reactions, behaviors and moods in the group, and make a note of how things are shared (e.g., with frustration, anger, joy, etc.).
- Where there is broad (or mostly) agreement in the group on particular points, make a note of this. This kind of agreement is important as it carries a lot of weight when a whole group (or most of one) agrees on an issue.
- If you start hearing common themes or issues being raised, you could write or draw these in your notebook and start to group them together to give a more visual representation and ordering of your notes. This could also be helpful when you come to the thematic analysis in *Section 3. Data Analysis*.
- Find your own way of making notes, using symbols or abbreviations to record what you are hearing and observing.
- Put question marks next to notes or points that you are not sure about.

After the FGD/KII:

- Review your notes to see if you have any questions or uncertainties.
- Find a private space to discuss your notes with the facilitator and interpreter (if there was one) if you have questions or uncertainties about points or notes you made. Check with them about what they heard and ask whether they can help to clarify or add anything.
- Highlight any direct quotes and key points that stand out.
- Highlight any themes that are starting to emerge.



Staff Perception Survey: Guidance Note

There are two ways to conduct the Staff Perception Surveys:

- **In-person surveys:** In order to obtain informed consent from potential staff to participate in the Staff Perception Survey, the **Barometer Participant Information Sheet** must be provided to participants to assist them in deciding whether or not they want to participate.
- **Online surveys:** When sending out an e-mail with the link to complete the Staff Perception Survey online, the *Barometer Participant Information Sheet* must also be attached. You will need to make amendments to the sheet to fit your context. Surveys conducted online will be collected anonymously, as no identifying staff information is requested as part of the survey. Staff completing them will decide in their own time, using the information provided to them with the survey link, whether or not they want to participate.
 - [See the Appendix: Barometer Participant Information Sheet and Informed Consent for the Barometer Participant Information Sheet document.](#)

Guidance for setting up and implementing the online survey

KoBo is the recommended online platform for conducting this staff survey. Use the following documents to help you set up your online survey:

- **Staff Perception Survey Tool: For online surveys (Excel sheet)** - You will use this spreadsheet to upload your survey to KoBo.
- **Step-by-Step Guide to KoBo: Setting up an online survey** - This guide will help you set up a KoBo account and use KoBo for your online survey. Document includes instructions on:
 - o How to set up a KoBo account and create a unique password-protected account;
 - o How to upload the provided Excel sheet to KoBo and ensure it is anonymous (and does not collect any personal details, including IP addresses of respondents);
 - o Where to get the survey link to share and disseminate (see below); and
 - o How to access and download the survey responses.

Dissemination of the survey:

- In disseminating the survey, strive to engage as many different humanitarian organizations operating in the response as possible. A recommended way of doing this would be through the gender-based violence (GBV) sub-cluster/ sector coordination and other sector coordination groups. With their support, you could e-mail the different groups of humanitarian organizations via their mailing lists.
- When sending out an e-mail with the link to complete the Staff Perception Survey online, be sure to also attach the **Barometer Participant Information Sheet**. You will need to make amendments to the sheet to fit your context. Note in your email that Staff Perception Surveys conducted online will be collected anonymously and that participation is completely voluntary. The *Barometer Participant Information Sheet* also includes a section at the end for you to fill in with information about available services and support for aid workers who have experienced sexual harassment or other forms of GBV.
- **Collating online survey responses:** KoBo will automatically provide an Excel spreadsheet for you to analyze. You can then download the responses (as described above) for use at the data analysis stage.

Guidance for implementing the in-person survey with a member of the data collection team

- Dissemination of the survey: Follow the same procedure as described for the online survey. Be sure to include the Word version (***Staff Perception Survey Tool: For in-person surveys***) of the survey in your email and highlight that both options—in-person or online—are available.
- In order to obtain informed consent from potential staff to participate in the Staff Perception Survey, the *Barometer Participant Information Sheet* must be provided to potential participants to assist them in deciding whether or not they want to participate, and to ensure they have the time and space they need to make an informed decision. Be sure to adapt this sheet and add relevant information for your context.
- If participants provide their informed consent, arrange to meet with them in a safe, discreet and confidential location to conduct the survey.
- Essential: Barometer team members facilitating in-person surveys must NOT be from the same organization as the respondent.





Step-by-Step Guide to Setting Up and Using KoBo

Step-by-step guide on using a KoBo account for your online survey. Document includes instructions on:

- o How to set up a KoBo account and create a unique password-protected account;
- o How to upload the provided Excel sheet to KoBo;
- o Where to get the survey link to share and disseminate; and
- o How to access and download the survey responses.

Step 1. Setting up your free KoBo account

- ☐ Go to the webpage: <https://kobo.humanitarianresponse.info/accounts/register/#/>
 - o On the “Create an account” page, fill in your details and click the green “CREATE ACCOUNT” button at the bottom of the page.
 - o **Open your email** and **“ACTIVATE” your KoBo Toolbox account** by clicking the link provided in the email.
 - o Once you click on the link, you will be taken back to your web browser where you will see **your KoBo project dashboard**.
 - o Now, you are ready to use KoBo!

Step 2. Creating a “new” project: uploading the Staff Perception Survey tool into KoBo

- ☐ On the KoBo project dashboard, click “NEW” on the upper left-hand side and the Create project: Choose a source screen will appear. Then click on “UPLOAD an XLSForm.”
 - o Locate the **Staff Perception Survey tool** (Excel document) This file is named: **“Staff Perception Survey Tool.XLS”²⁶**. **Important: Do not change any data or information in this Excel sheet.**
 - o When you have found the file, upload it to KoBo: Select it OR “drag and drop” the Excel file directly into the pop-up screen.
 - o Once the **“Staff Perception Survey Tool.XLS”** file is uploaded, type your “PROJECT NAME”: **Staff Perception Survey**. You can also add a “DESCRIPTION.” To complete this process, click “CREATE PROJECT” and the Staff Perception Survey tool will now be uploaded.

Step 3. Generating a sharable link for your Staff Perception Survey

- ☐ Now that the survey is uploaded, you can “PREVIEW” the survey by clicking on the “eye” icon at the top right corner. This will open up a “preview” screen showing you what the participant will see when completing the survey.
- ☐ Once you have decided that the survey is ready for use, **click “DEPLOY” to make your survey go LIVE.**
- ☐ **To share your survey link, scroll down to the Collect Data section and click “COPY” to copy the survey link.** You can now share this link with anyone who will be completing this survey.

26 The Staff Perception Survey Tool.XLS to setup Kobo survey can be found at <https://gbvresponders.org/womens-movement-building/listen-up/>

- o You will be able to paste this link into the **Barometer Participant Information Sheet** (found in the Appendix *Barometer Participant Information Sheet and Informed Consent*) or other correspondence that you use to disseminate the survey link.

☐ You can also open the survey by clicking on “OPEN” and a separate window will appear with your tool.

Step 4. Downloading your Staff Perception Survey data

- ☐ Once you have collected at least ONE or MORE surveys from your online participants, a new page called “DATA” will become available on the KoBo project page. Click on this and it will bring you to a summary report page.
- ☐ On the left-hand side, click “DOWNLOADS” to go to the Download Data page. When you are ready to download your data, click the “EXPORT” button.
- ☐ Scroll down to “EXPORTS,” and the file that you have exported is now available for download. To download, click on the arrow icon pointing down, and the Excel file with your survey data will automatically download.
- ☐ Simply locate where the file is downloaded, and now your Staff Perception Survey data is ready to be entered into the **Data Recording and Scoring document** (Excel)²⁷



²⁷ The Data Recording and Scoring document (Excel) can be found at <https://gbvresponders.org/womens-movement-building/listen-up/>



Section 3

Data Analysis



Photo by N Todres, IRC



Recap: Four outcome areas the Barometer measures

The Barometer measures four equally important outcome areas:

Recap: Four outcome areas the Barometer Measures



The Barometer uses **four data collections tools** to gather information across all four outcome areas:

- 1) Focus Group Discussions (FGD)
- 2) Key Informant Interviews (KII)
- 3) Observational Checklist
- 4) Staff Perception Survey

In addition, there are four tools used to capture the data from three of those activities:

- Focus Group Discussion Notes Template
- Key Informant Interview Notes Template
- Staff Perception Survey Responses Template (for in-person surveys)
- Staff Perception Survey Responses Online With KoBo (for online surveys)

These tools can be found in *the Appendix Data Collection Tools*.

From data recording to data analysis: 3 steps

There are three main steps to take once you have collected all of the data:

- 1) **Quantitative (numerical) data recording and analysis**
- 2) **Qualitative (narrative) data thematic review and analysis**
- 3) **Analyzing your overall Barometer findings**

The next three sections will guide you through these steps in more detail, including how scoring works, how to record the data and how to understand and analyze your data.

Step 1: Quantitative data recording and analysis – observational checklist and staff perception survey

You will use two of your data collection tools to produce the Barometer score:

- Observational Checklist
- Staff Perception Survey (in-person and online survey responses)

Data Recording and Analysis Excel tool

To record all of the numerical data from these two data collection tools, you will input the scores from each of them into the main **Data Recording and Scoring document (Excel)**. This document can be found in *Section 3 Data Recording and Analysis Tools*. Step-by-step instructions on how to use this document and record/add your data can be found in the same section. For the Observational Checklist and the Staff Perception Survey completed in-person, you will be able to add that data directly from the forms on which you collected the data. For the Staff Perception Survey completed online, as explained in *Section 2. Implementation*, you will need to download the responses from KoBo and input them into the Excel.

Calculating the scores

Once you have added all the data from the two data collection tools, the Excel document will automatically calculate your overall Barometer scores. It allows you to see the scores for each of the four outcomes and for the different aspects being measured. This gives you flexibility to choose which data points and analysis you want to include in your recommendations and advocacy (see *Section 4. Advocacy and Dissemination* for more).

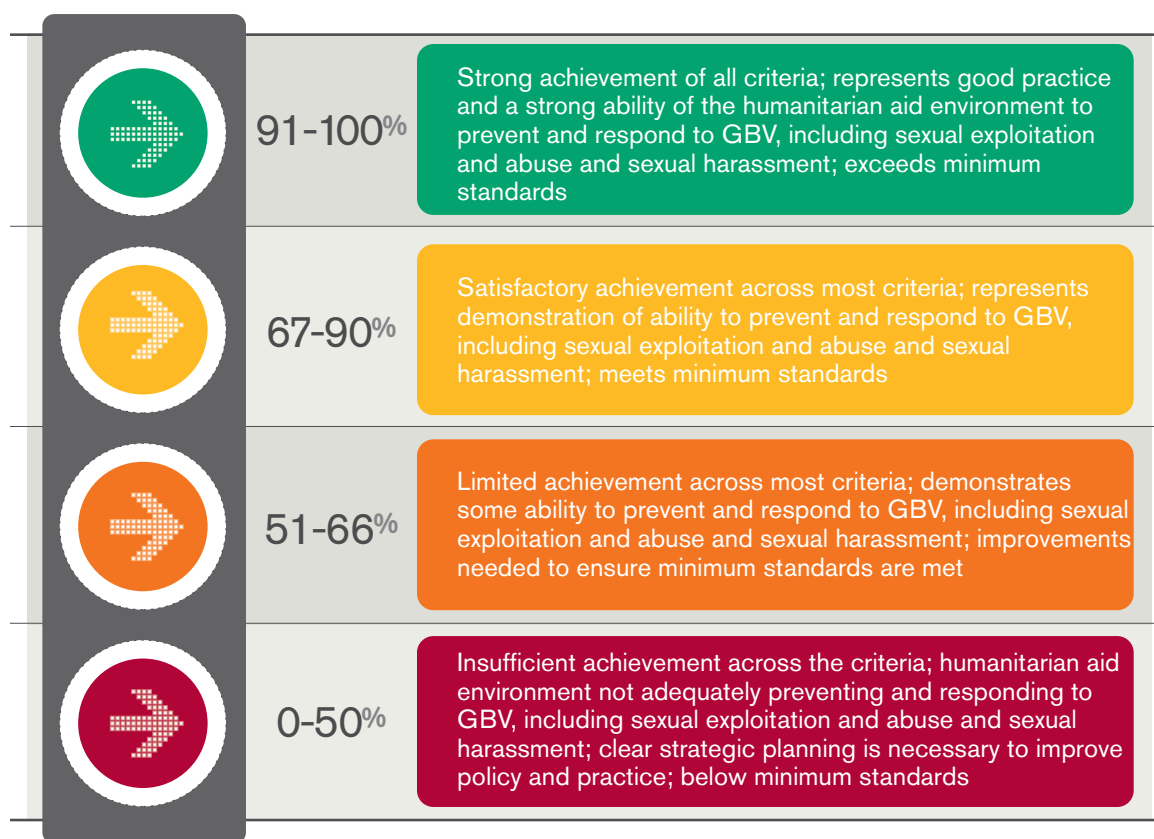
How does the Barometer score?

The **Barometer uses a “traffic light system”** (Red, Orange, Yellow, and Green) to score the status of the humanitarian response to gender-based violence (GBV) and sexual harassment, exploitation and abuse across the four outcome areas.

Within each of these four areas, there are different criteria that are assessed individually. Each criteria has a series of aspects that will be scored from 1-4 (Red to Green) based on the information gathered from the four data collection tools: Observational Checklist, Focus Group Discussion, Staff Perception Survey and Key Informant Interview.²⁸



From these scores, the Barometer will provide both: individual ratings for each of those four outcome areas from red to green; and, adding together the scores from all four areas, an overall score for the humanitarian response being assessed.



To obtain this overall score, you will need to first score the findings from these two data collection tools.

²⁸ See Section 2: Implementation.

Guide to scoring the Observational Checklist and the Staff Perception Survey

The following two sections provide **guidance on how to score your findings from the Observational Checklist and the Staff Perception Survey tools**, by adding the tools to the *Data Recording and Scoring document (Excel)*.

Scoring the Observational Checklist

The **Observational Checklist** comprises 66 questions that assess two main areas of the humanitarian response: 1) Prevention of sexual harassment and sexual exploitation and abuse Mechanisms and Security Policies, and 2) Humanitarian Response Environment. These areas are then subdivided into 16 assessment topics, each counting towards one or more of the outcome areas.

Document review: Prevention of sexual harassment and sexual exploitation and abuse Mechanisms and Security Policies

This section involves a review of existing documents that are publicly available.

- ☐ Humanitarian community commitments to addressing sexual harassment and sexual exploitation and abuse
- ☐ Prevention of Sexual Exploitation and Abuse (PSEA) Networks
- ☐ Community-Based Complaints Mechanism (CBCM) and procedures
- ☐ Accessibility to CBCM
- ☐ Safe spaces for women and girls
- ☐ Referrals for the community
- ☐ Safety audits

On-location observation: Humanitarian Response Environment

This section involves an in-person, observational walk-through of the environment where the humanitarian response is taking place.

- ☐ GBV prevention and mitigation
- ☐ Safe spaces for women and girls
- ☐ Healthcare
- ☐ Nutrition services

The Observational Checklist tool (*Appendix: Data Collection Tools*) has a far-right column, "Score," where you will find the scores for each question. All questions in this tool share the same weight, and the scores range from:

- 1 point
- 0.75 points
- 0.50 points
- 0.25 points
- 0 points
- Do not know or Not applicable (NA) responses are omitted from the score

A score of “1” represents the most positive response to the question. A score of “0” represents the most negative response to the question. These points will be added up and calculated against the overall maximum possible score for the Observation Checklist.

Any responses of “Do not know” or “Not Applicable (NA)” will not be counted towards the final score as either positive or negative. The same will happen for all questions that are SKIPPED. Those questions will be automatically omitted from the score, and the overall maximum possible score will be reduced accordingly.

- For example: If you marked “NA” on 5 questions, the maximum possible score you could achieve for your context and site would be 61 (66 minus 5 = 61). So, your context and site could score a total of 34 out of the possible new maximum total of 61 that could be achieved for the Observational Checklist.

You will not need to do these calculations or make changes yourself—the **Data Recording and Scoring document (Excel)** will do so for you, based on the data you input. When you input the individual scores, they will produce an overall score for the Observational Checklist for the sites assessed; they will also contribute to the overall Barometer score, which includes the Staff Perception Survey results. See next section.

Scoring the Staff Perception Survey

The **Staff Perception Survey** comprises 43 questions focused on five assessment topics, each counting towards one or more of the outcome areas:

- ☐ Commitment and Accountability (Outcomes 3 and 4)
- ☐ Complaint Mechanism: Ease, Confidentiality and Risks (Outcomes 2, 3 and 4)
- ☐ Organizational Response (Outcomes 1 and 3)
- ☐ Female Participation in Policy-Making and Practice (Outcomes 2 and 3)
- ☐ Perception of Risk (Outcomes 2 and 3)

In the **Staff Perception Survey: How to Score this Survey** document (*Section 3: Data Recording and Analysis*) you will see the survey, plus an additional column on the right with scores for each question. These scores range from:

- 1 point
- 0.75 points
- 0.50 points
- 0.25 points
- 0 points
- Do not know or Not applicable (NA) questions are omitted from the score

A score of “1” represents the most positive response to the question. A score of “0” represents the most negative response to the question. These points will be added up and calculated against the overall maximum possible score for the Staff Perception Survey.

Any responses of “Do not know” or “Not Applicable (NA)” will not be counted towards the final score as either positive or negative. The same will happen for all questions that are SKIPPED. Those questions will be automatically omitted from the score, and the overall maximum possible score will be reduced accordingly.

You will not need to do these calculations or make changes yourself—the **Data Recording and Scoring document (Excel)** will do so for you, based on the data you input. When you input the individual scores, they will produce an overall score for the Staff Perception Survey; they will also contribute to the overall Barometer score, which includes the Observational Checklist results.

A note on different weighting and importance placed on certain questions

All of the questions in the Staff Perception Survey are weighted the same, with the exception of the first two questions (Q1, Q2) and Q24 and Q25. These questions are weighted double, meaning their scores will have a greater impact on the total. When you input the scores in the *Data Recording and Scoring document (Excel)*, they will automatically be recorded with double weighting.

