



CLARA: Designing safer livelihoods programs in Iraq

TOOLKIT for CLARA Cohort Livelihoods and Risk Analysis



The Women's Refugee Commission works to improve the lives and protect the rights of women, children and youth displaced by conflict and crisis. We research their needs, identify solutions and advocate for programs and policies to strengthen their resilience and drive change in humanitarian practice.

Oxfam is an international confederation of 17 organizations working together with partners and local communities in more than 90 countries. Oxfam works with partner organizations and alongside vulnerable women and men to end the injustices that cause poverty. We save lives and help rebuild livelihoods when crisis strikes. And we campaign so that the voices of the poor influence the local and global decisions that affect them. In humanitarian work, Oxfam specializes in water, sanitation and hygiene, emergency food security, livelihoods and protection.

Acknowledgements

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The CLARA tools used in Iraq/KRI were developed by the Women's Refugee Commission and Oxfam.

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Front cover photo: A data collector conducts an interview with an elderly internally displaced woman.

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Back cover photo: Data collectors lead a focus group discussion with internally displaced men.

© Stephanie Roberson

The full report and its resources can be found at <http://wrc.ms/CLARA-Iraq> or <http://oxf.am/ZPNg>

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CLARA Cohort Livelihoods and Risk Analysis

This toolkit is excerpted from the report “CLARA: Designing safer livelihoods programs in Iraq.” For an original copy of the report and tools, and a copy of this toolkit with text that can be edited and customized, visit <http://wrc.ms/CLARA-Iraq> or <http://oxf.am/ZPNg>.

CLARA, developed by the Women’s Refugee Commission, is a set of four steps to capture GBV risks associated with livelihoods as well as potential risks arising from programs in response to crises. Currently in draft form, the CLARA may be used alongside livelihood assessment tools already in use, though can be also used as a stand-alone tool.

STEPS TO TAKE IMMEDIATELY AFTER A CRISIS: Rapid Response

STEP ONE: Preparation

In preparing a response approach, a secondary data review should be conducted, including a conflict/situational analysis, to develop an understanding of the overall context of the crisis. Review of assessments, studies, qualitative and quantitative information should focus on the drivers of GBV, in complement to the broader secondary data review. Particular focus should be on:

- Who controls assets? How are livelihood decisions made? What are the roles of women, girls, boys and men in earning incomes for the household?
- What are the predominant livelihood strategies?
- What are existing vulnerabilities to watch for?
- What are the sources of violence and threats to the affected population?
- What are some strengths and assets that individuals possess that can manage risks and threats?
- What data exists that specifically addresses GBV in the context? Are there potential overlaps of GBV and the livelihoods predominantly practiced by different individuals?
- What has changed due to the emergency? What are most people doing to cope with the emergency? What are the major types of negative livelihood strategies that are likely to be seen in the crisis?

STEP TWO: Primary Data Collection

As per the IASC’s *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing Risks, Promoting Resilience, and Aiding Recovery* (in progress), assessments should be conducted by consulting different cohorts, including but not limited to women, girls, men, boys, elderly, persons with disabilities and different ethnic groups.

In identifying different cohorts, critical questions to keep in mind are (1) Who are the different types of people that are affected? (2) Who are the most vulnerable and why? (3) What are the most likely risks related to the prevalent livelihoods? See full set of CLARA questions at the end of this document.

