**SECTOR CHECKLIST**

## **Livelihoods**

Access to safe and dignified livelihoods is one of the most important needs in an emergency. When people are unable to work they are unable to cover their material needs such as rent, food, healthcare and education. Some may experience an increased burden of care, for example where households may have to absorb additional people such as unaccompanied children. In the absence of safe livelihoods options people resort to a range of strategies to survive; many of which may involve significant risks to their safety. In addition, the lack of income and appropriate work can cause significant psychological and emotional upset and can have an impact on their social standing, adding further strain. The type of livelihood options, and the way they are designed and delivered can have a huge impact on the **safety** and **dignity** of beneficiaries. Livelihoods are always context specific and therefore must consider the social and cultural preferences, whilst also considering the barriers that prevent or limit people’s **meaningful access**. Staff should bear in mind livelihoods projects can also increase certain risks for certain populations. This may be caused by paying inadequate attention to the social and cultural aspects of the context, but can also be caused by the potentially high value nature of livelihoods programmes. Therefore establishing **accountability** processes (covering information sharing, beneficiary participation, feedback processes, and staff behaviour) should be a priority.

This checklist offers guidance for field staff on how livelihoods programmes can be adapted to promote the safety, dignity and access of beneficiaries.

**ANALYSIS**

* Gather information from men, women, boys and girls about the **cultural roles and responsibilities** as well as **potential barriers to accessing** livelihoods opportunities

***Notes****:*

* *Consult community members on power dynamics as perceived by them and how equity can be achieved in their perspective, as well as what activities might be preferred over others, within gender groups. Use this information to inform monitoring activities and identify any barriers to access or discrimination against particular groups. Obstacles women, girls, boys and men, older persons or people living with disabilities, could face include:*
	+ ***Security:*** *access to fields and markets limited by presence of armed groups or mines;*
	+ ***Physical:*** *people living with disabilities and older persons may not be able to access to the worksite/training or be able to participate in more physically demanding activities marginalised groups.*
	+ ***Social/cultural:*** *caring responsibilities may fall on certain members of the families such as the women which limits their ability to participate in livelihoods activities.*
	+ ***Financial:*** *for example the cost of transporting to project sites or trainings, or cost of child care during participant*
* *What are the different skill sets and responsibilities of women and men? This should include information about non-monetized activities (such as child-rearing, household maintenance etc.) and how these can be built upon for the project. Who has the decision-making powers?*
* *Who in the community has the power to make decisions, especially those related to use of resources for investment?*
	+ *Identify market trends, opportunities and inter-community dynamics to ensure that the program does not reinforce or perpetuate unequal gender norms or marginalization of vulnerable groups.*
	+ *Consult with the Protection Cluster/ Protection Actors, including the GBV and Child Protection sub-clusters, about power dynamics in the area of intervention.*
* Find out what are the **coping strategies**

***Notes:***

* + *Analyse both positive and negative coping mechanisms and include analysis of strategies such as early marriage, child labour, survival sex etc. Confirm with what coping mechanisms the community perceives as negative, and what they would not chose under better circumstances.*
* Collect and analyse **sex, age and disability disaggregated data**

***Notes:***

* *Ensure project indicators (e.g. number of individuals accessing services) are disaggregated by age, gender, and location or specific group (e.g. persons with disabilities, older persons etc.).*
* *If project-specific ID cards are made, avoid putting vulnerability information such as ethnicity and tribal affiliation on the cards, as this can stigmatize or put participants at risk.*
* *Compare usage figures to existing demographic data. Discrepancies can tell you which groups do not have access.*

**TARGETING PRIORITY GROUPS**

***Safety & Dignity***

* Change the type of livelihood programme activity or the location if there are threats to safety related to the programme
* Provide safety equipment and put in place safety procedures for both staff and participants

***Notes:***

* + *Identify safe routes to the work location, provide lighting and/or torches, transport to the work site, early warning systems such as whistles, radios or other devices, goggles, safety helmets, boots, providing escorts to women who are not allowed to travel alone etc.*
* Ensure all agency employment practices are non-discriminatory and respect national legislation, particularly in relation to the employment of children.

***Meaningful access***

* Ensure women, men, boys and girls have equal access to livelihoods programmes. This should also include those living with disabilities, older persons and those from marginalised groups.

***Notes***

* + *Support locally appropriate child care mechanisms that allow carers (including women and older persons) to participate in livelihood programmes.*
	+ *Provide alternative programming options for groups that may not be able to take part in programmes requiring physical activity*
	+ *Identify and respect cultural needs of the population but also work with specific groups to identify acceptable ways to overcome cultural barriers (e.g. by including women in non-traditional livelihoods such as carpentry or construction).*

**COORDINATION AND ADVOCACY**

* Coordinate across projects to ensure information about protection issues is shared across teams

***Notes***

* + *Consult with technical advisors and programme staff who may be working on development programmes within country, including gender, child protection or HIV and Aids Advisors*
* Participate in existing coordination for a and share information on protection issues

***Notes***

* + *Share lessons on safety, dignity and access lessons with sector-specific clusters*
	+ *Raise protection issues such as unsafe service provision, excluded groups etc., with responsible protection actors (including the local government, protection cluster etc.)*

**MAPPING AND REFERRAL**

* Share information between staff on **existing service providers in the community** and how to contact them if staff come across people who have been exposed to harm.