Q1 and Q2 are considered overarching questions from which all the others hang:

Q1. On a scale of 1 (not important at all) to 5 (very important), how important is the issue of sexual harassment in your organization?

Q2. On a scale of 1 (not important at all) to 5 (very important), how important is the issue of sexual exploitation and abuse in your organization?

They ask two foundational questions: whether or not the issues of sexual harassment and sexual exploitation and abuse are important to them. If these issues are not seen as important, they will likely not be prioritized and will impact how organization reacts, plans and responds to those issues and women's safety and security in general. Q24 and Q25 follow a similar reasoning.

Q24. In your opinion, are women's safety and security concerns sufficiently addressed by your organization's existing safety and security policies and practices?

Q25. In your opinion, in terms of safety and security, are women's realities and circumstances sufficiently reflected in your organization's existing human resources policies and practices?

They ask about whether women's realities, circumstances and safety and security concerns are factored into security and human resource policies and procedures, both of which affect major aspects of women's experience at work, including transportation, movement, accommodation, office facilities and areas of work, benefits, provisions, etc. If women are not factored in and are invisible in those policies, women's security is significantly undermined, unaddressed and undervalued. This will likely impact all other questions assessing how organizations are responding to women's security through their policies and practices. This is why these questions carry more weight than others.

Step 2: Qualitative data review and thematic analysis – focus group discussion and key informant interview

This next step covers how to review and analyze the Focus Group Discussion and Key Informant Interview tools.

The **Focus Group Discussion** for women and adolescent girls comprises eight steps, each with a series of guiding questions. Through the community mapping approach, this tool covers the following seven topics: consultations with women and girls; concerns and unsafe areas and places for women and girls; dignity kits; non-food items (NFI) and food distributions; safe spaces; community-based complaints mechanisms; and advice for creating a safer environment. All of these topics are also reflected in the Observational Checklist.

The **Key Informant Interview** for women's rights activists, groups, organizations and networks comprises five thematic areas, each with a series of questions.

Use the **Thematic Data Analysis Guidance Note** (see *Section 3 Data Recording And Analysis Tools* for guidance on thematic analysis) to support you in analyzing your narrative data from the FGDs and KIIs (using your KII and FGD notes and the community maps from the FGDs). This will help you to pull out the most important themes arising from those conversations and identify key quotes and pieces of information. You will then use this analysis to complement and add narrative detail, richness and nuance to the Barometer score achieved above.

Once you have finished your thematic analysis of your narrative data, move to the next step where you will be guided through how to combine your Barometer score with your narrative findings from these tools.

Step 3: Analysis of your overall barometer findings

In this third step, bring together the numerical scores calculated and analyzed automatically from the Excel tool and your thematic analysis. This step will guide you to discuss, cross-check, analyze and unite the findings and finalize them (in preparation for data validation in *Section 4. Advocacy and Dissemination*). You may find that as you start on the initial questions, the group may discuss many of the later questions before getting to them. Use the below as a general guide to help you bring out understanding, meaning and synthesis across your whole data set, as well as the nuances within it.

- ☐ Find a way to clearly display both sets of data in front of your team. Begin by discussing broadly what you see across the data sets, using these questions as a guide. This process is meant to draw out initial, immediate reactions and responses by the team:
 - o What do you notice about them?
 - o What is surprising? Not surprising?
 - o What is new to you? What did you already know?
- ☐ For the next guiding questions, focus more specifically on each data set, and start making notes or visual diagrams of the discussion:
 - o Are there any similarities and connections between the data sets (quantitative and qualitative)? If so, what is similar or shared? What does this say about the findings and analysis? Which of the findings support one another between both sets? What are the connections?
 - o Are there any differences? Do any of the findings from one set contradict findings from the other? Do they say something different? If so, what is different, what is contradicting? What does this say about the findings and analysis? Can they be addressed or resolved or not?
- ☐ Next, focus on the data combined and discuss the following guiding questions to help you focus on more concrete, detailed and specific aspects of the what the data is telling you:
 - o What is the current situation like for women and girls and female aid workers, based on what the analysis is telling us? (Consider all four Barometer areas.)
 - o What has changed? For better or for worse? Or has not changed at all?
 - o What learning is there to be had?
 - o What recommendations are emerging?
 - o What action points or changes needed are standing out as critical or priority? And who do these need to be directed at?

Once you have gone through this process of reflection, write up detailed notes (including the key quotes you already selected) to accurately capture your overall analysis and discussions. You will take this analysis forward into the next piece on validating data and *Section 4. Advocacy and Dissemination*, where you will validate your scores and formulate your recommendations and advocacy.



Step-by-Step Instructions on Using the Data Recording and Scoring Document (Excel)

Use the following four steps to walk you through how to use the **Data Recording and Scoring document**: how to set up your tool for use; how to navigate the tool; how to input the data collected from both the Observational Checklist(s) and the Staff Perception Surveys; and how to view the final scores.

- *For more detailed instructions on how to make adjustments or changes to the tool itself, please see the “Instructions” tab in the tool. Caution: This tool relies heavily on macros, Excel formulas, pivot tables, and developer tools like radio buttons. Proceed cautiously with any adjustments or changes, as they may stop the tool from working properly.*

1. Opening, saving and password-protecting your tool

- ☐ When you open the Excel document, you will see a message: **“This workbook contains macros...”**. Click on the button **“Enable macros”** to open the document so that it will be a fully functional and working tool.
- ☐ When you save your tool with your chosen file name, ensure that you:
 - o Select **“Options...”**, which will give you the option of password-protecting your file. Choose a password that will be used to open and modify the file; and
 - o Save the file as file type: **“Excel Macro-enabled Workbook.xlsm”**.

2. Navigating the tool

- ☐ You will see eight different “tabs” along the bottom of the document. They are:
 - o **Tab 1. Home** – Provides information on the contents of this tool;
 - o **Tab 2. Instructions** – Provides information and more detailed instructions on how to make adjustments or changes to the tool (please refer to caution noted above);
 - o **Tab 3. Observational Checklist** – Use this to input data from the Observational Checklist(s);
 - o **Tab 4. Staff Survey** – Use this to input data from the Staff Perception Surveys completed either in-person and/or online;
 - o **Tab 5. Scoring Types** – Provides information on how the different responses to questions are scored in this tool;
 - o **Tab 6. Barometer** – Provides information on the overall Barometer score for your context, plus the individual scores for each of the four outcome areas;
 - o **Tab 7. Barometer by Topic** – Provides information on detailed scores in individual areas within each data collection tool; and
 - o **Tab 8. Data** – Provides information on raw data that you recorded/added in Tabs 3 and 4.

You will be able to see the ID assigned to each survey (either Observational Checklist or Staff Perception Survey), along with their data to each response and the weighting given to each response. Once data from your context is automatically added here after you have submitted your surveys, you can go to this tab and delete the text, ***“Placeholder row which can be deleted after there are data populated below.”***

3. Recording/adding your data from the two data collection tools

□ **Tab 3. Observational Checklist:** Use this tab to **input all of your data** from the Observational Checklist(s):

- a) There are 5 buttons at the top of the Tab:
 - **RESET FORM (RED)** – Press this if you want to clear the form of data and start again.
 - **VIEW RESPONSES** – This is the main form where you will record/add your data from the Observational Checklists.
 - *VIEW OUTCOMES* – For your information: Click this to view which question in the survey refers to which outcome area.
 - *VIEW WEIGHTS* – For your information: Click this to view how each question is scored and weighted.
 - **SUBMIT (BLUE)** – Press this to submit your data once you have completed the form for one Observational Checklist.
- b) Press “VIEW RESPONSES” to open the form for recording/adding your data. One form represents one Observational Checklist. For example: If you completed two Observational Checklists in your context, you will need to complete the form twice.
- c) Input the data from your Observational Checklist into the form provided;
 - Enter the date of the survey using one of the following formats “DD/MM/YYYY” or “MM/DD/YYYY”.
 - For example: If the date the survey was conducted was 29th June 2020, you would type either: 29/06/2020 or 06/29/2020.
 - If you did not answer any of the questions, select “Not applicable (NA)” for that question. This will automatically omit the response, remove the question from being calculated and will not affect your overall score. If you responded “Do not know” to any of the questions, select “Do not know” (or “NA” if that is the only other option that exists).
- d) Once you have added all of your data for that Observational Checklist, press the blue **“SUBMIT”** button at the top of the tab. When you do this, a message box will appear: ***“Are you sure you are ready to submit? When you submit, this action will remove all responses in the form ready for you to input a new set of data.”*** If you have reviewed your data, agree that it is accurate and complete, and are ready to submit this form, press “Yes.” However, if you would like to double check, press “No,” and review your data entry, before finally pressing “Submit” and “Yes.” *Important: Once you press “Yes” to submit your data, you cannot retrieve the form to change it. You would need to start again and delete the raw incorrect data from the DATA tab.*
- e) Once you have submitted your survey, you will be given a survey ID, which you can use to identify the survey in the Barometer visualizations (Tabs 3 and 4).

□ **Tab 4. Staff Perception Survey:** Use this tab to **input all of your data** taken from the Staff

Perception Surveys:

- f) There are 5 buttons at the top of the Tab:
- **RESET FORM (RED)** – Press this if you want to clear the form of data and start again.
 - **VIEW RESPONSES** – This is the main form where you will record/add all of your data from your Staff Perception Surveys.
 - *VIEW OUTCOMES* – For your information: Click this to view which question in the survey refers to which outcome area.
 - *VIEW WIEGHTS* – For your information: Click this to view how each question is scored and weighted.
 - **SUBMIT (BLUE)** – Press this to submit your data once you have completed the form.
- g) Press “VIEW RESPONSES” to open the form for start recording/adding your data. One form represents one Staff Perception Survey. For example: If there were eight Staff Perception Surveys completed in your context, you will need to complete the form eight times.
- h) Input your data from your Staff Perception Survey into the form provided:
- Enter the date of the survey using one of the following formats: “DD/MM/YYYY” or “MM/DD/YYYY”.
 - For example: If the date the survey was conducted was 29th June 2020, you would type either: 29/06/2020 or 06/29/2020.
 - If you did not answer any of the questions, select “Not applicable (NA)” for that question. This will automatically omit the response, remove this question from being calculated and will not affect your overall score. If you did not/do not know the answer to any of the questions, select “Do not know” (or “NA” if that is the only other option that exists).
 - If any questions were “SKIPPED,” be sure to do the same on the form. This will automatically omit the response, remove the question from being calculated and will not affect your overall score.
- i) Once you have added all of your data for that Staff Perception Survey, press the blue **“SUBMIT”** button at the top of the tab. When you do this a message box will appear: **“Are you sure you are ready to submit? When you submit, this action will remove all responses in the form ready for you to input a new set of data.”** If you have reviewed your data, agree that it is accurate and complete, and are ready to submit this form, press “Yes.” However, if you would like to double check, press “No” and review your data entry, before finally pressing “Submit” and “Yes.” *Important: Once you press “Yes” to submit your data, you cannot retrieve the form to change it. You would need to start again, and delete the raw incorrect data from the DATA tab.*
- j) Once you have submitted your survey, you will be given a survey ID, which you can use to identify the survey in the Barometer visualizations (Tabs 3 and 4).

4. Viewing your Barometer scores

- ☐ **Tab 6. Barometer, and Tab 7. Barometer by Topic:** These two tabs allow you to interact dynamically with the data.
 - o **Tab 6.** shows you the overall Barometer score for your content and each score for the four outcome areas.
 - o **Tab 7.** shows you individual scores of 18 specific topic areas within both data collection tools to provide you with detailed scores for more nuanced analysis.
 - For both tabs, you can use the option boxes on the right to select a specific country or survey ID to see those individual scores. You can also use the option box “Location” for the Observational Checklist to view scores for different locations. For the Staff Perception Survey, select “Sex” to view the scores for men or women.





Staff Perception Survey: How to Score the Survey

Use this guide to help you score each survey you conduct.

Q#	Question	Score					
Commitment and Accountability							
1	On a scale of 1 (very important) to 5 (not at all important), how important is the issue of sexual harassment in your organization? <table><tr><td>1. Very important</td><td>2. Somewhat important</td><td>3. Neutral</td><td>4. Not very important</td><td>5. Not at all important</td></tr></table>	1. Very important	2. Somewhat important	3. Neutral	4. Not very important	5. Not at all important	1 = 2 points 2 = 1.50 point 3 = 1 point 4 = 0.50 point 5 = 0 point *DOUBLE WEIGHTED
1. Very important	2. Somewhat important	3. Neutral	4. Not very important	5. Not at all important			
2	On a scale of 1 (very important) to 5 (not at all important), how important is the issue of sexual exploitation and abuse in your organization? <table><tr><td>1. Very important</td><td>2. Somewhat important</td><td>3. Neutral</td><td>4. Not very important</td><td>5. Not at all important</td></tr></table>	1. Very important	2. Somewhat important	3. Neutral	4. Not very important	5. Not at all important	1 = 2 points 2 = 1.50 point 3 = 1 point 4 = 0.50 point 5 = 0 point *DOUBLE WEIGHTED
1. Very important	2. Somewhat important	3. Neutral	4. Not very important	5. Not at all important			
3	If someone was accused of or perpetrated sexual harassment or sexual exploitation and abuse, my organization would take responsibility to ensure that the victim/ survivor reporting the offense would be protected. ☐ Yes ☐ No ☐ Prefer not to respond (NA)	Yes = 1 No = 0 NA = SKIP question not counted/ excluded					
4	If someone was accused of or perpetrated sexual harassment or sexual exploitation and abuse, my organization would take responsibility to ensure that the perpetrator is held accountable. ☐ Yes ☐ No ☐ Prefer not to respond (NA)	Yes = 1 No = 0 NA = SKIP question not counted/ excluded					

Complaint Mechanism: Ease, Confidentiality and Risks

5.	On a scale of 1 (very encouraged) to 5 (not at all encouraged), to what extent have you been encouraged by your organization to report allegations of sexual harassment and sexual exploitation and abuse if and when they occur?	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point					
	<table border="1"> <tr> <td>1. Very encouraged</td> <td>2. Somewhat encouraged</td> <td>3. Neutral</td> <td>4. Not very encouraged</td> <td>5. Not at all encouraged</td> </tr> </table>	1. Very encouraged	2. Somewhat encouraged	3. Neutral	4. Not very encouraged	5. Not at all encouraged	
1. Very encouraged	2. Somewhat encouraged	3. Neutral	4. Not very encouraged	5. Not at all encouraged			
6.	On a scale of 1 (very confident) to 5 (not at all confident), how confident are you that the current reporting mechanisms for sexual harassment within your organization would result in fair outcomes?	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point					
	<table border="1"> <tr> <td>1. Very confident</td> <td>2. Somewhat confident</td> <td>3. Neutral</td> <td>4. Not very confident</td> <td>5. Not at all confident</td> </tr> </table>	1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident	
1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident			
7.	On a scale of 1 (very confident) to 5 (not at all confident), if you made a complaint related to sexual harassment and sexual exploitation and abuse, how confident are you that the details of your complaint would be kept confidential?	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point					
	<table border="1"> <tr> <td>1. Very confident</td> <td>2. Somewhat confident</td> <td>3. Neutral</td> <td>4. Not very confident</td> <td>5. Not at all confident</td> </tr> </table>	1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident	
1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident			
8.	On a scale of 1 (very comfortable) to 5 (not at all comfortable/ uncomfortable), how comfortable would you be with sharing your name if you lodged a complaint related to sexual harassment and sexual exploitation and abuse?	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point					
	<table border="1"> <tr> <td>1. Very comfortable</td> <td>2. Somewhat comfortable</td> <td>3. Neutral</td> <td>4. Not very comfortable</td> <td>5. Not at all comfortable</td> </tr> </table>	1. Very comfortable	2. Somewhat comfortable	3. Neutral	4. Not very comfortable	5. Not at all comfortable	
1. Very comfortable	2. Somewhat comfortable	3. Neutral	4. Not very comfortable	5. Not at all comfortable			
9.	Have you ever lodged a formal sexual harassment and sexual exploitation and abuse complaint? ☐ Yes ☐ No (Skip to Q11)	Yes = 1 No = SKIP question not counted/ excluded					
10.	If YES to Q9, on a scale of 1 (very satisfied) to 5 (not at all satisfied/ very dissatisfied), how satisfied were you with the response of the organization regarding your complaint?	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point					
	<table border="1"> <tr> <td>1. Very satisfied</td> <td>2. Somewhat satisfied</td> <td>3. Neutral</td> <td>4. Not very satisfied</td> <td>5. Not at all satisfied</td> </tr> </table>	1. Very satisfied	2. Somewhat satisfied	3. Neutral	4. Not very satisfied	5. Not at all satisfied	
1. Very satisfied	2. Somewhat satisfied	3. Neutral	4. Not very satisfied	5. Not at all satisfied			
11.	Have you ever been witness to a formal sexual harassment and sexual exploitation and abuse complaint? ☐ Yes ☐ No	Yes = 1 No = SKIP question not counted/ excluded					