STEP THREE: Data Analysis and Program Design

Primary and secondary data needs to be compiled and analyzed to develop the fullest picture possible of the livelihood strategies and associated risks prevalent by age cohort. The analysis needs to inform programming choices, that is, which type of livelihood program to implement, as well as program design – how can that program be designed and implemented to make it as safe as possible for all participants according to their unique risks. In analyzing the data collected, practitioners seek to design responsive programming. By collecting the risks for different individuals related to livelihoods programming, programmers have a better understanding of the:

- Impact of conflict or crisis on household assets
- Risks identified for each cohort, at a minimum by sex and age
- Risks associated with various livelihood activities
- Community capacity to mitigate risks
- Economic coping strategies
- Proposed community/household economic strategies and solutions

STEPS TO TAKE MONTHS AFTER THE CRISIS: Response and Recovery

STEP FOUR: Monitoring and Program Implementation

Regular review of the changing context should be operationalized in program activities. Surveys and focus group discussions should take place in conjunction with monitoring and evaluation (M&E) and community mobilization. Ways in which the CLARA can be included in the implementation of the program include:

Community Mobilization

- Establish livelihood committees with communities that assess the progress of the program objectives, as well as gauge changing threats of violence and levels of related risks. Committees should include women or have separate committees for women.
- Establish a feedback mechanism where women, girls, boys and men can anonymously and safely share information on program results and processes.
- Focus group discussions or key informant discussions including questions from the CLARA should be a required and regularized activity.

Monitoring and Evaluation

- Include in monthly or other regular reports, status of risks based on discussions with committees or key informant discussions.
- Include regular surveys that include the CLARA questions to capture key attitudes and perceptions about risks.
- Include indicators that show that risks are being identified, and measures taken to manage identified risks.

CLARA: Cohort Livelihoods and Risk Analysis

IMMEDIATELY AFTER CRISIS

Immediate Response

Secondary data review

- In preparing a response approach, secondary data review includes a conflict or situational analysis, and other available data collected to develop an understanding of the overall context of the crisis. Specific secondary data review (assessments, studies, qualitative and quantitative information) should focus on the drivers of GBV, to complement the broader review.

Primary data collection: CLARA

- In identifying different cohorts, critical questions to keep in mind are (1) Who are the different types of people that are affected? (2) Who are the most vulnerable and why? (3) What are the most likely risks related to their livelihoods?

Analysis of data and program articulation

- Identify those that are at most risk of GBV, related to livelihood strategies
- Threats to primary income earners, and to those who indirectly support livelihoods
- Ways in which crisis affected individuals are coping
- Assets and capacities of the affected individuals

Use the data to assess which program has the least potential to increase risks of GBV to participants.

WEEKS AFTER

Response and Recovery

Community engagement

- Establish livelihood committees with communities that assess the progress of the program objectives, as well as gauge changing threats of violence and levels of risks related. Committees should be context specific; however, include women or have separate committees for women.
- Establish a feedback mechanism where women, girls, boys and men can anonymously and safely share information on program results and processes.
- Focus group discussions or key informant discussions, including questions from the CLARA, should be a required and regularized activity.

Monitoring and evaluation

- Include in monthly or other regular reports, status of risks based on quick discussions with committees or key informant discussions
 - o Undertake regular surveys that include the CLARA questions to capture key attitudes and perceptions about risks.
 - o Include indicators that show that risks are being identified, and measures taken to manage identified risks.



Annex C: CLARA Tools Used in Iraq/KRI

C.1.1 CLARA Focus Group Tool – Adult, English

BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
1. What activities did you do to earn a living before the crisis?	2. What activities are you doing now to meet your basic needs and earn a living? <i>(Please include any new or different activities that people are doing now)</i>
3. How has the conflict or crisis impacted your livelihoods?	
BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
4. Did you feel that these activities were safe for you and other members of your household? If not, what were the major threats?	5. Do you feel that these activities are safe for you and other members of your household? If not, what are the major threats?
BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
6. What were some of the ways that you tried to manage these threats?	7. What are some ways that you are trying to manage these threats?

BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
8. Did participating in livelihoods activities before the crisis impact your children's education?	9. How does their participation in livelihoods activities now impact your children's education?
10. How has access to education changed since the crisis/conflict? Is access to education the same for boys and girls of different ages? If not, why?	
11. If your livelihoods activities are currently restricted, how would you get back to generating income? What is missing currently to allow for this to happen? What support/inputs would you need to make this happen? Where do you usually get support/inputs from?	
12. What kinds of livelihoods activities can be done by women?	