***Notes:***

* + *Contact the nearest protection cluster/coordination group for information on functioning services (police, health care – medical and psychosocial – family tracing, safe houses etc.)*
	+ *Ensure this information is updated regularly*
	+ *When making contact with these referral systems, consider adapting the project to ensure that service providers dealing with particularly vulnerable people (such as survivors of sexual violence) can refer them to the livelihoods assistance*
* **Report and share protection concerns** with the primary duty bearers (such the government, Protection cluster, including the GBV and Child Protection sub-clusters. Other actors may be able to provide assistance.)

***Notes:***

* *Ensure staff understand what cases should be referred and to whom*
* *Provide staff with training on psychological first aid, so they are aware of what to say and how to behave if they are approached by someone about a sensitive issue (LOOK, LISTEN, LINK)*
* *Cases of violations should be referred promptly and in accordance with standard operating procedures established in the area.*
* *Sensitise communities on what constitutes violation.*

**INFORMATION SHARING**

* Share information with the community, in a variety of formats (such as leaflets, radio broadcasts, posters, meetings, house to house visits etc) to reach different audiences

***Notes:***

* + *Provide information about the organisation, the planned project, and the selection for criteria;*
	+ *Provide information about the risk of unsafe livelihoods practices and analyse possible alternatives;*
	+ *Provide information to beneficiaries about expected behaviours of staff, contractors and volunteers and about the ways they can report a problem.*

**COMMUNITY ENGAGEMENT**

* Identify **local authorities** responsible for ensuring access to livelihoods and strengthen and support their role where possible.
* Make sure to **consult** all layers of society when identifying and responding to livelihoods needs

***Notes:***

* *Different criteria may affect the power dynamics. For example, in some places it will be important to consult different socio-economic groups (e.g. ethnic or economic minorities). In all situations, one should include women, men, boys, girls, the elderly, and persons with disabilities to understand their needs and preferences for location, design, and methodology of livelihoods programmes.*
* *Involve all groups in identifying solutions, as well as needs.*
* *Use different participatory tools to ensure active inclusion of vulnerable groups, such as mapping, calendars, problems trees etc.*
* *Ensure regular dialogue through meetings/focus group discussions which include representatives of marginalised groups*
* Build on **existing strengths** in communities
	+ *Identify any local resources or structures that could be involved in, or be useful to, the programme (e.g. women’s groups, local government, youth groups, church groups etc.)*
	+ *Identify cultural practice and traditions that programming might be able to build on*
	+ *Consider any practices that might be potentially harmful to beneficiaries or programming outcomes*
	+ Research any past or current community activities or structures that may inform programming.

**FEEDBACK MECHANISMS**

* Set up accessible, well understood **mechanisms for suggestions and complaints**.

***Notes:***

* *Provide different ways for different groups to lodge complaints or feedback. Make sure that there are other possibilities for submitting complaints that do not require the beneficiary exposing themselves to project staff.*
* *Respond to complaints, regardless of whether corrective measures can/need to be put in place.*
* *Adapt programme wherever possible in response to feedback*
* *Consider how children and different groups such as women, older people, people living with disabilities, and people from ethnic groups will communicate their feedback e.g. via mobile phones, or through face to face visits etc*
* *Provide information about the mechanisms so that people know how they works.*
* *Consider a joint complaints mechanism with other sectors (e.g. Protection) to minimise confusion*
* *Ensure staff understand how to respond to or refer sensitive complaints*

**STAFF CONDUCT**

* Put in place guidelines and mechanisms to **prevent**, **monitor and report instances of abuse and exploitation**.

***Notes:***

* + *Provide a short version (1-2 pages) of the organization’s Code of Conduct and Child Protection Policy in the local language to staff, volunteers, vendors and the community*
	+ *Ensure those involved in livelihoods projects, including staff, volunteers and the children themselves, are oriented on these policies, as well as on expected behaviour and ways of reporting allegations. Ensure they understand there is a zero-tolerance policy of exchanging aid for sex or other favours. Staff should also be aware of their responsibility to report allegations or suspicions.*
	+ *Avoid and monitor any exploitative labour especially child labour or sexual exploitation at project sites.*
	+ *Provide both women and men with the same benfits for their input and their work: e.g. if work is paid, ensure that both women’s and men’s work is paid and is equal*
	+ *Ensure those working on the livelihoods project, including vendors, staff and volunteers, know the details of the project e.g. what type of assistance is being provided, who has been selected to receive the support (criteria for selection) etc.*
* Ensure **staff represent the communities** they work with and are easily identifiable (where safe and appropriate)

***Notes:***

* + *Employ staff and volunteers that represent the cultural, linguistic, ethnic and religious diversity of the community and aim for equal numbers of men and women.*
	+ *If safe and appropriate, ensure staff and volunteers are easily identifiable e.g. wearing ID badges, t-shirts etc.*
* Consider whether the organisational environment is conducive to **staff well-being** and adequately resourced

***Notes*:**

* + *Mitigate potential security risks at project sites, ensure adequate supervision of staff and volunteers, hold regular de-briefs, and allow regular time off and breaks for relaxation.*