12.	Have you or a colleague ever informally raised an issue regarding sexual harassment and sexual exploitation and abuse? (Informally meaning not through official complaints channels) Yes No (Skip to Q14)	Yes = 1 No = SKIP question not counted/ excluded					
13.	If YES to Q12, a scale of 1 (very encouraging) to 5 (not at all encouraging/ strongly discouraging), how encouraging has your organization been in suggesting that you launch a formal complaint? <table><tr><td>1. Very encouraging</td><td>2. Somewhat encouraging</td><td>3. Neutral</td><td>4. Not very encouraging</td><td>5. Not at all encouraging</td></tr></table>	1. Very encouraging	2. Somewhat encouraging	3. Neutral	4. Not very encouraging	5. Not at all encouraging	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point
1. Very encouraging	2. Somewhat encouraging	3. Neutral	4. Not very encouraging	5. Not at all encouraging			
14.	On a scale of 1 (very likely) to 5 (not at all likely/ very unlikely), in your opinion, how likely would it be for someone to lose their job if a sexual harassment and sexual exploitation and abuse complaint were made against them? <table><tr><td>1. Very likely</td><td>2. Somewhat likely</td><td>3. Neutral</td><td>4. Not very likely</td><td>5. Not at all likely</td></tr></table>	1. Very likely	2. Somewhat likely	3. Neutral	4. Not very likely	5. Not at all likely	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point
1. Very likely	2. Somewhat likely	3. Neutral	4. Not very likely	5. Not at all likely			
15.	On a scale of 1 (very worried/ worry a lot about this) to 5 (not worried at all), how much would potential stigma within the organization affect your ultimate decision to report (or not report) a case of sexual harassment or sexual exploitation and abuse? <table><tr><td>1. Very worried</td><td>2. Somewhat worried</td><td>3. Neutral</td><td>4. Not very worried</td><td>5. Not at all worried</td></tr></table>	1. Very worried	2. Somewhat worried	3. Neutral	4. Not very worried	5. Not at all worried	1 = 0 point 2 = 0.25 point 3 = 0.50 point 4 = 0.75 point 5 = 1 point
1. Very worried	2. Somewhat worried	3. Neutral	4. Not very worried	5. Not at all worried			
16.	On a scale of 1 (very worried and I would not report) to 5 (not at all worried and I would definitely report), how much would potential retaliation within the organization affect your ultimate decision to report (or not report) a case of sexual harassment or sexual exploitation and abuse? <table><tr><td>1. Very worried and would not report</td><td>2. Somewhat worried and I'm not sure if I would report</td><td>3. Neutral</td><td>4. Not very worried and I would probably report</td><td>5. Not at all worried and I would definitely report</td></tr></table>	1. Very worried and would not report	2. Somewhat worried and I'm not sure if I would report	3. Neutral	4. Not very worried and I would probably report	5. Not at all worried and I would definitely report	1 = 0 point 2 = 0.25 point 3 = 0.50 point 4 = 0.75 point 5 = 1 point
1. Very worried and would not report	2. Somewhat worried and I'm not sure if I would report	3. Neutral	4. Not very worried and I would probably report	5. Not at all worried and I would definitely report			
17.	In your experience, on a scale of 1 (active response) to 5 (deliberate silencing), how has your organization's management responded to rumors of sexual harassment and sexual exploitation and abuse? If you DO NOT KNOW the answer, SKIP to Q18. <table><tr><td>1. Active, structured initiatives taken</td><td>2. Some initiatives taken, but on a case-by-case basis</td><td>3. Neutral</td><td>4. Non-action</td><td>5. Deliberate attempts made to silence the issue</td></tr></table>	1. Active, structured initiatives taken	2. Some initiatives taken, but on a case-by-case basis	3. Neutral	4. Non-action	5. Deliberate attempts made to silence the issue	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point Do not know = SKIP question not counted/ excluded
1. Active, structured initiatives taken	2. Some initiatives taken, but on a case-by-case basis	3. Neutral	4. Non-action	5. Deliberate attempts made to silence the issue			

18.	Do you feel you have clear guidance on protocols and procedures to report allegations of sexual harassment or abuse? ☐ Yes ☐ No ☐ Do not know	Yes = 1 No = 0 Do not know = SKIP question not counted/ excluded					
19.	Does your organization have whistleblower policies that you are aware of? (Whistleblower: a policy to protect people, including staff, who report sexual harassment and sexual exploitation and abuse from retaliation). ☐ Yes, I am aware of them ☐ No, I am not aware of them (Skip to Q21)	Yes = 1 No = 0					
20.	If YES to Q19, on a scale of 1 (very protected) to 5 (not at all protected), how protected do you feel under your organization's whistleblower policies if you report an allegation of sexual harassment or abuse? <table><tr><td>1. Very protected</td><td>2. Somewhat protected</td><td>3. protected</td><td>4. Not very protected</td><td>5. Not at all protected</td></tr></table>	1. Very protected	2. Somewhat protected	3. protected	4. Not very protected	5. Not at all protected	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point
1. Very protected	2. Somewhat protected	3. protected	4. Not very protected	5. Not at all protected			

Organizational Response

21.	Do you know of any victim/survivor of sexual harassment and sexual exploitation and abuse who was offered gender-based violence response services, such as counselling or clinical care? ☐ Yes, they were offered such services ☐ No, they were NOT offered such services (Skip to Q24) ☐ Do not know/unsure (Skip to Q24)	Yes = 1 No = 0 Do not know/ unsure = SKIP question not counted/ excluded
22.	If YES to Q21, were the gender-based violence response services offered immediately (as part of the disclosure conversation) to the victim/survivor? ☐ Yes ☐ No ☐ Do not know/unsure	Yes = 1 No = 0 Do not know/ unsure = SKIP question not counted/ excluded
23.	If YES to Q21, to the best of your knowledge, was the victim/survivor of sexual harassment or sexual exploitation and abuse supported to make their own informed choices about the services and support they wanted to access? ☐ Yes ☐ No ☐ Do not know/unsure	Yes = 1 No = 0 Do not know/ unsure = SKIP question not counted/ excluded

Female Participation in Policy-Making and Practice

24.	In your opinion, a scale of 1 (very/ fully addressed) to 5 (not at all addressed/ completely unaddressed), to what extent are women’s safety and security concerns sufficiently addressed by your organization’s existing safety and security policies and practices? If you DO NOT KNOW the answer, SKIP to Q25.	<table><tr><td>1. Very addressed</td><td>2. Somewhat addressed, with areas for improvement</td><td>3. Neutral</td><td>4. Not very addressed, with many gaps</td><td>5. Not at all addressed</td></tr></table>	1. Very addressed	2. Somewhat addressed, with areas for improvement	3. Neutral	4. Not very addressed, with many gaps	5. Not at all addressed	1 = 2 points 2 = 1.50 point 3 = 1 point 4 = 0.50 point 5 = 0 point Do not know = SKIP question not counted/ excluded *DOUBLE WEIGHTED
1. Very addressed	2. Somewhat addressed, with areas for improvement	3. Neutral	4. Not very addressed, with many gaps	5. Not at all addressed				
25.	In your opinion, a scale of 1 (very/ fully addressed) to 5 (not at all addressed/ completely unaddressed), in terms of safety and security, to what extent are women’s realities and circumstances sufficiently reflected in your organization’s existing human resources policies and practices? If you DO NOT KNOW the answer, SKIP to Q26.	<table><tr><td>1. Very addressed</td><td>2. Somewhat addressed, with areas for improvement</td><td>3. Neutral</td><td>4. Not very addressed, with many gaps</td><td>5. Not at all addressed</td></tr></table>	1. Very addressed	2. Somewhat addressed, with areas for improvement	3. Neutral	4. Not very addressed, with many gaps	5. Not at all addressed	1 = 2 points 2 = 1.50 point 3 = 1 point 4 = 0.50 point 5 = 0 point Do not know = SKIP question not counted/ excluded *DOUBLE WEIGHTED
1. Very addressed	2. Somewhat addressed, with areas for improvement	3. Neutral	4. Not very addressed, with many gaps	5. Not at all addressed				
26.	On a scale of 1 (always) to 5 (never), how often are you consulted by management/ leadership/ security staff about the safety and security needs of female staff members?	<table><tr><td>1. Always</td><td>2. Often</td><td>3. Neutral</td><td>4. Rarely</td><td>5. Never</td></tr></table>	1. Always	2. Often	3. Neutral	4. Rarely	5. Never	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point
1. Always	2. Often	3. Neutral	4. Rarely	5. Never				
27.	Has management asked you for your opinion on women’s security concerns around traveling and movement when developing traveling and movement policies? ☐ Yes ☐ No		Yes = 1 No = 0					
28.	Has management asked you for your opinion on women’s security concerns and needs when developing accommodation policies? ☐ Yes ☐ No		Yes = 1 No = 0					

29.	Has management ever asked for your opinion on women's security concerns and privacy when developing office facility policies? ☐ Yes ☐ No	Yes = 1 No = 0
30.	If you answered YES to any of the questions Q27-29, have any of your opinions or suggestions been incorporated into safety and security policies and practices? If you did NOT answer YES to any of those questions, SKIP to Q31. ☐ Yes ☐ No	Yes = 1 No = 0

Perception of Risk

31. On a scale of 1 (always takes measures) to 2 (never takes measures), to what extent do you feel your organization is taking measures to respond to female staff's safety and security?

1. Always takes measures	2. Often takes measures	3. Neutral	4. Rarely takes measures	5. Never takes measures
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1 = 1 point
2 = 0.75 point
3 = 0.50 point
4 = 0.25 point
5 = 0 point

32. On a scale of 1 (always put at risk) to 5 (never put at risk), to what extent do you feel female staff are being put at risk of any form of sexual harassment by your organization?

1. Always put at risk	2. Often put at risk	3. Neutral	4. Rarely put at risk	5. Never put at risk
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1 = 0 point
2 = 0.25 point
3 = 0.50 point
4 = 0.75 point
5 = 1 point

33. On a scale of 1 (always) to 5 (never), to what extent do you feel your organization is preventing or mitigating risks of sexual harassment or sexual abuse or exploitation against female beneficiaries?

1. Always	2. Often	3. Neutral	4. Rarely	5. Never
-----------	----------	------------	-----------	----------

1 = 1 point
2 = 0.75 point
3 = 0.50 point
4 = 0.25 point
5 = 0 point

34. Have you ever felt scared or threatened by security staff?

☐ Yes

☐ No

Yes = 1
No = 0

35.	On a scale of 1 (very confident) to 5 (not at all confident), how confident are you with the background checks of security staff conducted by your organization? If you are NOT AWARE of any background checks, SKIP to Q36.	<table><tr><td>1. Very confident</td><td>2. Somewhat confident</td><td>3. Neutral</td><td>4. Not very confident</td><td>5. Not at all confident</td></tr></table>	1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point Not aware = SKIP question not counted/ excluded
1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident				
36.	On a scale of 1 (very confident) to 5 (not at all confident), how confident are you with the background checks of drivers and other staff conducted by your organization? If you are NOT AWARE of any background checks, please mark this question as NA.	<table><tr><td>1. Very confident</td><td>2. Somewhat confident</td><td>3. Neutral</td><td>4. Not very confident</td><td>5. Not at all confident</td></tr></table>	1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point Not aware = SKIP question not counted/ excluded
1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident				
37.	Does your organization provide transportation to you as part of your work? ☐ Yes ☐ No (Skip to Q39)		Yes = SKIP to Q38 No = SKIP to Q39					
38.	If YES to Q37, on a scale of 1 (very concerned) to 5 (not at all concerned), how concerned are you about being sexually harassed using the transportation provided to you by your organization? (Skip to Q40)	<table><tr><td>1. Very concerned</td><td>2. Somewhat concerned</td><td>3. Neutral</td><td>4. Not very concerned</td><td>5. Not at all concerned</td></tr></table>	1. Very concerned	2. Somewhat concerned	3. Neutral	4. Not very concerned	5. Not at all concerned	1 = 0 point 2 = 0.25 point 3 = 0.50 point 4 = 0.75 point 5 = 1 point
1. Very concerned	2. Somewhat concerned	3. Neutral	4. Not very concerned	5. Not at all concerned				
39.	If NO to Q37, if you felt you need to be provided transportation by your organization in order to be safer, do you think they would provide it to you if you requested it? ☐ Yes ☐ No		Yes = 1 No = 0					

40.	On a scale of 1 (very comfortable) to 5 (not at all comfortable), how comfortable are you traveling with male colleagues at your place of work? If you DO NOT travel with your male colleagues, SKIP to Q41.	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point Not travel with male colleagues = SKIP question not counted/ excluded					
	<table><tr><td>1. Very comfortable</td><td>2. Somewhat comfortable</td><td>3. Neutral</td><td>4. Not very comfortable</td><td>5. Not at all comfortable</td></tr></table>	1. Very comfortable	2. Somewhat comfortable	3. Neutral	4. Not very comfortable	5. Not at all comfortable	
1. Very comfortable	2. Somewhat comfortable	3. Neutral	4. Not very comfortable	5. Not at all comfortable			
41.	On a scale of 1 (very confident) to 5 (not at all confident), if you needed to request specific accommodation (e.g., another guest or hotel) to reduce the risk of sexual harassment or sexual assault, how confident would you feel that your organization would provide such accommodation? If you DO NOT need or use accommodation as part of your work, SKIP to Q42.	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point Not need / use accom. = SKIP question not counted/ excluded					
	<table><tr><td>1. Very confident</td><td>2. Somewhat confident</td><td>3. Neutral</td><td>4. Not very confident</td><td>5. Not at all confident</td></tr></table>	1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident	
1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident			
42.	On a scale of 1 (very safe) to 5 (not at all safe/ unsafe), how safe do you feel in your working environment (office, compound, shared facilities) related to sexual harassment and sexual exploitation and abuse?	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 poin					
	<table><tr><td>1. Very safe</td><td>2. Somewhat safe</td><td>3. Neutral</td><td>4. Not very safe</td><td>5. Not at all safe</td></tr></table>	1. Very safe	2. Somewhat safe	3. Neutral	4. Not very safe	5. Not at all safe	
1. Very safe	2. Somewhat safe	3. Neutral	4. Not very safe	5. Not at all safe			
43.	On a scale of 1 (very safe) to 5 (not at all safe/ unsafe), how safe do you feel walking around the emergency response location(s) when it comes to sexual harassment?	1 = 1 point 2 = 0.75 point 3 = 0.50 point 4 = 0.25 point 5 = 0 point					
	<table><tr><td>1. Very safe</td><td>2. Somewhat safe</td><td>3. Neutral</td><td>4. Not very safe</td><td>5. Not at all safe</td></tr></table>	1. Very safe	2. Somewhat safe	3. Neutral	4. Not very safe	5. Not at all safe	
1. Very safe	2. Somewhat safe	3. Neutral	4. Not very safe	5. Not at all safe			





Thematic Data Analysis Guidance Note for Focus Group Discussions and Key Informant Interviews

There are seven steps to follow to produce a thematic analysis of your narrative qualitative data. You may go through all seven steps in order, or you may choose to return to steps 1-5 during the process to redo or review steps. Do what makes most sense for you as you work through to the final step.

1. Gather your data

- ☐ To analyze your Focus Group Discussions (FGDs), you will need your FGD notes and the community maps that were drawn during the sessions.
- ☐ To analyze your Key Informant Interviews (KIIs), you will need your KII notes and any other documents that you produced during these interviews.

2. Get to know your data

- ☐ You and your team should read through all of your notes carefully, with a goal of immersing yourselves in the data.
- ☐ Read and re-read the notes, as well as community maps if you have them. Feel free to note down any initial ideas or thoughts about the data as you read. You could set up a flipchart sheet and start recording these initial points from the team.
- ☐ As you read through, start picking out short quotes from participants that capture a point well and that would be powerful additions for your recommendations and advocacy (see *Section 4. Advocacy and Dissemination*). You may choose not to use them later but hold on to them for now.

3. Create codes for your data

In this next step, you will code your data with a label and a color:

- ☐ Coding means highlighting sections of your data (from either the FGD or KII) that stand out to you as interesting or meaningful as it relates to the Barometer outcomes and topics.
- ☐ These sections of data are often short phrases or sentences. Next, decide on labels (“codes”) to describe them, adding a color to make them stand out (use a marker to underline or put a dot next to the text).
- ☐ Here is a brief example from a sample FGD. In this case, you can see how different phrases have been highlighted (left column). Simple labels have been assigned to them (right column), along with shared color codes. Each label describes the idea, feeling, experience and opinion expressed in that part of the FGD note:

FGD note (example only)	Label and color code
“...Men usually deceive girls saying they will give them gifts, money but these are empty promises. These men are community volunteers from NGOs. They lied to girls saying that they would give them things they need like food or a distribution token.	Sexual exploitation Perpetrators from NGOs
They know girls need these things. They make them have sex with them and after that they give them nothing. This normally happens at night, at the back of the market. Girls are also being harassed for sex sometimes. The men force themselves on them near the latrines. When a girl wants to go, the doors do not work properly and there are no lights, it's dark. We are afraid of reporting for fear of being blamed...”	Lack of trust in reporting Unsafe community at night Sexual abuse Broken WASH facilities No public facilities for safety

- ☐ If needed, think about these guiding questions as you review your notes to help you capture the important pieces of information:
- o What is being said?
 - o What does it represent? Who does it represent?
 - o What views or experiences are being expressed?
 - o What is it giving an example of?
 - o What is happening? What events or incidents are occurring? What is going on for women and girls?
 - o What do I see going on?
 - o Are there specific areas of the humanitarian space or clusters being discussed?

Do not forget to also look at the community maps drawn by women and adolescent girls. These will give you a wealth of information about their realities.

After you have gone through your notes and added labels (“codes”) and colors, move onto the next step.

4. Create themes (grouping your color codes together)

In this step, you will put your labels (“codes”) into different groups and themes.

- ☐ Review all of your labels and start to group them into similar/shared themes. What you call these themes will emerge as you start to look at your labels. In each theme you may include duplicate or similar labels.
- ☐ You could display blank sheets of paper or flipchart sheets to represent themes under which you group your labels.
- ☐ Aim to create no more than 6-8 themes to avoid ending up with too much data.
- ☐ You might want to think about the four outcome areas of the Barometer and the Theory of Change to help you draw out relevant themes from the data.
- ☐ As you develop themes with your labels, you could also start to place quotes into the relevant themes.
- ☐ Based on the above example, here is what a couple of initial themes could look like:

Labels and color codes	Emerging theme
Unsafe community at night	Humanitarian environment
No facilities	
Broken facilities	Violence against women and girls
Sexual exploitation	
Sexual abuse	
Perpetrators from NGOs	

After you have gone through all of your labels (“codes”) and grouped them together under themes, move onto the next step.

5. Review your themes

In this step, take an actual “step back” and review your themes.

- ☐ Consider whether you want to change, combine, split, refine or discard any of the themes.
- ☐ Go back to your community maps:
- ☐ Do your themes reflect what women and girls shared through these maps?
- ☐ Ask yourselves:
 - o Are we missing anything?
 - o Are these themes really present in our data from the FGDs/KIIs? Are they accurate?
 - o What could we change to make the themes work better?
 - o Are we ensuring women's and girls' voices are loud and clear?