C.1.2 CLARA Focus Group Tool – Adolescent, English

BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
<p>1. Before the crisis, were there activities you did to help earn an income for your family?</p>	<p>2. What are activities you do now to help earn an income for your family?</p> <p><i>(Please include any new or different activities that people are doing now)</i></p>
<p>3. How has the conflict or crisis impacted your family's livelihoods?</p>	
BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
<p>4. Did you feel that these activities were safe for you and other members of your household? If not, what were the reasons you did not feel safe?</p>	<p>5. Do you feel that these activities are safe for you and other members of your household? If not, what are the reasons you do not feel safe?</p>
BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
<p>6. What were some of the things you did to feel safer when doing these activities?</p>	<p>7. What are some of the things you do to feel safer doing these activities?</p>

BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
8. Did helping your family earn an income impact your education before the crisis?	9. Does helping your family earn an income impact your education now?
10. How has access to education changed since the crisis/conflict? Is access to education the same for boys and girls of different ages? If not, why?	
11. What are the livelihoods activities your family would like to do but can't? Why not?	
12. What kinds of livelihoods activities can be done by women?	

C.1.3 CLARA Interview Tool, English

Notes should be recorded verbatim as much as possible, capturing the words of participants as spoken. Write legibly. If you run out of space use the reverse side.

BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
<p>1. What activities did you do to earn a living before the crisis?</p>	<p>2. What activities are you doing now to meet your basic needs and earn a living?</p> <p>(Please include any new or different activities that people are doing now)</p>
<p>3. How has the conflict or crisis impacted your livelihoods?</p>	

BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
<p>4. Did you feel that these activities were safe for you and other members of your household? If not, what were the major threats?</p>	<p>5. Do you feel that these activities are safe for you and other members of your household? If not, what are the major threats?</p>

BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
6. What were some of the ways that you tried to manage these threats?	7. What are some ways that you are trying to manage these threats?
BEFORE THE CRISIS:	NOW (AFTER THE CRISIS):
8. Did participating in livelihoods activities before the crisis impact your children's education?	9. How does their participation in livelihoods activities now impact your children's education?
10. How has access to education changed since the crisis/conflict? Is access to education the same for boys and girls of different ages? If not, why?	

11. If your livelihoods activities are currently restricted, how would you get back to generating income? What is missing currently to allow for this to happen? What support/inputs would you need to make this happen? Where do you usually get support/inputs from?

12. What kinds of livelihoods activities can be done by women?

What percentage of your income came from each source **BEFORE THE CRISIS?**

Income Source	%
Farming staple crops (specify crop)	
Farming crops (specify crop)	
Farming crops (specify crop)	
Livestock - Cows	
Livestock – Chickens	
Livestock – Sheep	
Livestock - Goats	
Livestock -Other	
Sale of Kitchen Garden/Vegetables	
Trading (specify goods)	
Paid Labour (specify what types)	
Paid employment/Salaried work	
Loans from Banks	
Loans from other money-lending agencies	
Loans from relatives/friends	
PDS or other Government Safety Net programme, Pension etc	
Relief goods/Support from NGOs (specify)	
Other	

What percentage of your income comes from each source **NOW?**

Income Source	%
Farming staple crops (specify crop)	
Farming crops (specify crop)	
Farming crops (specify crop)	
Livestock - Cows	
Livestock – Chickens	
Livestock – Sheep	
Livestock - Goats	
Livestock -Other	
Sale of Kitchen Garden/Vegetables	
Trading (specify goods)	
Paid Labour (specify what types)	
Paid employment/Salaried work	
Loans from Banks	
Loans from other money-lending agencies	
Loans from relatives/friends	
PDS or other Government Safety Net programme, Pension etc	
Relief goods/Support from NGOs (specify)	
Other	

Expenditure Breakdown -- proportional piling exercise, **BEFORE THE CRISIS**, what did you spend your money on?