After reviewing your themes and making any adjustments or changes, move onto the next step.

6. Define your themes

This step involves refining and defining your themes.

- ☐ Look at all your themes and discuss how they connect together to create a unified story of your findings. What story do they tell when you look at them all together? If there are any gaps, inconsistencies or parts that do not connect, continue to refine the individual themes (or even revisit steps 2 and 3).
- ☐ Then, for each theme, come up with a simple and clear working definition that explains its meaning and content. Think about exactly what each theme means and how it helps you to understand the data (and how these will be the most important themes for your advocacy).
- ☐ If you do not have one already, come up with a very short, clear, understandable name for each theme.

Once you are satisfied with the collective story the themes tell; how the themes connect together; each individual theme; and the content for each (the labels and any associated direct quotes from participants), move onto the final step.

7. Bring the analysis together

Finally, bring all of this analysis into a consolidated write-up of your thematic analysis from your FGD and KII findings.

- ☐ As you will be using these findings to complement and add narrative detail, richness and nuance to the Barometer score, you could use the template below for your write-up. This is structured around the four outcome areas from the Theory of Change that the Barometer scores. This will enable you to overlay this narrative thematic analysis more quickly with your quantitative scores for those four outcomes areas; there is also a separate section for themes that you feel are cross-cutting, standalone or unique.
- ☐ For your write-up, decide which themes fit, where and how. Think about:
 - o How it relates to the outcome area or why it is unique/standalone or cross-cutting;
 - o What we have learned through the analysis and the FGDs/KIIs;
 - o What gaps, challenges, shortfalls and failings the analysis tells us about the humanitarian system for women and girls;
 - o How far away we are from those outcomes and what barriers stand in the way of achieving them;
 - o What it says about what is working or has improved for women and girls?
 - o What needs to change? What women and girls are telling us needs to change?
 - o What is stand-out and what will be invaluable for our advocacy?

Sample write-up template

Outcome 1. Women and girls trust and access safe, confidential and accountable support services when they experience gender-based violence (GBV), including sexual harassment, exploitation and abuse.

Outcome 2. Women and girls from the affected population have equal access and control over humanitarian services and resources.

Outcome 3. Humanitarians use power positively and respect and value women and girls and affected communities.

Outcome 4. Humanitarian organizations hold staff accountable to address sexual harassment and sexual abuse and exploitation.



Section 4

Advocacy and Dissemination





Recap: Scoring

This **Barometer** uses a “**traffic light system**” (Red, Orange, Yellow, and Green) to score the status of a humanitarian response to gender-based violence (GBV) and sexual harassment, exploitation and abuse across the four outcome areas.

Within each of these four areas, there are different criteria that are assessed individually. Each criteria has a series of aspects that will be scored from 1-4 (Red to Green), based on the information gathered from four data collection tools: the Observational Checklist, Focus Group Discussion (FGD), Staff Perception Survey and Key Informant Interview (KII).



From these scores, the Barometer will provide both: individual ratings for each of those four outcome areas from red to green; and, adding together the scores from all four areas, an overall score for the humanitarian response being assessed.

- The Scoring Tools can be found in *Section 4: Advocacy Tools*.





From Scoring to Advocacy: 4 steps

There are four main steps to take with your scoring once you have analyzed it:

- 1) **Validating the Score**
- 2) **Developing Advocacy Recommendations**
- 3) **Writing the Report**
- 4) **Making Change**

These next four sections will guide you through these steps in more detail, including some basic advocacy concepts and tips for dissemination, recommendations and advocacy messages. Some of the considerations and questions below will feel repetitive of what you have thought about before; this is a good thing and helps to refine and add specificity to the recommendations that will be based on the score(s), to question any assumptions made, and to allow you time to process the findings and, ultimately, produce a better report and advocacy plan.

Step 1: Validating the Score

You will use the Barometer score and the analysis/notes created during *Step 3* (Analyzing Your Overall Barometer Findings) of *Section 3. Data Analysis* to validate the score and initial findings with key partners (as also discussed in *Section 1. Planning and Preparation*, stakeholder engagement).

This validation process helps to fine tune and sharpen your data analysis in preparation for transforming it into relevant and meaningful advocacy. Validating the score and the analysis/notes from *Section 3. Step 3* is critical to ensure buy-in and agreement on the findings, from all relevant partners, before moving forward with joint advocacy and dissemination. This process is *not* about changing the scores, but ensuring that the scores speak to those who are most knowledgeable about the context—primarily, women's rights actors, groups, organizations and networks, and women and girls from the communities in which the Barometer was implemented.

It will not be possible to have involve everyone who participated in the KIs and FGDs in the validation of the score and notes from *Section 3. Step 3*. However, you should either bring a few key stakeholders together for a validation meeting or call or hold smaller meetings/calls with different groups of stakeholders, depending on your context and what is possible. Stakeholder groups to engage for score validation will primarily include:

- ☐ Women's rights actors, groups, organizations and networks working in, and with, their communities; and
- ☐ Host, displaced and refugee women community leaders and members.

You might also want to engage humanitarian actors, organization and agencies (especially local and national, but also international). You could also consider including, where safe to do so and relevant to your context, government actors and representatives, such as representatives of the Ministry of Women's Affairs/ Gender Equality or a similar leading government department on women's rights.

During the **validation** meeting(s)/call(s) with stakeholders, ensure that those present have access to the Overall Score (with the “traffic light” as well as description of what this score means), the score of each Outcome area, and Notes from *Section 3. Step 3* (including any direct quotes from Barometer participants that you have collected from your analysis).

It will be important to **make detailed notes** throughout the validation process.

During the meeting(s)/call(s) with key stakeholders, ask a series of questions to promote discussion.

Guiding questions for the validation process:

- ☐ Review your findings and analysis and provide feedback and active input on:
 - o What resonates and corresponds with the realities or not with the scoring and the thematic analysis, and both combined?
 - o How are the findings and analysis speaking to the issues facing women, girls and female aid workers?
 - o What is new? What is learning? What supports what is already known? What conflicts?
 - o Are there findings that are more pressing than others, in the opinion of the stakeholders present?
 - o Are there findings that are applicable to contexts outside the area assessed by the Barometer?
 - o Do any of the stakeholders have ideas for ways to improve the response for women and girls living and working in this setting?
- ☐ Review understandability and clarity of the findings and analysis, in particular around language, definitions and presentations.

Validating the findings and score is a crucial stage in the process because it brings in key stakeholders and their wealth of expertise, insight and experience. Take detailed notes of their responses to the above questions and try to clarify any outstanding questions and/or recommendations that arise through the discussions.

Through this process, you are likely to start creating **recommendations** and possibly even advocacy messages. When the discussion turns to recommendations, ensure that you are noting down the specific recommendations that arise and continue to ask clarifying and probing questions, such as the ones below:

- ☐ What concern/problem does this recommendation solve that was brought up by the score? What outcome will be strengthened through implementation of this recommendation?
- ☐ Who are these recommendations for? Who do we need to reach with our advocacy to achieve these changes?
- ☐ Will this recommendation work in this context? Why or why not? Who would need to be brought in for this recommendation to be implemented?
- ☐ Do these findings and recommendations apply beyond the immediate context(s) that the Barometer analyzed?

Important: Keep in mind that these questions on recommendations, particularly whom the recommendations are for and whom should be targeted through advocacy, can be very sensitive. Only ask these questions of trusted partners and check in with trusted allies and the Barometer team ahead of the validation meeting(s)/call(s) to discuss whether recommendations should be part of every discussion. If for any reason you feel that it would not be safe or would be too high risk to ask such questions of certain stakeholders, do not ask them.

Step 2: Developing Advocacy Recommendations

In this second step, bring together the Overall Score, Outcome Score and notes from all the previous sections to develop and finalize your advocacy recommendations to reflect the findings of the Barometer. This process should be done in a small group such as the Barometer team, or by the Barometer Team Lead to streamline the process as much as possible.

Many processes could be used to create specific recommendations that are useful in advocacy.

The “SMART” process, described below, can help you prioritize your recommendations. It provides you with a series of probing questions and supports you to create a “SMART” plan for your advocacy, with the goal of getting targeted decision-makers and key actors to adopt your recommendations.

You might prefer to use a different process, depending on your context or if preferred by advocacy experts that are working on the Barometer with you.

Finalizing Recommendations

Given the amount of work and thinking that was already done in Scoring and Validating the Scores, including conversations with key stakeholders and the Barometer team, a number of recommendations to improve the environment for women, girls and female humanitarian should already have come to light by this point.

How many recommendations should you have? There is no “magic number” of recommendations to strive for; recommendations should provide solutions for the key and most pressing challenges brought forward by the Barometer score(s). There can be an inclination to create a recommendation for each challenge brought up during the Barometer process, which could get unwieldy. Limiting the number of recommendations is helpful so that they can actually be adopted. **More than 5-7 recommendations could make it difficult to develop an advocacy plan, so consider prioritizing. Again, concentrating on the “red” and “orange” scores can be a helpful way to prioritize recommendations.**

Developing recommendations will *bring together and highlight* the critical aspects of what has already been discussed. At this stage, you should:

☐ **Prioritize:**

- o What are the key challenges highlighted by the score(s) and findings?
- o According to the scoring and validation discussions, which of these key challenges need immediate action?
- o One way to prioritize recommendations is to look at those that address “red” or “orange” scores.

☐ **Probe:**

- o For the priority challenges/actions:
 - Which, if any, of the recommendations brought forward during the validation process addresses these challenges?
 - Are there additional recommendations needed to address the key challenges?
 - Who needs to take action on the recommendations to make a difference?
- o Are there other challenges/actions that need to be taken, but require longer-term advocacy efforts?
- o At what level do the challenges need to be addressed? (For instance, is the challenge at the local level, where camp management could be a target of advocacy? Is the problem with the humanitarian system more broadly, where the target of advocacy would have to be a UN agency or host government?)

☐ Challenge:

- o To make sure that you have the “right” set of recommendations, spend some time challenging your assumptions and analysis for each recommendation. Some guiding questions include:
 - Will this recommendation work in this context? Why or why not?
 - Who would need to be brought in for this recommendation to be implemented? Can this group be targeted? How?
- o Does this recommendation apply beyond the immediate context(s) that the Barometer analyzed?
- o How does this recommendation relate back to the Barometer’s overall purpose and goal?

☐ Re-Confirm:

- o As possible, share and discuss a near-final set of recommendations with the Barometer team and a small set of key partners (particularly local organizations involved in the process) to ensure that what was said in the validation meeting(s)/call(s) is appropriately reflected and that the recommendations reflect the score(s).

After you have completed the above, you should have a set of written recommendations that, based on the score(s) and discussions, must be adopted to improve the context for women, girls and female humanitarians.

Finally, remember that for the Barometer to be additive and taken seriously by decision-makers, recommendations should be backed up by the score(s), data collected and any direct quotes from participants (with respect to anonymity and confidentiality) during the Barometer implementation.

Step 3: Writing the Report

This next step covers writing the report of the Barometer implementation, findings and recommendations.

Important: Keep in mind that this report should be made publicly available so that the findings can be used widely; this means that you should continue to take confidentiality and data protection seriously.

Following *Section 3* and *Section 4. Steps 1-2*, much of the report will already be drafted. The next important step will be bringing together all the sections in one cohesive and readable document. The report should include information on the setting in which the Barometer was implemented, a short explanation of the Barometer itself, an explanation of the steps taken to arrive at the score(s) including the number of KIs and FGDs, the score(s) themselves and the recommendations that were arrived at in the previous steps. An explanation of how each recommendation was developed would be helpful to help ensure that they are taken seriously (note that a strategy for recommendation uptake is discussed in Step 4 below). Using quotes from *Section 3* can also be helpful to personalize the report and ensure that the Overall Score, individual scores, as well as the recommendations, are backed up by both data and personal experiences and voices of women, girls and female humanitarians.

Length of the report: As with the number of recommendations in Step 2, **limiting the length of the report to 2-4 pages** can be useful to ensure that individuals who need the information within the report actually read and use it. This means that you will want to be brief where possible and use data visualization (such as graphs or charts) where helpful in illustrating points, including and especially when presenting the score(s).

Finalizing the Report

The final step in the report creation involves approval by the Barometer team/ partner organizations. Those involved in Barometer implementation should have the ability to sign off on the report with at least one opportunity to review and to provide edits before any dissemination of the report itself. There should be agreement between implementation partners on the use of logos and attribution for authorship.

As necessary, the report should be translated into local languages.

Sample Report Outline

- 
- I. Background on Context (no more than ½ page)
 - a. Length of conflict/crisis; context within context (e.g., “This Barometer analyzed the lived experience of women and girls in Bidibidi, Uganda.”)
 - b. Population basics (number or percentage of women and children; internally displaced people (IDPs)/ refugees; average length of displacement; type of settlement)
 - c. Short analysis of situation for women and girls
 - i. Data available on GBV, economic empowerment, and gender inequality, for instance
 - II. Barometer Explanation
 - a. 1-paragraph explanation of the Barometer and its purpose (you can adapt content from the guidance document: 0a. Introduction to the Listen Up! Barometer)
 - III. Barometer Score(s)
 - a. Color Score (overall and for the four Outcome areas) with description (see the guidance document: 0a. Introduction to the Listen Up! Barometer)
 - IV. Explanation of how you acquired the scores (no more than 1/3 page)
 - a. Number of KIs
 - b. Number of FGDs
 - c. Number of Staff Perception Surveys completed
 - d. Number of Observational Checklists carried out and where
 - V. Analysis of score and recommendations (no more than 1 page)
 - a. Analysis of score by Outcomes 1-4 with associated recommendations developed through the validation and recommendations process
 - VI. Annex – Link to explanation of the Barometer

Step 4: Making Change

The purpose of the Listen Up! Barometer is to serve as an advocacy tool for women’s groups, organizations and networks, and other GBV actors, to hold those responsible for humanitarian responses accountable to women and girls. The implementation of the tools and the writing of the report supports this overarching goal of improving the humanitarian system and specific responses, for women and girls living in humanitarian contexts and female humanitarians who work within them.

The following section covers dissemination of the report to interested parties and how to create an advocacy strategy so that the findings and recommendations inform future humanitarian action. Key considerations for advocacy—such as whom to target with advocacy messages—will be discussed.

Dissemination of the Implementation Report

After finalization, the report should be disseminated to and discussed with those who were engaged during the implementation of the Barometer. It is important to make sure that those who contributed their voices understand the final report and score, as well as the recommendations, and how you plan to move forward with the report, recommendations and advocacy messages. This includes discussing (as confidentiality and practicality allow) the findings with:

- ☐ **Key informants**
- ☐ **FGD participants**
- ☐ **Barometer-implementing organizations (including senior leadership as applicable)**
- ☐ **Individuals/ organizations involved in finding validation**

Dissemination should occur *after* the advocacy considerations below are discussed and agreements are reached to ensure the safety and security of information and that those receiving the findings are aware of steps for implementation.

Get SMART

Creating an advocacy strategy should start with converting the recommendations of the report into actionable advocacy objectives. One way to do this is to use the “SMART” approach, which is a helpful way to organize your thoughts and create a plan based on the recommendations.

“SMART” means Specific, Measurable, Attainable, Relevant and Time-bound. Consider making a SMART objective for each recommendation so that you have a plan for how to achieve the recommendations.

- ☐ Questions to answer to get “SMART”:
 - o **Specific** – “What will be achieved if advocacy is successful?”
 - o **Measurable** – “How will we know when advocacy has been successful?”
 - o **Attainable** – “Is the desired outcome actually within reach, including whether or not the necessary resources, time-frame, and will are present to achieve the outcome?”
 - o **Relevant** – “Does this objective actually make meaningful progress towards the recommendation?”
 - o **Time-bound** – “When do we need this to be achieved and what is a realistic timeframe for partners?”

Answering these questions and creating a SMART plan for each of your chosen recommendations will help to put achievable parameters around your recommendations. For example, a recommendation from the Barometer may be to *“increase funding for prevention of sexual exploitation and abuse training.”* An example of a SMART objective that supports action on that recommendation is to *“increase funding by 20% for prevention of sexual exploitation and abuse funding for local organizations within the next two years.”*

There are other techniques that advocates may suggest to ensure that recommendations are actionable. Overall, it is important that you keep your specific goals (as articulated by recommendations) in mind; consider the resources you will need; and put your advocacy plan into writing with timing/deadlines attached to each recommendation. These will make advocacy plans more concrete and more likely to be implemented.

Considerations

The report is one of your key advocacy products, but dissemination of the report alone will not guarantee that the recommended changes will happen. This will likely require an advocacy strategy and concerted advocacy efforts.

To further develop an advocacy strategy, there are a number of considerations to take into account. While the below considerations and questions are a helpful starting point, each context will be different.

What are the Risks and how can we Mitigate them?

Humanitarian actors, including the organizations that implement the Barometer, often operate within dangerous contexts, not just physically but also politically and financially. It is critical for those who conduct advocacy with Barometer recommendations to consider the risks that their advocacy may have, being very clear on what these risks are or might be going forward, and having plans and strategies for mitigating them (see also *Section 2. Implementation*, on security risks, benefit and considerations).

Organizations may risk funding or access if/when calling for changes from international organizations or government bodies. Anticipating potential political or financial backlash—and what it could mean for organizations' ability to operate and access funding—is critical at this stage so that these risks, if present or likely, can be mitigated. Risk mitigation can happen by involving the right organizations, framing advocacy messages appropriately to context, and choosing the right messengers (who will deliver the messages and how, and to whom) and timing.

It may be helpful to have the explicit buy-in of international organizations, such as the UN High Commissioner for Refugees (UNHCR), UN Population Fund (UNFPA), UN Office of the Coordinator for Humanitarian Assistance (OCHA) or governments (where it is safe to do so) ahead of conducting advocacy to help mitigate risks for Barometer-implementing organizations. Achieving buy-in from key actors can, in fact, be one of the first steps in your advocacy plan.

Who to Involve?

Different actors will have different considerations when it comes to power, voice and risk within the humanitarian system. It is important not to leave local organizations to bear the brunt of advocating for change in the humanitarian system alone. It is unethical to ask local organizations to fix humanitarian systems that they did not create, particularly as they are often less powerful actors within it, and outspoken advocacy can put them at risk, both politically and when considering funding. It is important to remember that there can be strength and safety in coalitions, and working across local and international non-governmental organizations (NGOs) can be one way forward. Reaching out to like-minded organizations that share the values of the Barometer is one option for creating a coalition of the willing to take forward advocacy messages.

The Barometer team and its partners and associated organization(s) should also consider whether it is reasonable and safe to include international organizations and governments in conversations about an advocacy strategy, or to keep them as advocacy targets only.

Some questions to ask when determining who to bring into advocacy discussions include:

- Who are the partners you could work with to deliver advocacy messages?
- Who are the appropriate messengers? Who are the targets of advocacy (i.e., the decision-makers) going to listen to and can they be engaged in an advocacy strategy?
- Who might provide more safety and/or legitimacy to the Barometer findings?
- Who has access to decision-makers in this context? Are they likely to support the recommendations of the Barometer?

- Who are allies that can help you deliver the SMART objectives or support the uptake of the recommendations? These can be individuals, such as Prevention of Sexual Exploitation and Abuse or Gender Focal Points, organizations, coalitions, and even departments within governments or international organizations.

How to get messages to decision-makers?

There are multiple ways to get the attention of decision-makers who can make the changes called for by recommendations and advocacy objectives:

- In-person or phone meetings
- Use of high-profile champions/allies
- Social media
- Traditional media

These are options that should be carefully considered and weighed. These actions can be sequenced, so that social media efforts support in-person meetings, or you may decide not to engage in certain advocacy strategies altogether. For instance, the use of a high-profile champion may very helpfully call attention to the Barometer findings but might also put a spotlight on failures of the system with a broad audience, embarrassing humanitarian leadership and creating a risk to Barometer-implementing organizations' access to women and girls in need, if retaliation is a possibility. Alternatively, after careful consideration, private meetings may not be enough to convince decision-makers that they need to take up recommendations; instead, maybe only public pressure can create the necessary change. In this case, high-profile champion(s) would be powerful advocacy tools.

What other support or resources are needed?

While the Barometer score and recommendations are backed by data and the report is a useful advocacy tool, it can be useful to consider what other materials or support are necessary to help make the case for adopting recommendations. For instance, do the recommendations of the Barometer support the achievement of the official Humanitarian Response Plan in a particular setting? This would require an analysis of the Humanitarian Response Plan itself.

You may believe that a social media campaign is critical, but lack the social media expertise to create and implement one, thereby needing to engage someone adept at this type of advocacy. If it is determined that the recommendations require high-level buy-in from senior UN leadership, travel to New York or Geneva might be necessary (if at all possible). Considering whether your organization has the resources (i.e., time, finances) and capability (i.e., can staff get a visa?) to undertake such a trip is critical. Understanding your resources and resource limitations is critical to producing a realistic advocacy workplan.



Advocacy Workplan

After all of the above considerations are taken into account, create an advocacy workplan as the final step. The workplan should be created with those who are likely to have the time and resources to take it forward. Below is an example of a workplan template that can help to organize your thoughts.

Objectives	Actions	Timeline	Responsible Person/ Organization	Resources Needed	Indicator of Success
SMART Objective 1 [Insert your objective for one of the chosen recommendations]					
SMART Objective 2 [Insert your objective for one of your chosen recommendations]					

After this plan is completed and agreed upon, the only thing left to do is to implement it. Good luck using the Listen Up! Barometer to make the humanitarian system a safer and more equitable place for women and girls!







Appendix



Photo by A Ohanesian, IRC



Data collection tools

Adolescent girls focus group discussion guide

IMPORTANT: Ensure that you have obtained informed consent/ assent from all participants before the Focus Group Discussion (FGD) starts. It is advised that you have **no more than eight participants** in your FGD. See the *Section 2.Implementation Guidance document for the Informed Consent process and the Appendix for Barometer Participant Information Sheet and Informed Consent* for the Informed Consent form.

Resources needed:

- Flipchart paper
- Different-colored pens [If you do not have different colors, use different symbols on the map]

Start of the FGD

When all the participants are gathered, the FGD facilitator should start with this introduction [please adapt where indicated]:

Hello, my name is _____ and I work for _____. I am accompanied by my colleague _____ who works for [the same organization/other] and will be taking notes for us. My colleague _____ will be interpreting for us [if an interpreter is needed].

We are here today to discuss with you some aspects of the humanitarian assistance that you have received. We will be drawing a map together to help us understand what assistance is available in your community and what the safety concerns are for women and girls. We will use this information to help us ask organizations to provide safer and more equal and accessible humanitarian assistance for women and girls.

This discussion and map will be confidential. The facilitator (me), note-taker, and interpreter are also all bound by confidentiality. This means that any information shared with us today will not be shared with anyone else. You do not need to give us your names or any personal information. You do not need to tell us about your specific stories. The map and our discussion will be anonymous so it will not be traceable to you personally. In the map and in our notes, no one's identity will be mentioned.

Your participation in this meeting is completely voluntary. If you feel uncomfortable at any time, you are free to leave, and it will not in any way affect the services and support you receive and are entitled to. The discussion will last a maximum of one hour.

We will be conducting this exercise with other groups of women and adolescent girls in the community. Is there anything that you need to be safe and comfortable to participate? Is there anything else we can do to support you to feel at ease? Do you have any questions that you would like to ask before we go any further?

Make sure that all questions are fully answered and check to make sure nothing is left unanswered.

Focus Group Discussion: Adolescent Girls

1. Basic group information

Date: _____

Location: _____

Facilitator: _____

Note-Taker: _____

Is interpretation needed? YES NO

If yes, the interpretation was from _____ (language) to _____ (language)

Interpreter: _____

Number of participants: _____

Age of focus group participants (select the category that applies):

☐ 14-10 years

☐ 19-15 years

2. Mapping and discussion

Step 1. Drawing the community and services

Provide the group with the pens and a flipchart sheet, which should have on it the outline in BLACK PEN of a few houses to start representing the community. Explain these representations on the map so the group understands.

Make sure everyone is able to see/access the map.

Then invite participants to add in BLACK PEN all other elements that are important in their lives and their community, including the services and facilities that are available and where they are located. They should also add more houses, roads, pathways, common places within and outside of the settlement/ area.

If needed, prompt them to add things such as: latrines; showers; water points; distribution points; health centers; spaces for girls, women, children; community centers; playing fields; markets; schools; etc.

When the participants feel the map is representative of their community, move on to the next step.



Step 2. Consultations with girls

Barometer Measures	Estimated proportion of the population for which WASH (water, sanitation and hygiene) facilities and infrastructure addresses the safety concerns and needs of women and girls through appropriate design, layout and equitable accessibility
	Estimated proportion of the population for which the camp set-up, maintenance and infrastructure addresses the safety concerns and needs of women and girls through appropriate design, layout and accessibility

Task	Symbol	Color
Read the question below. On the map, mark with a black dot all of the services and/or facilities where girls reported they were consulted with during the process of setting them up or building them in their community.	●	Black

Use these questions to help you with this task:

- When aid workers came to your area, did they talk with girls in your community about any of the following places you drew on the map?
 - o Prompt (if needed): Did they ask questions about girls' safety and what girls would prefer?
- Facilities (WASH – latrines, showers, water points)
- Camp layout (e.g., lighting, roads/paths, patrols)
- Services (e.g., types – safe spaces, health points, etc.; positioning/locations; accessibility)
- Information (e.g., methods, languages, accessibility)
- Distributions (dignity kits, non-food items (NFI), food)

Then, **mark with a black dot next to each facility where girls were consulted.**

Step 3. Concerns and unsafe areas and places for women and girls

Task	Symbol	Color
Looking at the map, mark with a CIRCLE in a SOLID LINE any area or place that is not safe for girls during the day.		Red
Looking at the map, mark with a CIRCLE in a DOTTED LINE any area or place that is not safe for girls at night.		Red

Possible prompts (if needed) to support the group to think through which areas are unsafe in their community:

- What are girls most worried about in your community? What are the things that make girls feel most frightened? List these out and mark them on the map if any new things arise.
- Are these areas also unsafe for women in your community?
- What makes girls or women feel worried or frightened at home? In their community?
- Can women and girls safely walk to the health facilities/ safe spaces in under 20 minutes? (*Probe: If they do not walk to health facilities, find out how they get to health facilities, which one(s) they can access, how long it takes to get there, who accompanies them, etc.*)
- Do girls feel safe when collecting water? If not, why?

- When collecting water, are you often waiting for long periods of time? If so, how long do you wait? (e.g., are there often lines and jerry cans lined up, with women and girls waiting to collect water?)
- Do you collect water before the sun rises or after the sun sets? (Skip if running water is available in homes).
- Is the average wait time to use a latrine longer than 10 minutes? (Skip if running water is available in homes).

Step 4. Dignity kits (skip if no dignity kits have been distributed)

Barometer Measure	Estimated proportion of the population of women and girls who have received appropriate dignity kits based on their preferences and needs
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Task	Symbol	Color
Mark with a + on the map where dignity kits have been distributed.	+	Blue
Mark with an X on the map if that distribution site felt unsafe for women and girls.	X	Red

Then, pose these questions to the group:

- When you think of the women and girls you know—family members (mothers, sisters, cousins, aunts, etc.), friends, neighbors—have most of them received dignity kits?
- Can you tell us what was inside the dignity kit you received?
 - o Probe: Were the items in the kit useful/ helpful for you? Why? *Facilitate a discussion within the group to agree on a level of satisfaction. If the group cannot agree, note the different qualifications given and the number of participants.*
- What do you remember about the experience of going to get your dignity kits?
 - o Probe: Who gave out the dignity kits?
 - o Probe: Did men or women distribute the dignity kits?
- How, if at all, has the distribution of the kits affected relations between the displaced community and the host community?
 - o Probe: How was the community informed about the kits?

Step 5. NFI and food distributions (skip if there have been no distributions)

Barometer Measure	Proportion of the population expressing concerns about safety in and around NFI and Food Security and Agriculture (FSA)-related distribution sites
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Task	Symbol	Color
Mark with an ~ on the map where NFI/ food distributions have been done.	~	Blue
Mark with an XX on the map if that distribution site was unsafe for women and girls.	XX	Red

- Are girls going to collect distributed items? If yes, continue. If no, skip this step and move onto Step 6 below.
- What was the last distribution?

- o Probe: Do you know how the community was informed about where, when and how to collect distributions?
- o Probe: When going to collect distributed items, are there specific times allotted for women/ girls to collect distributions and/or are there other things specifically done for women when going to a distribution site?
- o Probe: Did distributions make your community unsafe for girls?

Step 6. Safe spaces (skip this step if there are no safe spaces)

Barometer Measure	Estimated proportion of the population for which safe spaces for women and girls—including case management and psycho-social support—are established, safe to access and appropriately distanced Proportion of female staff members in gender-based violence (GBV) response services and programs, with women only occupying all frontline support and services provision role
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Go to the safe spaces that the group marked on the map earlier:

Task	Symbol	Color
Draw a big dot on all the places where a girl in your community can go to if she is scared and wants support. (Note: These might be the same or different from the safe spaces already identified).		Green
Draw a line on the map towards any of the spaces for girls that are unsafe for them to travel to.		Red
Mark an X next to any of those spaces that are unsafe and uncomfortable for girls to be in.	X	Red

Then, pose these questions to the group:

- Why do girls chose to go to those places? (Refer to the places the marked with big dots).
- What did you think of the space? Do girls like it there? Why or why not?
 - o Prompt (if necessary):
 - Are the staff men, women (including volunteers) or mixed?
 - Who is in the safe space?
 - How comfortable and safe do you feel there?
 - Are there any girls who cannot get to these spaces?
 - Is it in a location that is easy and safe for you to access? If not, why not?
 - How long do you have to travel to get to the safe space?
 - Do you feel safe when walking to the space?
 - How often do girls go to safe spaces and for what reason?

Step 7. Community-based complaints mechanisms

Barometer Measure

Comprehensive community-based complaints mechanisms (CBCM) and supportive awareness-raising tools have been developed, tested with communities, and is being used by all agencies

Important! Remind the group here not to share any personal details about themselves or others and only to share information that they feel safe sharing. Do not share information about specific cases or incidents.

- **Question (choose 1 of these 3 questions that you think is best suited for/ understood by your group):**
 - o Have you ever seen someone working at the camp (e.g., a cook, a security guard, etc.) give water, food or supplies to anyone in exchange for a favor? OR/
 - o Have you ever seen someone working at the camp (e.g., security guard, someone distributing goods, etc.) take advantage of anyone (this might be asking for a favor in exchange for something they control, like food or supplies?) OR/
 - o Where are girls feeling uncomfortable around humanitarian staff in your community?

Then ask girls to look at the whole map:

Task	Symbol	Color
Mark with 3 dots on the map where you have heard that women and girls are being taken advantage of. - Probe if needed: At school/ learning centers, markets, home, food distribution centers/ sites, water points, or any other place that you are worried about.		Red

Then, pose these questions to the group:

- Can you say more about these worries? Who is taking advantage of women and girls?
- Has anyone ever talked to you or given you information about sexual abuse and exploitation?
 - o Probe: If yes, where did you learn about it and from whom?
 - Probe: Parents, family, non-governmental organization (NGO), event, etc. (Skip the question if they have not received information about this.)
- Have you ever heard of sexual exploitation and abuse?
 - o Probe: If yes, what have you heard?
 - o Probe: If no, explain sexual exploitation and abuse (as defined and through examples in an age-appropriate way); ask if there is a local term used, and if so, use that term.

Barometer Measure

Community members who report confidence in using a complaints mechanism and understand how to report a complaint and what the process would be for follow-up

- What can a person do if they witness or suspect that sexual exploitation and abuse is happening in your community?
 - o Probe: In what ways can she make a complaint (i.e., in person, by phone)? To whom?
 - o Probe: What can a girl in your community do if she experiences it? Do girls know where and how to report sexual exploitation and abuse?

- o Probe: Where can girls go for support?
- o Probe: Do you think girls would feel comfortable about reporting? Do girls trust it? (Build out a scenario here based on earlier answers, such as a driver who asked for a favor and whose organization provides good services). Do girls trust that something good will be done if they report?

Then, ask participants to:

Task	Symbol	Color
Mark with a ▲ on the map where complaints can be made.	▲	Blue
Mark with a ■ on the map where a survivor can go and make a complaint about what she has experienced or is still experiencing and get support.	■	Blue

Step 8. Advice for creating a safer environment

- What would make your community safer for girls?
- Is there anything on these topics that I did not ask but you would like to discuss?

Conclude the discussion

- Thank participants for their time and care in the conversation.
- Recognize the contributions and attention of the respondents and summarize the conversations. Reassure and remind them that there is nothing on the map or notes that is identifiable and that they will not be named.
- Remind participants about the purpose of the meeting. Remind them that you would like to keep the map for that purpose.
- Again, explain that you may be conducting this exercise with other groups in the community.
- Check in again with participants if they give their consent for us to be able to use the information generated from the map and discussion.
- Remind participants of their agreement to confidentiality and not to share information or the names of other participants with others in the community.
- If anyone wishes to speak in private, respond that the facilitator and note-taker will be available after the meeting.
- Inform participants about where they can find you, in case anyone would like to talk with you more about the work that you do.
- Ask if there are any questions, closing thoughts, insights, observations or comments that anyone would like to add before you close.
- Thank them again and close out the discussion.





Women Focus Group Discussion Guide

IMPORTANT: Ensure that you have **obtained informed consent** from **all** participants **before** the Focus Group Discussion (FGD) starts. It is advised that you have **no more than eight participants** in your FGD. See the *Section 2. Implementation Guidance document for the Informed Consent process and the Appendix for Barometer Participant Information Sheet and Informed Consent* for the Informed Consent form.

Resources needed:

- Flipchart paper
- Different-colored pens [If you do not have different colors, use different symbols on the map]

Start of the FGD

When all the participants are gathered, the FGD facilitator should start with this introduction [please adapt where indicated]:

Hello, my name is _____ and I work for _____. I am accompanied by my colleague _____ who works for [the same organization/other] and will be taking notes for us. My colleague _____ will be interpreting for us [if an interpreter is needed].

We are here today to discuss with you some aspects of the humanitarian assistance that you have received. We will be drawing a map together to help us understand what assistance is available in your community and what the safety concerns are for women and girls. We will use this information to help us advocate to [ask] key stakeholders to provide safer and more equal and accessible humanitarian assistance for women and girls.

This discussion and map will be confidential. The facilitator (me), note-taker, and interpreter are also all bound by confidentiality. This means that any information shared with us today will not be shared with anyone else. You do not need to give us your names or any personal information. You do not need to tell us about your specific stories. The map and our discussion will be anonymous so it will not be traceable to you personally. In the map and in our notes, no one's identity will be mentioned.

Your participation in this meeting is completely voluntary. If you feel uncomfortable at any time, you are free to leave and it will not in any way affect the services and support you receive and are entitled to. The discussion will last a maximum of one hour. [If you think you will need 90 minutes, first discuss this with the FGD participants to be sure they have time for this].

We will be conducting this exercise with other groups of women and adolescent girls in the community.

Is there anything that you need to be safe and comfortable to participate? Is there anything else we can do to support you to feel at ease? Do you have any questions that you would like to ask before we go any further?

Make sure that all questions are fully answered and check to make sure nothing is left unanswered.

Focus Group Discussion: Women

1. Basic group information

Date: _____

Location: _____

Facilitator: _____

Note-Taker: _____

Is interpretation needed? **YES** **NO**

If yes, the interpretation was from _____ (language) to _____ (language)

Interpreter: _____

Number of participants: _____

Age of focus group participants (select all categories that apply):

☐ 24-20 years

☐ 40-25 years

☐ Over 40 years

2. Mapping and discussion

Step 1. Drawing the community and services

Provide the group with the pens and a flipchart sheet, which should have on it the outline in BLACK PEN a few houses to represent the community. Explain these representations on the map so the group understands.