1. Food items	%
2. House repair/building material	%
3. Medical	%
4. Transport	%
5. Repaying debts	%
6. Hygiene items (nappies (diapers), sanitary towels, soap, laundry detergent, toothpaste, etc.)	%
7. School fees/costs for children	%
8. Agricultural inputs/Livelihood inputs	%
9. Clothes	%
10. Shared with relatives/neighbours	%
11. Others (please specify) – e.g., picnics	%

Expenditure Breakdown - proportional piling exercise, **NOW, AFTER the CRISIS**, what do you spend your money on?

1. Food items	%
2. House repair/building material	%
3. Medical	%
4. Transport	%
5. Repaying debts	%
6. Hygiene items (nappies (diapers), sanitary towels, soap, laundry detergent, toothpaste, etc.)	%
7. School fees/costs for children	%
8. Agricultural inputs/Livelihood inputs	%
9. Clothes	%
10. Shared with relatives/neighbours	%
11. Others (please specify) – e.g., picnics	%

C.1.4 Livelihoods Focus Group Tool – English

Question 1: Livelihood activities	
What activities did you do to earn a living before the crisis? (List main activity and any other supplementary activities.)	What activities are you doing now to meet your basic needs and earn a living? Note any new or different activities, or changes (for example, was a farmer before, still a farmer now, but a different crop, or lower yield, or used to be a trader, now they are a labourer).
(Please continue and ask the follow-up questions relating to the activities mentioned, and add other activities as necessary.)	

Farming:				
Before the crisis		Now (after the crisis)		What was the impact of the crisis on these activities? (e.g., if there was a change before and after, explain what it is and why)
What crops did you grow?		What crops do you grow?		
What was the average farm size/land size?		What is the average farm size/land size?		
What was the average yield per donum? (for each crop)		What is the average yield per donum? (for each crop)		

Farming (continued):				
Before the crisis		Now (after the crisis)		What was the impact of the crisis on these activities? (e.g., if there was a change before and after, explain what it is and why)
Where did you get your seeds from (own stock from previous crop, purchased, other)		Where do you get your seeds from (own stock from previous crop, purchased, other)		
What kinds of labour did you employ? (Hired staff for planting/ land prep, hire tractor and driver, other)		What kinds of labour do you employ? (Hired staff for planting/ land prep, hire tractor and driver, other)		
What times of year do you hire labourer?		What times of year do you hire labourer?		
Who was involved in these activities (men, women, girls, boys)?		Who is involved in these activities (men, women, girls, boys)?		
What was the average monthly/ yearly income for farmers?		What was the average monthly/yearly income for farmers?		

Shepherd:				
Before the crisis		Now (after the crisis)		What was the impact of the crisis on these activities? (e.g., if there was a change before and after, explain what it is and why)
Which animals did you rear? (Cows, goats, sheep, chickens)		Which animals do you rear?		
What was the average herd size?		What was the average herd size?		
Cows		Cows		
Goats		Goats		
Sheep		Sheep		
Where did you graze/water your herd?		Where do you graze/water your herd?		
Who was involved in this activity (men, women, girls, boys)?		Who is involved in this activity (men, women, girls, boys)?		
How often did you sell the animals (every month, once a year etc)?		How often did you sell the animals (every month, once a year etc)?		
What was the average price for?		What is the average price?		
Cows		Cows		
Goats		Goats		
Sheep		Sheep		
Chickens		Chickens		

Shepherd (continued):				
Before the crisis		Now (after the crisis)		What was the impact of the crisis on these activities? (e.g., if there was a change before and after, explain what it is and why)
Did you use the animals for other productive uses (milk, eggs, leather/ hide, wool etc)?		Did you use the animals for other productive uses (milk, eggs, leather/ hide, wool etc)?		
What was the average monthly/yearly income for shepherds?		What was the average monthly/yearly income for shepherds?		

Labourer:				
Before the crisis		Now (after the crisis)		What was the impact of the crisis on these activities? (e.g., if there was a change before and after, explain what it is and why)
What type of labour were you engaged in? (Construction, farm labour, domestic work, other)		What type of labour were you engaged in? (Construction, farm labour, domestic work, other)		
Where do you go for this work (how far?)		Where do you go for this work (how far?)		
What times of year do you do this work?		What times of year do you do this work?		
Who was involved in this activity (men, women, girls, boys)?		Who is involved in this activity (men, women, girls, boys)?		

Labourer (continued):				
Before the crisis		Now (after the crisis)		What was the impact of the crisis on these activities? (e.g., if there was a change before and after, explain what it is and why)
What was the average monthly/yearly income for labourers? Or the average daily wage?		What is the average monthly/yearly income for labourers? Or the average daily wage?		
How often did you do this work? (daily, 2–3 times a week, only some months of the year, etc.)		How often did you do this work? (daily, 2–3 times a week, only some months of the year, etc.)		

Trader:				
Before the crisis		Now (after the crisis)		What was the impact of the crisis on these activities? (e.g., if there was a change before and after, explain what it is and why)
How big was your shop/ business? (Very small, small, medium, large)		How big was your shop/ business? (Very small, small, medium, large)		
What did you mostly trade in? (e.g., food, clothes, other items)		What did you mostly trade in?		
Where did you usually buy your stock from?		Where do you buy your stock from now?		
Who was involved in this activity (men, women, girls, boys)?		Who was involved in this activity (men, women, girls, boys)?		

Trader (continued):				
Before the crisis		Now (after the crisis)		What was the impact of the crisis on these activities? (e.g., if there was a change before and after, explain what it is and why)
What was the average monthly/yearly income for traders?		What is the average monthly/yearly income for traders?		

Other livelihoods activities: (e.g., Gov. workers, salaried work, army, teachers, etc.)				
Before the crisis		Now (after the crisis)		What was the impact of the crisis on these activities? (e.g., if there was a change before and after, explain what it is and why)
What other types of livelihoods are people engaged in?		What other types of livelihoods are people engaged in?		
Who did those activities?		Who does those activities?		
Where did they happen?		Where do they happen?		
What was their average income?		What is their average income?		

QUESTION 2: Did you feel that these activities were safe for you and other members of your household? If not, what were the major threats?						
Before the crisis			Now (after the crisis)			
	Was it safe before?	If not, what were the threats?		Was it safe before?	If not, what were the threats?	If there is a change in the threat/risk before and after, explain why)
Farming	Y/N		Farming	Y/N		
Livestock herding/rearing	Y/N		Livestock herding/rearing	Y/N		
Trading	Y/N		Trading	Y/N		
Labour	Y/N		Labour	Y/N		
Other (please specify)	Y/N		Other (please specify)	Y/N		

QUESTION 3: What are some ways that you manage these threats? (Either now or in the past)

QUESTION 4: If your livelihoods activities are currently restricted, how would you get back to generating income? What support/inputs would you need to make this happen? What assets do you need to re-start your livelihoods?

List both specific assets, such as animals, seeds, tools, etc, as well as natural assets – need water or food for animals, access to grazing land, or access to farming machinery, or social capital, such as childcare or other welfare support.

Type of livelihood	Assets needed to re-start livelihood (be as specific as possible)	Where would you usually get these assets from?
Farming		
Livestock herding/rearing		
Trading		
Labour		
Other (please specify)		

QUESTION 5: What are the livelihood opportunities for women in the community?

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QUESTION 6: Are children involved in any livelihood activities? If so, which ones, and how often?
(for example, do children look after/feed animals, or work in shops, or do construction work, etc.)

Livelihoods Activity	Children involved? (if yes, specify male or female)	How often (e.g., every day, once in a while, only at harvest time etc.)