Make sure everyone is able to see/access the map.

Then invite participants to add in BLACK PEN all other elements that are important in their lives and their community, including the services and facilities that are available and where they are located. They should also add more houses, roads, pathways, common places within and outside of the settlement/ area.

If needed, prompt them to add things such as: latrines; showers; water points; distribution points; health centers; spaces for children, women or girls; community centers; playing fields; markets; schools; etc.

When the participants feel the map is representative of their community, move on to the next step.

Step 2. Consultations with women and girls

Barometer Measure	Estimated proportion of the population for which WASH (water, sanitation and hygiene) facilities and infrastructure addresses the safety concerns and needs of women and girls through appropriate design, layout and equitable accessibility
	Estimated proportion of the population for which the camp set-up, maintenance and infrastructure addresses the safety concerns and needs of women and girls through appropriate design, layout and accessibility

Task	Symbol	Color
Read the question below. On the map, mark with a black dot all of the services and/or facilities where girls reported they were consulted with during the process of setting them up or building them in their community.	•	Black

Use these questions to help you with this task:

- When aid workers came to your area, did they talk with women and girls in your community about any of the following places you drew on the map?
 - o Prompt (if needed): Did they ask questions about girls' safety and what girls would prefer?
- Facilities (WASH – latrines, showers, water points)
- Camp layout (e.g., lighting, roads/paths, patrols)
- Services (e.g., types – safe spaces, health points, etc.; positioning/locations; accessibility)
- Information (e.g., methods, languages, accessibility)
- Distributions (dignity kits, non-food items (NFI), food)

Then, **mark with a black dot next to each facility where women and girls were consulted.**

Step 3. Concerns and unsafe areas and places for women and girls

Task	Symbol	Color
On the map, mark with a CIRCLE in a SOLID LINE any area or place that is not safe for women and girls during the day.		Red
On the map, mark with a CIRCLE in a DOTTED LINE any area or place that is not safe for women and girls at night.		Red

Possible prompts (if needed) - You could ask these questions to support the group to think through which areas are unsafe in their community:

- What kinds of concerns do you have about risks facing women and girls in your community? What are the things that make women feel most frightened or unsafe? List these out and mark them on the map if anything new arises.
 - What makes women and girls feel worried or frightened at home? In their community?
 - Can women and girls safely walk to the health facilities/ safe spaces in under 20 minutes? (*Probe: If they do not walk to health facilities, find out how they get to health facilities, which one(s) they can access, how long it takes to get there, who accompanies them, etc.*)
 - Do women feel safe when collecting water? If not, why not? What about girls? When collecting water, are you often waiting for long periods of time? If so, how long do you wait (e.g., are there often lines and jerry cans lined up, with women and girls waiting to collect water)?
 - Do you collect water before the sun rises or after the sun sets? (*Skip if running water is available in homes.*)
- Is the average wait time to use a latrine longer than 10 minutes? (*Skip if running water is available in homes.*)

Step 4. Dignity kits (skip if no dignity kits have been distributed)

Barometer Measure	Estimated proportion of the population of women and girls who have received appropriate dignity kits based on their preferences and needs
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Task	Symbol	Color
Mark with a + on the map where dignity kits have been distributed.	+	Blue
Mark with an X on the map if that distribution site felt unsafe for women and girls.	X	Red

Then, pose these questions to the group:

- When you think of the women and girls you know—family members (mothers, sisters, cousins, aunts, etc.), friends, neighbors—have most of them received dignity kits?
- Can you tell us about what was inside the dignity kit you received?
 - o Probe: How satisfied were you with the items that were included in the kit? Why or why not? *Facilitate a discussion within the group to agree on a level of satisfaction. If the group cannot agree, note the different qualifications given and the number of participants.*
- What do you remember about the experience of going to get your dignity kit?
 - o Probe: Who distributed your dignity kit? Who was involved in the distribution of the kits?
 - o Probe: Did men or women distribute the dignity kits?
- How, if at all, has the distribution of the kits affected relations between the displaced community and the host community?
 - o Probe: What kind of community messaging was done on the distribution to help the community understand and support the distribution of the kits?

Step 5. NFI and food distributions (skip this step if there have been no distributions)

Barometer Measure	Proportion of the population expressing concerns about safety in and around NFI and Food Security and Agriculture (FSA)-related distribution sites
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Task	Symbol	Color
Mark with an ~ on the map where NFI/Food distributions have been done	~	Blue
Mark with an X on the map if that distribution site was unsafe for women and girls	X	Red

Then, ask these questions to the group:

- When was the distribution? What was distributed within the last month?
 - o Probe: If “none,” invite the group for their comments on this. Why do they think there haven’t been any distributions?
- What was distributed? Who distributed it?
- How was the community informed about where, when and how to collect distributions?
- When going to collect distributed items, are there specific times allotted for women to collect distributions and/or are there other things specifically done for women when going to a distribution site?
- How, if at all, have they affected the safety of women and girls in your community?

Step 6. Safe spaces (skip if there are no safe spaces)

Barometer Measure

Estimated proportion of the population for which safe spaces for women and girls—including case management and psycho-social support—are established, safe to access, and appropriately distanced

Proportion of female staff members in gender-based violence (GBV) response services and programs, with women only occupying all frontline support and services provision role

Go to the safe spaces that the group marked on the map earlier:

Task	Symbol	Color
Draw a big dot on all the places where a woman or a girl in your community can go to if she is scared and wants support. (Note: These might be the same or different from the safe spaces already identified).	●	Green
Draw a line on the map towards any of the spaces for women and girls that are unsafe for them to travel to.	—	Red
Mark an X next to any of those spaces that are unsafe and uncomfortable for women to be in.	X	Red

Then, pose these questions to the group:

- Do all women and/or girls access the safe spaces? Are there some women and/or girls who do not or cannot access the safe spaces? Why?
- What do women and/or girls like about the safe space (e.g., services, activities, information, etc.)?
- Are there any reasons you or other women choose not to go to the safe space (e.g., travel time, safety, staff, location, etc.)?
 - o Further prompts (only if necessary):
 - Are the staff men, women (including volunteers) or mixed?
 - Who is in the safe space?
 - How comfortable and safe do you feel there?
 - Are there any women or girls who cannot access these spaces?
 - Is it in a location that is easy and safe for you to access? If not, why not?
 - How long do you have to travel to get to the safe space?
 - Do you feel safe when walking to the space?
 - How often do women and girls go to safe spaces and for what reason? Are particular activities popular?

Step 7. Community-based complaints mechanisms

Barometer Measure

Comprehensive community-based complaints mechanisms (CBCM) and supportive awareness-raising tools have been developed, tested with communities, and is being used by all agencies

Important! Remind the group here not to share any personal details about themselves or others and only to share information that they feel safe sharing. Do not share information about specific cases or incidents.

- **Question (choose 1 of these 3 questions that you think is best suited for/ understood by your group):**
 - o Have you ever seen someone working at the camp (e.g., a cook, a security guard, etc.) give water, food or supplies to anyone in exchange for a favor? OR/
 - o Have you ever seen someone working at the camp (e.g., security guard, someone distributing goods, etc.) take advantage of their power with anyone (this might be asking for a favor in exchange for something they control, like food or supplies?) OR/
 - o Where are women and girls feeling uncomfortable around humanitarian staff in your community?

Then ask participants to look at the whole map:

Task	Symbol	Color
In your experience, mark with 3 dots on the map where you have heard of sexual exploitation and abuse happening in your community? - Probe if needed: At schools/ learning centers, markets, homes, food distribution centers/sites, water points, or any other place that you are worried about.		Red

Then, ask these questions to the group:

- Can you say more about these worries? Do you know if they are happening often? Which group is perpetrating these abuses (e.g., people in the military, the community, humanitarian actors, etc.)
- Has anyone ever talked to you or given you information about sexual abuse and exploitation?
 - o Probe: If yes, where did you learn about it and from whom?
 - Probe: Non-governmental organization (NGO), friend, neighbor, other, event, etc. (Skip the question if they have not received information about this.)
- Have you ever heard of the term sexual exploitation and abuse?
 - o Probe: If yes, what have you heard?
 - o Probe: If no, explain sexual exploitation and abuse (as defined and through examples); ask if there is a local term used, and if so, use that term.

Barometer Measure	Community members who report confidence in using a complaints mechanism and understand how to report a complaint and what the process would be for follow-up
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- In your experience, what can a person do if they witness or suspect that sexual exploitation and abuse is happening in your community?
 - o Probe: In what ways can she make a complaint (i.e., in person, by phone)? To whom?
- What can a woman do if she experiences sexual abuse and exploitation?
 - o Probe: What ways can she make a complaint (i.e., in person, by phone)? To whom?

Then, ask participants to:

Task	Symbol	Color
Mark with a ▲ on the map where complaints can be made.	▲	Blue
Mark with a ■ on the map where a survivor can go and make a complaint about what she has experienced or is still experiencing and get support.	■	Blue

Then, pose these questions to the group:

- Is the information about making complaints and reporting in a language you understand?
- Do you feel confident in knowing where and how to report sexual exploitation and abuse in this community?
- How safe do you think women feel about reporting in this way? Do women trust it? Do women think that something will be done?
- What if anything might prevent women from reporting? (Build out a scenario here based on earlier answers, such as, a driver who asked for a favor and whose organization provides good services).

Step 8. Advice for creating a safer environment

- What could be done to create a safer environment for women and girls in your community?
- Is there anything on these topics that I didn't ask but you would like to discuss?

Conclude the discussion

- Thank participants for their time and care in the conversation.
- Recognize the contributions and attention of the respondents and summarize the conversations. Reassure and remind them that there is nothing on the map or notes that is identifiable and that they will not be named.
- Remind participants about the purpose of the meeting. Remind them that you would like to keep the map for that purpose.
- Again, explain that you may be conducting this exercise with other groups in the community.
- Check in again with participants if they give their consent for us to be able to use the information generated from the map and discussion.
- Remind participants of their agreement to confidentiality and not to share information or the names of other participants with others in the community.
- If anyone wishes to speak in private, respond that the facilitator and secretary will be available after the meeting.
- Inform participants about where they can find you, in case anyone would like to talk with you more about the work that you do.
- Ask if there are any questions, closing thoughts, insights, observations or comments that anyone would like to add before you close.
- Thank them again and close out the discussion.





Focus Group Discussion Notes

Basic group information

Date: _____

Location: _____

Facilitator: _____

Note-Taker: _____

Is interpretation needed? YES NO

If yes, the interpretation was from _____ (language) to _____ (language)

Interpreter: _____

Number of participants: _____

Participants:

☐ Adolescent girls

☐ Women

Age of focus group participants (select all categories that apply):

☐ 14-10 years

☐ 19-15 years

☐ 24-20 years

☐ 40-25 years

☐ Over 40 years

Step No.	Write/ type the answers to the questions <i>(use the Guidance for Note-Takers)</i>	What do you observe? (participant reactions)
1		
2		

3		
4		

5		
6		

7		
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Key Informant Interview Tool

This tool is a guide for conducting Key Informant Interviews (KIIs) with women's rights actors, activists, groups, organizations and networks working in, and with, their communities, as part of the Barometer data collection. The purpose of these interviews is to understand, from these women's perspectives and experiences, whether: these individuals and groups have been engaged by, and involved in, the humanitarian response in their area; whether the humanitarian response is meeting the needs of women and girls; and what changes they would like to see in the humanitarian system in the future. It is recommended that you do conduct the interview with an **individual actor/ women's human rights defender or an individual or small collective of not more than three women** from the same group, organization or network. Involving more than three could lead to a less detailed or focused conversation. If you are conducting this KII in other languages, translate this tool before commencing.

You might need the following: an Interpreter; a Note-Taker; and materials such as a flipchart, paper, sticky notes or markers, depending on how the participant(s) would like to be interviewed. For example, some may prefer a conversation, others may prefer to draw or sketch visuals, while some might prefer a mix of both approaches. The questions are meant to be a guide, and you will likely need to adapt them or prioritize some over others, depending on your context.

Start

Introduce yourselves (Facilitator, Note-Taker and Interpreter, if you have one); introduce your organization too. Invite the participant(s) to introduce themselves. Then:

- Give a brief overview of the Barometer and the purpose of the KII (e.g., for us to understand how women activists, groups, organizations and networks are experiencing the humanitarian crisis and response; whether and how they are being engaged by the humanitarian system and policy-makers; what barriers and challenges they face; and what needs to shift to meet the needs and rights of women and girls in their context).
- Explain that the interview will be confidential and anonymous and all information they provide will be anonymized and not traceable back to them individually or their organizations. Explain that all interview notes are typed up at the end of each day and all hard copies are destroyed; a soft copy of the typed notes are kept in password-protected locations.
- Explain that you will be using their information and input as part of your advocacy with the Barometer.
- Explain that you will get in touch with them after data collection is complete to invite them to take part in data validation, recommendation development and advocacy, if they are interested in further participation.
- Explain that you will need no more than 1.5 hours, and if they need to leave sooner than that, we will finish when they are ready.
- Ask participant(s) how they would like to approach the interview and guiding questions (below). Most importantly, let the participant(s) guide you in your approach. You could suggest the following approaches: open and conversational with the facilitator (you) asking opening initial questions and prompts; conversational while bringing in visual, mapping and drawing elements to the discussion; or a more structured question-and-answer approach.

Ask them if there is anything they need to feel safe and comfortable in the meeting and space, and whether they have any questions before you begin. Be sure to answer any questions they have before you start.



1. Identity, history and roots of group/ organization/ network

- Tell me about your group/ organization/ network/ activism. Where do you work? What kind of work do you do?
 - *Prompts: How did your group/ organization/ network/ activism come about? What inspired its inception? What are your vision and goals? How did you get where you are today? How many people are involved, and who do you work with?*
- What would you say is one of the biggest challenges that you encounter in your work? How do you mitigate it?
- What would you say is one of the biggest success stories that you have had? What impact have you had in the community so far?

2. A case study of the humanitarian crisis

- Have you faced or witnessed a humanitarian crisis before? Briefly explain the experience.
- What are some of the major issues women and girls are facing during this humanitarian crisis?
 - *What kind of support do women and girls require during the current crisis?*
- How is your group/ organization/ network/ activism responding to the crisis (or how do you want to respond)? If you are not involved, what could your group/ organization/ network/ activism bring to the humanitarian response?
- How has the crisis impacted your group/ organization/ network/ activism?
 - *Prompt: Are you facing new challenges? Are you experiencing backlash or retaliation for your work or activism? Is your activism shifting as a result of the current crisis?*

3. Response services and aid provisions

- What do you think of the humanitarian response? Is it meeting the real needs and priorities of women and girls?
 - *Prompts: Are women and girls happy/ satisfied with the response? Are they accessing any services? How safe and accessible are these services for women and girls? Are different sectors (e.g., gender-based violence (GBV); health; water, sanitation, hygiene (WASH); non-food items (NFI), etc.) responding more or less effectively? Do humanitarian plans/ guidelines/ standard operating procedures (SOPs), etc. reflect the needs you see and experience?*
 - *Further prompts: How does this current crisis/ response compare with previous ones here? Are lessons from the past being factored into this current response by the humanitarian community for the better?*
 - Are there safe ways to complain about humanitarian programming and/or misconduct of humanitarians? Are (sensitive) complaints handled effectively and confidentially?
 - *Is there any safeguarding policy in place?*

4. Involvement, leadership and decision-making

- Are women and girls being consulted to shape and determine the humanitarian response in any way, including services and support meant for them?
 - *Prompt: On a scale of 1 (not at all) – 10 (all the time), how often would you say they are consulted?*
- What has been your level of involvement and engagement in the humanitarian response?
 - *Prompts: With other humanitarian actors? The humanitarian coordination mechanisms?*

Donors? Those developing the humanitarian action plans and guidelines? Policy-makers and the government?

- o *Further prompts: Are other grassroots, local or national women's rights activists/ groups/ organizations/ networks accessing any of these processes and people? If so, in what ways?*
- What barriers and challenges are you facing in accessing any of those processes, people and opportunities?
- Are you aware of opportunities for humanitarian funding and resources for your group/ organization/ network/ activism? Do you face any challenges or barriers in accessing these resources?
 - o *Prompt: Are they designed and set up in ways that you can manage?*
 - o *Prompt: Are you able to access sufficient resources to support your work?*

5. Change

- Considering what is NOT working for women and girls in the current situation, what changes would you like to see? What needs to be done differently? Consider the following areas (*ask those that are relevant to the context*):
 - o The current humanitarian response for women and girls
 - o Resource allocation and accessibility
 - o Participation and involvement of women and girls in the whole humanitarian response, from community to governments levels
 - o Women leading the humanitarian process
- What kind of involvement do you want to have in this humanitarian response, or more broadly in the crisis? What will help you to have more influence, voice or power at different decision-making levels?
- What concrete actions would need to happen to get there? And who needs to take these actions?
- Is there anything else that you would like to share?

To close:

Thank you for your participation and for your honest responses. Provide them with the facilitator's contact details in case the respondent(s) would like to contact them again with any further information, to follow up on the progress of the Barometer, and to be updated and included at further stages (such as the validation stage).

END

Interviewer Name

Designation

Date..... Signature.....