QUESTION 7: How have your levels of debt changed since the crisis?		
Average debt before the crisis (e.g., usually need to borrow xx amount per month/per year)	Average level of debt now (after the crisis)	Main reason for changed debt levels, if any

C.1.5 Demographics Tool, English

Focus Group Discussions

Location: _____

FGD Facilitator: _____ Note Taker: _____

Language used: _____

Translation used: Yes No If yes, from _____ (language) to _____ language)

Translator: _____

Check [✓] all the boxes that apply

#	Age	Male	Female	Female Head of Household	Adolescent Girl Married	Adolescent Girl Unmarried	Adolescent Boy Married	Adolescent Boy Unmarried	Person with disability	Family Member of person with disability
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Circle which group is being interviewed: Rural Urban

Host IDP

Number of participants: _____

If persons with disability, types of disability in the group (#):

Physical disability _____

Hearing disability _____

Vision disability _____

Intellectual disability _____

If family of person with disability, types of disabilities in the group (#):

Physical disability _____

Hearing disability _____

Vision disability _____

Intellectual disability _____

If persons with disability, types of disability in the group (#):

Mental disability _____

Multiple disabilities _____

If family of person with disability, types of disabilities in the group (#):

Mental disability _____

Multiple disabilities _____

Contact information for group representative who will attend validation meeting.

Name: _____

Location: _____

Phone number: _____

C.1.6 Verbal Consent Form, English

Hello. My name is XXX. XXX will be taking notes. Today we are representing two international NGOs, Oxfam and the Women's Refugee Commission. ⇒ **Ask the participants if they understand the language being spoken.**

Oxfam is an international organisation which plans to provide support to conflict-affected communities over the next three years in a number of different locations in KRI. Our main areas of work are Water, Sanitation, Food Security and Livelihoods, Women's rights and Protection.

The Women's Refugee Commission is based in the USA and is **not** delivering services in Iraq. WRC travels to different countries to visit communities affected by crisis to learn about the needs of communities and how programs can be improved.

Oxfam and WRC are partnering to gather information about livelihoods needs and associated risks for [displaced, returnee, host] members of this community.

We will be talking about different risks of and threats that people face in their daily lives here in _____ [location] related to livelihoods activities, and strategies that people use to feel safer.

We are interested in hearing the different types of threats you are exposed to during your livelihoods activities. One area of threats we will look at is Gender-based violence (GBV), which is violence that is based on the gender roles in society. There are many forms of GBV. It can be physical violence, where someone is forced to have sex (rape) or someone is hit or beaten. It can also be emotional violence – being harassed, intimidated, being verbally threatened, or being talked to in a negative way about your gender/because of your gender. It can also come in the form of discrimination, for example [being denied services, or being denied a job] because of your gender. Whether physical, emotional, and whether the perpetrator is within the family, a neighbour, someone on the street, GBV involves a violation of human rights. We are here today because we are interested in understanding better the risks of violence that you face in the community, and ways to help reduce those risks. In particular, how might risks associated with your livelihoods be reduced and managed so that livelihoods can be safer and stronger.

SELECTION: You have been identified because you are [women, adolescent girls, men, adolescent boys, farmers, shepherds, labourers, traders] and living in this community. Oxfam and WRC value the perspective you can offer on livelihoods needs and risks.

PROCEDURE: The focus group discussion will take approximately 1–2 hours. We appreciate the time that you have taken to attend. We will ask you a series of questions and discuss the topics. You are free to respond to any of the questions asked and provide additional comments. If you do not wish to answer specific questions or participate in activities you do not need to do so. We will take notes to document responses and may ask for clarifications if needed. In a group discussion it can be challenging to ensure that all voices are heard equally, but we will do our best to make sure everyone is heard. It is important that all of you agree that everyone's voices are valued and also make effort to make sure everyone's voices are heard **[agreement?]**.