Key informant interview notes template

Basic individual information

Date: _____

Location: _____

Facilitator: _____

Note-Taker: _____

Is interpretation needed? YES NO

If yes, the interpretation was from _____ (language) to _____ (language)

Interpreter: _____

Number of participants: _____

Women's group / organization / network name: _____



Question Number	Write / type the answers to the questions <i>(use the Guidance for Note-Takers)</i>	What do you observe? (participant reactions)
1		
2		

3		
4		

5		
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Observational Checklist

Sexual Harassment and Sexual Exploitation and Abuse Mechanisms and Security Policies

Measures	Addressing Sexual Harassment and Sexual Exploitation and Abuse	Action	Status	Score
Q1	In your context, does the coordinator/ agency have a document declaring sexual harassment and sexual exploitation and abuse as a priority for the humanitarian community?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know" ☐ Question will be SKIPPED for "NA"
Q2	Has the prevention of sexual harassment and sexual exploitation and abuse been integrated into the Humanitarian Response Plan and humanitarian needs assessment, with a budget allocated?	Document review	☐ Yes ☐ No ☐ Do not know ☐ Not applicable (NA) if there are no such documents in existence	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know" ☐ Question will be SKIPPED for "NA"
Measure	Prevention of Sexual Exploitation and Abuse (PSEA) Networks	Action	Status	Score
Q3	In your context, is there an operational PSEA Network or equivalent established? (Established equivalent could be: a collective of humanitarian/ women's organizations addressing PSEA across sectors)	Document review/ observation of a PSEA Task Force or Network Meeting	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"
Q4	Does the PSEA Network have participation from all sector leads?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"

Measure	Community-Based Complaint Mechanisms and Procedures	Action	Status	Score
Q5	In your context, do standard operating procedures (SOPs) for Community-Based Complaints Mechanisms (CBCM) exist?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"
Q6	If YES, have those SOPs for CBCM been circulated among all sectors?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"
Q7	Was the SOP created with the involvement of at least one women's rights actor, organization or network operating in your context?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"
Q8	How many entry points exist to launch a complaint and what are they (in person, text, email)?	Document review/ observation	☐ _____ ☐ Do not know	☐ 1 for "1 type of entry point or more" ☐ 0 for "0 entry points" ☐ Question will be SKIPPED for "Do not know"
Q9	Are there mechanisms in place to address issues of speaking up (i.e., reporting something that seems problematic)? (Mechanisms that are appropriate for the communities in your context could include: hotlines, complaints/ suggestion boxes, emails, or in-person information points).	Document review/ observation of the availability of those mechanisms in the community	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"
Measure	Accessibility to Community-Based Complaints Mechanisms	Action	Status	Score
Q10	In your context, is there a combined CBCM that is used by all humanitarian agencies?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"

Q11	Is the CBCM material accessible to the target communities? ("Accessible" means that the material is in the language(s) used in the communities and is relevant to literacy levels; that there is sufficient cell phone coverage for mobile access; that images are used in contexts where literacy levels are low, etc.)	Document review/ observation of the materials in the environment	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"
Q12	Is all information about consent (including consent forms) provided in local languages that the majority of the population can read?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"
Measure	Safe Spaces for Women and Girls	Action	Status	Score
Q13	In your context, do safe spaces for women and girls in the humanitarian response have confidentiality protocols to handle cases of sexual harassment and sexual exploitation and abuse?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"
Measure	Referrals for the Community	Action	Status	Score
Q14	In your context, is there a functioning community-based referral system in place for women and girls to be able to access gender-based violence (GBV) prevention and response services in a safe AND timely manner? (As both safety and timelines are essential, choose "NO" if either is not present).	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"
Measure	Safety Audits	Action	Status	Score
Q15	In your context, was there a safety audit conducted in the past two weeks?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "Do not know"

Q16	Are safety audits being conducted at least once every month or more frequently?	Document review	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Audits conducted every month or more frequently" ☐ 0 for "less than once a month or not at all" ☐ Question will be SKIPPED for "Do not know"
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Humanitarian Response Environment

Measure	GBV Prevention and Mitigation	Action	Status	Score
	WASH (water, sanitation and hygiene)			
If you have access to them, you could review any available photo/ aerial/ heatmaps of sites published by WASH actors or others to help answer some of these questions.				
Q17	Do bathing facilities have functional locks on the inside of the doors?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q18	Do latrine facilities have functional locks on the inside of the doors?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q19	Are there separate bathing facilities for males and females?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q20	Are there separate latrine facilities for males and females?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"



Q21	Are latrines located more than 50 meters from shelters/ houses?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q22	Are water points located within 500 meters of households? (It is critical that water points are close to households. Be sure to observe at least three water points and their distances to households) (Ensure that Data Collectors are aware of what 500 meters looks like).	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q23	Are shared kitchen facilities within 500 meters of water points?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q24	Are hand pumps and water pumps being used by women and being observed as easily used?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q25	Is the water point located inside the site/ community?	Site/ facility observation	☐ Yes ☐ No ☐ Not applicable (NA)	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "NA"
Q26	Are the bathing facilities lit with lights that are observed to be working inside AND around the facilities?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"

Q27	Are the latrines lit with lights that are observed to be working inside AND around the latrine?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q28	Are bathing facilities built with solid material (e.g., wood, metal, etc.)?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q29	Are latrine facilities built with solid material (e.g., wood, metal, etc.)?	Site/ facility observation	☒ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q30	Is the average wait time for water 30 minutes or less?	Site/ facility observation	☐ Yes ☐ No ☐ Not applicable (NA)	☐ 1 for "Yes" ☐ 0 for "No" ☐ Question will be SKIPPED for "NA"
Q31	Are families washing clothes in a location other than their homes?	Site/ facility observation	☐ Yes ☐ No ☐ Unknown / Not applicable (NA)	☐ 0 for "Yes" ☐ 1 for "No" ☐ Question will be SKIPPED for "Unknown/NA"
Camp Set-Up				Score
Q32	What percentage of Camp Coordination and Camp Management teams, staff and leadership are female?	Document review	☐ 2/3 or more are female ☐ Less than 2/3 ☐ Not applicable (NA) / Do not know	☐ 1 for "more than 2/3 or 66.66%" ☐ 0 for "less than 2/3 or none" ☐ SKIP for "Do not know" or "NA"
Q33	Is the site/ community sufficiently lit with public/ private lighting?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, there is no lighting ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ SKIP for "NA"

Q34	Is there a protective physical structure (e.g., fence, wall, etc.) around the site for privacy and dignity?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q35	Is there space/ pathways to walk between shelters/ houses and other structures? (Space is meant to ensure privacy and safe access around sites).	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q36	Do shelters/ houses have walls built of solid material (e.g., wood, metal, etc.)?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q37	Do shelters/ houses have secure doors with locks?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Q38	Do shelters/ houses have private sleeping areas (e.g., separated by walls, hanging partitions, etc.)?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Not applicable (NA)	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ Question will be SKIPPED for "NA"
Measure	Safe spaces for women and girls	Action	Status	Score
Q39	Is there a designated space where women and girls can gather to socialize, learn new skills and support one another (e.g., women's center, women and girls safe space, etc.)?	Site/ facility observation	☐ Yes ☐ No	☐ 1 for "Yes" ☐ 0 for "No"

Q40	Is the women and girls safe space located near or next to a police, military or religious facility, or other place where men tend to congregate?	Site/ facility observation	☐ Yes ☐ No	☐ 1 for "Yes" ☐ 0 for "No"
Q41	Is the women and girls safe space within a 10-minute walk for women and girls in the target communities/ area?	Site/ facility observation	☐ Yes ☐ No	☐ 1 for "Yes" ☐ 0 for "No"
Q42	Is the women and girls safe space easily accessible (e.g., clear pathways, lighting)?	Site/ facility observation	☐ Yes ☐ No	☐ 1 for "Yes" ☐ 0 for "No"
Q43	Does the women and girls safe space have a discreet and sensitive, non-stigmatizing name (i.e., not named GBV/ SGBV center)?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Q44	Is the space made private (e.g., through parameter fencing, privacy walls, etc.)?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none"
Q45	Are there female security personnel present at the safe space during its operating hours?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Do not know	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ SKIP for "Do not know"
Q46	Is the space for women and girls only?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Q47	Are the GBV services and support available 24 hours a day, 7 days a week?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"

Q48	If GBV service sites are not open 24/7, is there a timetable visible?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Q49	Does the space provide any of the following? • Psychosocial support (PSS) for groups or individuals • Case management	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none ☐ Do not know	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ SKIP for "Do not know"/ "NA"
Q50	Does the space provide any other activities or services (e.g., recreational, skills building, material support, etc.)?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Q51	If there are activities that are meant to be taking place on the day of observation, are women and girls taking part in those activities?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Q52	For staff who received core training, did they receive follow-up capacity-building support? (If you are able to, ask available staff to find out. If not, answer this as, "Do not know.")	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Measure	Health care	Action	Status	Score
Gaining access to the publicly available District Health Information System/ Health Information System in your area could help you answer some of the following questions. For some of the questions below, you may need to ask available staff. If this is not possible and you cannot find out the answer, mark "Do not know."				
Q53	Is the health facility open 24/7?	Site/ facility observation	☐ Yes ☐ No	☐ 1 for "Yes" ☐ 0 for "No"
Q54	Does the health facility provide any emergency contraceptive pills (including post-exposure prophylaxis for HIV and sexually transmitted infections (STIs))?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"

Q55	Does the facility have complete, up-to-date kits of post-exposure prophylaxis for rape clinical care?	Site/ facility observation	☐ Yes ☐ No (they do not have them) ☐ No (they have them but they are out of date) ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Q56	Does the facility have trained female clinical care staff?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Q57	Does the facility have a clear protocol for providing clinical care and a pathway for GBV referrals to additional services that may be desired, including psychosocial support/ mental health, safety and security, legal, child protection, etc.?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Q58	Are any of the following other services available? • Safe abortion care (SAC) • Post-abortion care (PAC) • Comprehensive abortion care (CAC) • Family planning	Site/ facility observation	☐ Yes, all services are available at the health facilities ☐ Yes, most services are available at most facilities ☐ Yes, some ☐ No, none ☐ NA/ Do not know	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" ☐ SKIP for "Do not know"/"NA"
Q59	Does the facility have a private / discreet consultation room for providing care and consultations as well as disclosures?	Site/ facility observation	☐ Yes ☐ No ☐ NA/ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"/"NA"
Q60	Is the health facility within a 1-hour walk for women and girls in the target community?	Site/ facility observation	☐ Yes ☐ No	☐ 1 for "Yes" ☐ 0 for "No"

Q61	Are the health services that are available free?	Site/ facility observation	☐ Yes ☐ No ☐ Do not know	☐ 1 for "Yes" ☐ 0 for "No" ☐ SKIP for "Do not know"
Measure	Staffing	Action	Status	Score
Q62	In GBV programming for women and girls, are all the direct frontline service providers and safe space staff female?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none"
Measure	Nutrition services	Action	Status	Score
Q63	Are services on offer for pregnant and lactating women who are malnourished?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none"
Q64	If the nutrition services are stand-alone, are they near health services AND WASH facilities?	Site/ facility observation	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none" (Mark 0 if the nutrition services are NOT near both health and WASH facilities; or is only near one of them).
Q65	Are the nutrition services part of a functioning GBV referral pathway?	Site/ facility observation/ document review	☐ Yes, all ☐ Yes, most ☐ Yes, some ☐ No, none	☐ 1 for "Yes, all" ☐ 0.75 for "Yes, most" ☐ 0.50 for "Yes, some" ☐ 0 for "No, none"
Q66	Are there female staff available at the nutrition services?	Site/ facility observation	☐ Yes ☐ No	☐ 1 for "Yes " ☐ 0 for "No"

Staff Perception Survey

Preparation:

Ensure that you have enough copies of this survey before you start your data collection day. You will need one copy of the survey per staff member completing the survey.

Essential! Before starting, emphasize these points to the person participating in the survey.

- This survey is confidential.
- No identifiable data will be shared with your employer or other organizations or individuals.
- Only information on your gender, age bracket and management level may be used in the data analysis.
- If some of the questions make you feel uncomfortable, please feel free to mention it and we can stop the survey at any time.

Also keep in mind the following when conducting this survey:

- In case of disclosure of sexual harassment, provide relevant information about available services and support. Be prepared to provide the contact information for their organization's focal point for handling reporting, if one is available. (Ensure that you have these contacts before starting the surveys).
- All information related to individual disclosures should be kept confidential.

Basic information

Is interpretation needed? YES NO

If yes, the interpretation from _____ (language) to _____ (language)

Female/Male:

- ☐ Female Staff
- ☐ Male Staff

International or National Staff:

- ☐ National Staff
- ☐ International Staff

Type of Organization:

- ☐ United Nations Agency or Peacekeeping Mission
- ☐ International NGO
- ☐ National NGO/Local NGO
- ☐ Community-Based Organization
- ☐ Women's Group or Organization (national, local, community)
- ☐ Other (if other, please fill in) _____

Length of Time Working in the Country on the Humanitarian Response:

- ☐ Less than 6 months
- ☐ Between 6 months and 1 year
- ☐ Between 1 and 2 years
- ☐ Between 2 and 5 years
- ☐ More than 5 years

Sector:

- ☐ WASH (Water, Sanitation, Hygiene)
- ☐ CCCM (Camp Coordination and Camp Management)
- ☐ Nutrition
- ☐ Protection
- ☐ Gender-Based Violence
- ☐ Child Protection
- ☐ Non-Food Item (NFI)/Distribution
- ☐ Other (if other, please fill in which sector) _____

Current Level of your Role:

- ☐ Humanitarian Leadership
- ☐ Management/Manager
- ☐ Coordinator
- ☐ Assistant
- ☐ Volunteer
- ☐ Other (if other, please fill in) _____

Age (select one):

- ☐ Under 19 years
- ☐ 20-24 years
- ☐ 25-30 years
- ☐ 31-35 years
- ☐ 36-45 years
- ☐ Over 45 years



Definitions of Sexual harassment and sexual exploitation and abuse

Explain these two definitions to the respondent before starting the survey with them to ensure the definitions are understood and seen as distinct from other forms of gender-based violence (GBV).

Sexual harassment (SH) and **sexual exploitation and abuse (SEA)** are defined in the beginning of the survey. We will use these definitions and acronyms for the remainder of the survey.

Sexual Harassment

For the purposes of this survey, the term sexual harassment is understood to occur within organizations from one staff member to another: Sexual harassment includes any form of sexual assault or 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.

This incident type does not include rape (i.e., where penetration has occurred). Sexual violence will not be covered in this survey.

Sexual Exploitation and Abuse

For the purposes of this survey, we are using the following definitions from the UN Secretary General's 2003 Bulletin on protection from sexual exploitation and sexual abuse:

"The term 'sexual exploitation' means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another."²⁹

"The term 'sexual abuse' means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions."³⁰ Throughout this survey, we will refer to sexual exploitation and abuse as a singular topic.

²⁹ UN Secretary-General's Bulletin on protection from sexual exploitation and abuse (PSEA) (ST/SGB/2003/13)

³⁰ Ibid.



Survey Start

We ask that you answer the below questions regarding the organization where you are currently employed. You will not be asked to provide any information that identifies you or your organization. Please try to answer each question in the survey and mark your answers clearly on the sheet so that the data can be correctly entered into the data collection system. If there are any questions that you do not want to answer for any reason, please leave it blank. Thank you for your time and for sharing your answers.

Circle Your Answer For Each Question

Commitment and Accountability

1. On a scale of 1 (very important) to 5 (not at all important), how important is the issue of sexual harassment in your organization?

1. Very important	2. Somewhat important	3. Neutral	4. Not very important	5. Not at all important
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2. On a scale of 1 (very important) to 5 (not at all important), how important is the issue of sexual exploitation and abuse in your organization?

1. Very important	2. Somewhat important	3. Neutral	4. Not very important	5. Not at all important
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3. If someone was accused of or perpetrated sexual harassment or sexual exploitation and abuse, my organization would take responsibility to ensure that the victim/ survivor reporting the offense would be protected.

- a. Yes
- b. No
- c. Prefer not to respond (Not applicable/NA)

4. If someone was accused of or perpetrated sexual harassment or sexual exploitation and abuse, my organization would take responsibility to ensure that the perpetrator is held accountable.

- a. Yes
- b. No
- c. Prefer not to respond (NA)

Complaint Mechanism: Ease, Confidentiality and Risks

5. On a scale of 1 (very encouraged) to 5 (not at all encouraged), to what extent have you been encouraged by your organization to report allegations of sexual harassment and sexual exploitation and abuse if and when they occur?

1. Very encouraged	2. Somewhat encouraged	3. Neutral	4. Not very encouraged	5. Not at all encouraged
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6. On a scale of 1 (very confident) to 5 (not at all confident), how confident are you that the current reporting mechanisms for sexual harassment within your organization would result in fair outcomes?

1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident
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7. On a scale of 1 (very confident) to 5 (not at all confident), if you made a complaint related to sexual harassment and sexual exploitation and abuse, how confident are you that the details of your complaint would be kept confidential?

1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident
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8. On a scale of 1 (very comfortable) to 5 (not at all comfortable/ uncomfortable), how comfortable would you be with sharing your name if you lodged a complaint related to sexual harassment and sexual exploitation and abuse?

1. Very comfortable	2. Somewhat comfortable	3. Neutral	4. Not very comfortable	5. Not at all comfortable
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9. Have you ever lodged a formal sexual harassment and sexual exploitation and abuse complaint?
- Yes
 - No (Skip to Q11)

10. If YES to Q9, on a scale of 1 (very satisfied) to 5 (not at all satisfied/ very dissatisfied), how satisfied were you with the response of the organization regarding your complaint?

1. Very satisfied	2. Somewhat satisfied	3. Neutral	4. Not very satisfied	5. Not at all satisfied
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11. Have you ever been witness to a formal sexual harassment and sexual exploitation and abuse complaint?
- Yes
 - No

12. Have you or a colleague ever informally raised an issue regarding sexual harassment and sexual exploitation and abuse? (Informally meaning not through official complaints channels)
- Yes
 - No (Skip to Q14)

13. If YES to Q12, on a scale of 1 (very encouraging) to 5 (not at all encouraging/ strongly discouraging), how encouraging has your organization been in suggesting that you launch a formal complaint?

1. Very encouraging	2. Somewhat encouraging	3. Neutral	4. Not very encouraging	5. Not at all encouraging
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14. On a scale of 1 (very likely) to 5 (not at all likely/ very unlikely), in your opinion, how likely would it be for someone to lose their job if a sexual harassment and sexual exploitation and abuse complaint were made against them?

1. Very likely	2. Somewhat likely	3. Neutral	4. Not very likely	5. Not at all likely
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15. On a scale of 1 (very worried/ worry a lot about this) to 5 (not at all worried), how much would potential stigma within the organization affect your ultimate decision to report (or not report) a case of sexual harassment or sexual exploitation and abuse?