VOLUNTARY PARTICIPATION: Your participation in the focus group is entirely voluntary. You may decide to participate or not. If you decide not to participate in or to leave the focus group at any time, it will not affect your future access to potential Oxfam services or that of any other provider. Again, you may leave the group discussion at any time if you feel uncomfortable.

RISKS AND BENEFITS: There are no identifiable risks to participating in the group discussion. We will ask you some questions related to your personal life including livelihoods and any associated risks. We do not think that these questions will be upsetting to you but if you do not wish to answer certain questions you do not need to. The main benefit of your participation is help us ensure that our programmes are appropriate to your needs and do no harm communities.

USE OF INFORMATION: Your ideas and suggestions will be used along with other information sources (interviews) to improve programs here and in other countries. Depending on your permission, there may be photos taken during these activities.

CONFIDENTIALITY: Participants in this group will not be identified by their names. Your comments will remain anonymous. We ask that all participants in this discussion keep each other's comments confidential. This is very important, as some aspects of the discussion may be on sensitive topics, (such as GBV) [agreement?]

SHARING OF RESULTS: We will look at all of what we have learned here and will make a presentation of initial findings in a meeting in a few days. This meeting will be attended by Oxfam and WRC staff. This meeting will also be attended by 1 representative from each focus group we have conducted in this area. This meeting will be an opportunity for this group's chosen representative to make sure that the ideas shared today were well-captured by Oxfam and WRC. This group's representative(s) will be responsible for sharing feedback from that meeting with the other members of this group afterward. At the end of this session this group will select a representative.

I will provide this group's representative(s) with the contact information for the person at NAME OF ORGANIZATION for further information on livelihoods programming [share the information below or business card]:

Name, Position
Organization
Email, Phone

I would like to answer any questions you might have about this research and/or your participation. Do you have any questions? If there is anything you didn't understand, I am happy to give clarification.

CONSENT: Again, your participation is completely voluntary. I will now ask for the group to tell me verbally if everyone understands the purpose of this research [to improve programs and advocate for quality services] and agrees or does not agree to participate. **If you agree**, I will make a note of this [agreement?]. **If there is anyone who does not agree**, please feel free to leave now [adjust participant numbers on cover sheet].

It will be helpful to us if we can include some photographs of people from this community. We would like to take some photos of people in this group. However, if there are participants who do not want their photo to be included, you can still participate in the group and no photos will be taken of this group **[agreement?] (If no, no photos!)**

_____ **Initials of recruiter upon completion of verbal consent.**

Closing script

Thank you. Those were all of my questions for now.

[Give brief summary for feedback with note taker]. We are trying to learn more about livelihoods and GBV.

Do you have anything you would like to add?

Do you have any questions for us?

Do you think that other groups [women, adolescent girls, men, adolescent boys, ethnic groups, farmers, shepherds, labourers, traders] would have very different answers?

Do you have any questions that you think should be asked of other groups?

Anyone else we should be talking to?

Thank you for your help, for your time, views and recommendations. Remember that all of you agreed to keep what was shared during this discussion confidential, as some of it may have been personal/sensitive. Please do not share information or the names of other participants with other members of the community in order to respect their privacy.

The purpose of this discussion was to better understand the livelihoods needs, risks and community strategies about these risks for learning how livelihoods programs can be safe for communities around the world affected by crisis.

We will look at all of what we have learned here and will make a presentation of initial findings in a meeting in a few days. This meeting will be attended by Oxfam and WRC staff. This meeting will also be attended by 1 representatives from each focus group we have conducted in this area. This meeting will be an opportunity for this group's chosen representative to make sure that the ideas shared today were well-captured by Oxfam and WRC. This group's representative(s) will be responsible for sharing feedback from that meeting with the other members of this group afterward. Is there someone in this group who is willing to attend the findings meeting? Are all members of this group in agreement with this representation? **[Agreement? Note contact information for representative on coversheet].**

If anyone wants to speak in private with me I can be available after the meeting.

Thank you all!

_____ Initials of facilitator



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