1. Very worried	2. Somewhat worried	3. Neutral	4. Not very worried	5. Not at all worried
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16. On a scale of 1 (very worried and I would not report) to 5 (not at all worried and I would definitely report), how much would potential retaliation within the organization affect your ultimate decision to report (or not report) a case of sexual harassment or sexual exploitation and abuse?

1. Very worried and would not report	2. Somewhat worried and I'm not sure if I would report	3. Neutral	4. Not very worried and I would probably report	5. Not at all worried and I would definitely report
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17. In your experience, on a scale of 1 (active response) to 5 (deliberate silencing), how has your organization's management responded to rumors of sexual harassment and sexual exploitation and abuse? If you DO NOT KNOW the answer, SKIP to Q18.

1. Active, structured initiatives taken	2. Some initiatives taken, but on a case-by-case basis	3. Neutral	4. Non-action	5. Deliberate attempts made to silence the issue
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18. Do you feel you have clear guidance on protocols and procedures to report allegations of sexual harassment or abuse?
- Yes
 - No
 - Do not know

19. Does your organization have whistleblower policies that you are aware of? (*Whistleblower: a policy to protect people, including staff, who report sexual harassment and sexual exploitation and abuse from retaliation*)
- Yes, I am aware of them
 - No, I am not aware of them (Skip to Q21)

20. If YES to Q19, on a scale of 1 (very protected) to 5 (not at all protected), how protected do you feel under your organization's whistleblower policies if you report an allegation of sexual harassment or abuse?

1. Very protected	2. Somewhat protected	3. Neutral	4. Not very protected	5. Not at all protected
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Organizational Response

21. Do you know of any victim/survivor of sexual harassment and sexual exploitation and abuse who was offered gender-based violence response services, such as counselling or clinical care?
- Yes, they were offered such services
 - No, they were NOT offered such services (Skip to Q24)
 - Do not know/unsure (Skip to Q24)
22. If YES to Q21, were the gender-based violence response services offered immediately (as part of the disclosure conversation) to the victim/survivor?
- Yes

- b. No
- c. Do not know/unsure

23. If YES to Q21, to the best of your knowledge, was the victim/survivor of sexual harassment or sexual exploitation and abuse supported to make their own informed choices about the services and support they wanted to access?
- a. Yes
 - b. No
 - c. Do not know/unsure

Female Participation in Policy-Making and Practice

24. In your opinion, a scale of 1 (very/ fully addressed) to 5 (not at all addressed/ completely unaddressed), to what extent are women's safety and security concerns sufficiently addressed by your organization's existing safety and security policies and practices? If you DO NOT KNOW the answer, SKIP to Q25.

1. Very addressed	2. Somewhat addressed, with areas for improvement	3. Neutral	4. Not very addressed, with many gaps	5. Not at all addressed
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25. In your opinion, a scale of 1 (very/ fully addressed) to 5 (not at all addressed/ completely unaddressed), in terms of safety and security, to what extent are women's realities and circumstances sufficiently reflected in your organization's existing human resources policies and practices? If you DO NOT KNOW the answer, SKIP to Q26.

1. Very addressed	2. Somewhat addressed, with areas for improvement	3. Neutral	4. Not very addressed, with many gaps	5. Not at all addressed
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26. On a scale of 1 (always) to 5 (never), how often are you consulted by management/ leadership/ security staff about the safety and security needs of female staff members?

1. Always	2. Often	3. Neutral	4. Rarely	5. Never
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27. Has management asked you for your opinion on women's security concerns around traveling and movement when developing traveling and movement policies?
- a. Yes
 - b. No
28. Has management asked you for your opinion on women's security concerns and needs when developing accommodation policies?
- a. Yes
 - b. No
29. Has management ever asked for your opinion on women's security concerns and privacy when developing office facility policies?

- a. Yes
- b. No

30. If you answered YES to any of the questions Q27-29, have any of your opinions or suggestions been incorporated into safety and security policies and practices? If you did NOT answer YES to any of those questions, SKIP to Q31.

- a. Yes
- b. No

Perception of Risk

31. On a scale of 1 (always takes measures) to 2 (never takes measures), to what extent do you feel your organization is taking measures to respond to female staff's safety and security?

1. Always takes measures	2. Often takes measures	3. Neutral	4. Rarely takes measures	5. Never takes measures
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32. On a scale of 1 (always put at risk) to 5 (never put at risk), to what extent do you feel female staff are being put at risk of any form of sexual harassment by your organization?

1. Always put at risk	2. Often put at risk	3. Neutral	4. Rarely put at risk	5. Never put at risk
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33. On a scale of 1 (always) to 5 (never), to what extent do you feel your organization is preventing or mitigating risks of sexual harassment or sexual abuse or exploitation against female beneficiaries?

1. Always	2. Often	3. Neutral	4. Rarely	5. Never
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34. Have you ever felt scared or threatened by security staff?

- a. Yes
- b. No

35. On a scale of 1 (very confident) to 5 (not at all confident), how confident are you with the background checks of security staff conducted by your organization? If you are NOT AWARE of any background checks, SKIP to Q36.

1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident
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36. On a scale of 1 (very confident) to 5 (not at all confident), how confident are you with the background checks of drivers and other staff conducted by your organization? If you are NOT AWARE of any background checks, please mark this question as NA.

1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident
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If interviewing a male respondent, you will end the survey here.

37. Does your organization provide transportation to you as part of your work?

- a. Yes
- b. No

38. If YES to Q37, on a scale of 1 (very concerned) to 5 (not at all concerned), how concerned are you about being sexually harassed using the transportation provided to you by your organization? (SKIP to Q40)

1. Very concerned	2. Somewhat concerned	3. Neutral	4. Not very concerned	5. Not at all concerned
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39. If NO to Q37, if you felt you need to be provided transportation by your organization in order to be safer, do you think they would provide it to you if you requested it?
- Yes
 - No
40. On a scale of 1 (very comfortable) to 5 (not at all comfortable), how comfortable are you traveling with male colleagues at your place of work? If you DO NOT travel with your male colleagues, SKIP to Q41.

1. Very comfortable	2. Somewhat comfortable	3. Neutral	4. Not very comfortable	5. Not at all comfortable
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41. On a scale of 1 (very confident) to 5 (not at all confident), if you needed to request specific accommodation (e.g., another guest or hotel) to reduce the risk of sexual harassment or sexual assault, how confident would you feel that your organization would provide such accommodation? If you DO NOT need or use accommodation as part of your work, SKIP to Q42.

1. Very confident	2. Somewhat confident	3. Neutral	4. Not very confident	5. Not at all confident
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42. On a scale of 1 (very safe) to 5 (not at all safe/ unsafe), how safe do you feel in your working environment (office, compound, shared facilities) related to sexual harassment and sexual exploitation and abuse?

1. Very safe	2. Somewhat safe	3. Neutral	4. Not very safe	5. Not at all safe
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43. On a scale of 1 (very safe) to 5 (not at all safe/ unsafe), how safe do you feel walking around the emergency response location(s) when it comes to sexual harassment?

1. Very safe	2. Somewhat safe	3. Neutral	4. Not very safe	5. Not at all safe
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Respondent Feedback

Introduction

Thank you for your participation in the Listen Up! Barometer.

We would like to get your feedback on your participation to help us understand what is working well and what we need to improve for next time. You do not need to disclose your identity when answering the questions. Your suggestions will help us revise and update the Barometer.

1. General information

I am: ☐ A community member ☐ A service provider ☐ Staff member of a UN agency or international NGO ☐ Staff member of a local or national NGO ☐ Staff member of a local or national women's organization, group or network	For staff members/ service providers, which sector do you work in: ☐ GBV/ VAWG ☐ Child protection ☐ Protection ☐ Health ☐ WASH ☐ NFI ☐ Food security and nutrition ☐ Shelter ☐ Coordination ☐ Other (if other, please state):
Sex: ☐ Female ☐ Male	Activity participated in: ☐ Focus Group Discussion (FGD) ☐ Key Informant Interview (KII) ☐ Staff Perception Survey ☐ Observational Checklist

2. Understanding

1.1. Was the Barometer and its aim explained to you clearly? ☐ Yes ☐ No
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1.2. On a scale of 1 (did not understand at all) to 5 (understood very well), how well do you feel you understood the activity that you participated in [delete as needed: FGD/ KII/ Staff Perception Survey/ Observational Checklist] and why the activity was being done?

1	2	3	4	5
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Can you tell us more about this?

3. Experience

2.1. Were the questions relevant to you and your experiences/ reality/ situation?

☐ Yes

☐ No

Can you tell us more about this?

Was there anything else that you think we should have asked you? Or that we should not have asked you?

2.2. Were the questions important and useful to you?

☐ Yes

☐ No

Can you tell us more about this?

Was there anything else that you think we should have asked you? Or that we should not have asked you?

2.3. How comfortable did you feel participating in the activity?

☐ Very comfortable

☐ Comfortable

☐ Not comfortable at all

Can you tell us more about this?

2.4. What worked well for you about this activity?

2.5. What did not work well for you about this activity?

4. Next time

To help us improve the process and activity, we would like to hear your feedback on how we can do better in the future.

3.1. Do you think we could do the activity [FGD/ KII/ Staff Perception Survey/ Observational Checklist] differently?

☐ Yes

☐ No

☐ Unsure

Can you tell us more about this?

3.2. How could we engage with [community members/ staff/ service providers] next time?

3.3. Is there any topic or issue that was not included in the activity or Barometer that you believe should be?

3.4. Was there anything that you needed or wanted from us during your participation that you did not receive?

3.5. Do you have any additional comments, thoughts or feedback for us?

Thank you for taking the time to share your feedback with us.





Barometer Participant Information Sheet and Informed Consent

Listen Up! Barometer Participant Information Sheet

[to be completed by Barometer team]

Inviting organizations: [your organizations name/partners name]

Focal point and contact details: [focal point name from your organization and their contact details]

Date: [date]

Dear potential participant,

We would like to invite you to participate in a rapid assessment of the current humanitarian emergency response in [country/region/emergency]. We invite you to complete a Staff Perception Survey that intends to gather data based on the actual lived experiences of female staff responding to humanitarian crises. This confidential survey, an in-depth questionnaire, is used to gather information on how safe and supported female staff feel; the level of organizational focus on issues such as sexual exploitation and abuse, as well as sexual harassment; and how well the humanitarian response is equipped to handle such challenges and prioritize the needs of women staff, and women and girl beneficiaries. We are aiming to conduct this survey over the next two weeks from [dates].

Before you decide whether or not to take part, we would like to provide you with details on why we are conducting this rapid assessment and what it will involve. Please take time to read the following information carefully and discuss it with colleagues, friends and relatives as you wish. Please contact us (details above), if anything is unclear, or if you would like more information.

If you decide that you would like to participate in the survey, you can either take the survey online anonymously [link provided in the email/end of this sheet—or if you will not be organizing the survey online, then remove this option from the sheet] or organize an in-person meeting with one of our female data collection team members who will complete the survey with you (please see our contact details above). A copy of the survey is included with this sheet for your review and in-person completion if you decide on that.

Confidentiality and anonymity

Your confidentiality and anonymity are of utmost priority and importance for us in this rapid assessment. This survey is strictly anonymous. No personal details will be collected, and no one will be asked to provide specific information about their organization. All information gathered and used will be nonidentifiable. No identifiable data will be shared with your employer or other sources. If you decide to do this survey in person with one of our team members, they and we are bound by the principles of confidentiality.

Only information on your gender, age and management level may be used for analysis of the data.

Voluntary participation

Taking part in this survey is entirely voluntary. It is up to you to decide whether or not to take part. If you decide to take part, you are still free to withdraw at any time without giving a reason, though you should feel free to present a reason(s) so that the survey can be improved in future. If you decide to take part, you can always choose not to answer any questions that make you feel uncomfortable. There will be no negative consequences for not taking the survey or stopping the survey early. Equally important, there will be no additional compensation or benefit to participants for taking part in the survey.

What are the possible disadvantages and risks of taking part?

Taking part in this research will require a time commitment: completing the survey online will take 10-25 minutes; or organizing a meeting to conduct the survey in-person, which may require travel to meet with a Listen Up team member who will conduct the survey. While the survey does not ask participants to reveal any personal experiences, some of the questions in the survey touch upon issues that you may find sensitive or personal. Some questions will ask about your perspectives on the working environment and humanitarian response around sexual harassment, sexual exploitation and abuse, and gender-based violence. If you decide to take part and are affected by any of the issues or questions, we have included details of where you can access support [details of relevant support hotlines; services points; contacts and their organizations]. You can also contact us directly (see contact details above) if you would like to talk with us instead.

What are the possible benefits of taking part?

Participating in the survey will provide us with invaluable information and a collective perception, from a sample group of female and male staff on institutional commitments; efficacy of complaint mechanisms; and perceived levels of risks, safety and responses around sexual harassment and sexual exploitation and abuse. We will use these findings, together with the whole rapid assessment, to advocate to key stakeholders and decision-makers for improvements to the humanitarian response for women and girls, and female aid workers.

The Barometer is part of a larger initiative, The Listen Up! Project.

Listen Up! is a project started by the IRC to amplify the voices and power of refugee women and girls to catalyze institutional reform, interagency action, and increase resources to reduce and respond to sexual exploitation, harassment and abuse in humanitarian settings. At its core, the project is about more than just capturing voices of women and girls, including women at work in emergencies—it is really about listening and responding to their needs and experiences. This idea is meant to infuse all of the work we do through Listen Up!.

Listen Up! is a three-year project (2019-2021) implemented by IRC and other partners working with an advisory group of women's rights actors, with the overall aim of amplifying the voices and power of refugee women and girls to catalyze institutional reform, interagency action, and increased resources to reduce sexual harassment, exploitation and abuse in humanitarian settings. The objectives of the project are to:

- i) Establish a Listen Up! Barometer that measures actions to address gender-based violence (GBV) and sexual exploitation and abuse prevention and response in humanitarian contexts;
- ii) Develop a model for transforming organizational culture to promote gender equality and zero tolerance of sexual exploitation and abuse prevention within humanitarian agencies; and
- iii) Support women's rights organizations to lead the adaptation and improvement of sexual exploitation and abuse prevention, reporting, investigation and response mechanisms, based on the voices and feedback of women and girls.

This survey is part of Objective 1. More information on Listen Up project can be found on [link]

About the Barometer – a rapid assessment of a humanitarian response to gender-based violence and prevention of sexual exploitation and abuse and sexual harassment.

The **Listen Up! Barometer**, a component of the wider Listen Up! Project, is a planning and assessment tool that examines the lived experiences of women and girls to determine if the environment of a humanitarian emergency response is able to prevent, mitigate and respond to GBV, including sexual exploitation and abuse and sexual harassment. The Barometer assesses environments, not organizations. It is designed to produce a rapid assessment of strengths and weaknesses of a humanitarian response for women and girls, including those working within humanitarian emergencies and those in the catchment area of an emergency response, for the purpose of creating recommendations for advocacy. It uses four data collection tools and activities: Focus Group Discussions (FDG) Guide; Key Informant Interviews (KII) Guide; Observational Checklist; and a Staff Perception Survey. Specifically, the Barometer can be used as an advocacy tool by women's groups, organizations and networks, and other GBV actors, to hold those responsible for humanitarian responses accountable to women and girls.

The Barometer was created and adapted by experts in the GBV, gender equality, sexual exploitation and abuse, and sexual harassment and emergency response field, based on a Theory of Change developed by women's rights activists from the Global South and the IRC. Three women's rights organizations and three IRC Women's Protection & Empowerment country programs teams in Nigeria, Lebanon and Uganda, and VOICE, piloted the Barometer and collaborated on revising and finalizing the Barometer.



Thank you for taking the time in reading this. Please contact us if would like more information or to further discuss the survey or the Barometer.

[Name, organization, details]

[details of link to survey]

[Soft copy of the survey attached to this sheet]

Support, assistance and reporting

If you need any support or assistance, or want to report sexual harassment or other forms of GBV, you can contact the following:

[Add details of the available services and support sexual harassment or other forms of GBV in your context; plus direction to their own agencies details].



Listen Up! Barometer Participant Informed Consent

[Sample: Adapt script before using for FGDs]

Hello, my name is _____ and I work for _____. I am accompanied by my colleague _____ who works for [the same organization/other] and will be taking notes for us. My colleague _____ will be interpreting for us [if an interpreter is needed].

We would like to discuss with you some aspects of the humanitarian assistance that you have received. This discussion will include 5-6 other [women/ adolescent girls] from your community. We will be drawing a map together to help us understand what assistance is available in your community and what the safety concerns are for women and girls. We will use this information to help us ask organizations to provide safer and more equal and accessible humanitarian assistance for women and girls. We will be conducting this exercise with other groups of women and adolescent girls in the community.

If you agree to participate, you will participate in a discussion that will last a maximum of one hour. If you do not want to continue participation for any reason, you can leave at any time. Participation in the discussion is completely voluntary and you do not have to answer any questions that you do not want to answer. We will not ask you why you do not want to participate. No negative consequences will occur if you choose not to participate or withdraw at any point. We will take precautions to keep any information you provide during the discussion confidential. You do not need to give us your names or any personal information. You do not need to tell us about your specific stories. The discussion will take place in a private space so that no one can overhear us talking as a group. If someone approaches us or comes into the space, we will stop the conversation until we can continue in private. We will not present any other identifying information in anything that we produce based on this conversation. We will treat everything that you say today with respect and will only share the answers you give as general answers combined with those from all of the people who speak to us. We ask that you keep everything confidential too, and that you avoid using each other's names throughout the conversation, so we can maintain that confidentiality.

Is there anything that you would need to be safe and comfortable to participate? Is there anything else we can do to support you to feel at ease? Do you have any questions that you would like to ask before we go any further?

Make sure that all questions are fully answered and check to make sure nothing is left unanswered.

With your permission, we will take notes to make sure that we do not miss what you have to say but will not capture any identifying information. Do you agree with us taking notes from our discussion?



