



Cohort Livelihoods and Risk Analysis (CLARA) Tools





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REFUGEE
COMMISSION

Research. Rethink. Resolve.

The Women's Refugee Commission improves the lives and protects 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.

Acknowledgments

This toolkit complements the Cohort Livelihoods and Risk Analysis (CLARA)* Guidance on designing safer, gender-sensitive livelihoods programs.

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* For additional information on CLARA and other livelihoods resources please see www.womensrefugeecommission.org/empower/resources

Cover photo: CLARA focus group discussion with IDP women in northeast Nigeria.
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Preface

Gender risk analysis is a critical gap in humanitarian practice. To implement safe, gender-sensitive livelihoods programming in emergencies, agencies and practitioners must conduct gender risk analysis across the program cycle.

Gender risk analysis is the identification of risks faced by cohorts with respect to gender relations and identities, which indicates specific risks and informs targeting actions.

The Cohort Livelihoods and Risk Analysis (CLARA) should be used across emergency settings and across all phases of the emergency. The CLARA can inform program design, be used to monitor implementation and outcomes, ensuring that there are no negative unintended consequences from programmatic interventions, and highlight needed program correction.

Specific attention to how programs may expose women, men, adolescent girls, adolescent boys, persons with disabilities, sexual and gender minorities to risks is needed across the program cycle to ensure safer, gender-sensitive livelihoods interventions. Livelihood practitioners can mitigate cohort and sub-population-specific risks by understanding how programs may increase exposure to risks and ensuring protective program design.

Audience

The primary audience of the CLARA guidance and tools are field-level livelihood practitioners engaged in emergency and early recovery interventions who can use CLARA to assess, design and monitor safe, gender-sensitive livelihoods interventions.

The secondary audience includes: (1) humanitarian staff at agency headquarters who are responsible for institutionalizing and enforcing gender risk analysis through organizational policies, procedures and practice; and (2) donors who can incentivize gender risk analysis by requiring integrated livelihoods, gender and protection analysis when supporting livelihood interventions in emergencies.

* For additional information on CLARA and other livelihoods resources please see www.womensrefugeecommission.org/empower/resources

Introduction/Verbal Consent/Closing Script for CLARA Focus Group Discussions & Interviews

Introduction

- Hello.
- I am [name] and I will be facilitating. [Name] will be taking notes.
- We represent [Organization].
- [Organization] is a humanitarian organization working in [location] to provide services to communities affected by crisis.
- Do you understand this language or is there a different language we should be speaking together?

=> **Speak in the language everyone understands.**

- We will be talking about livelihoods activities and risks that [women, men, girls, boys, persons with disabilities, LGBTI individuals] face daily/regularly in [location].
- We will also be talking about strategies that [women, men, adolescent girls, adolescent boys, persons with disabilities, LGBTI individuals] use to feel safer doing livelihoods activities.
- [Organization] wants to understand how risks related to livelihoods can be prevented and reduced so livelihoods can be safer and stronger in [location].

SELECTION & VOLUNTARY PARTICIPATION

- We have invited you to participate because you are [women, men, adolescent girls, adolescent boys, persons with disabilities, LGBTI individuals] living in [location].
- This is a voluntary activity. You can decide to participate or not participate.
- [Organization] is not giving anything in exchange for your participation.
- If you decide to not participate or stop participating at any time during the activity, this will not change your access to humanitarian services.

PROCESS & USE OF INFORMATION

⇒ Only say the appropriate messages below.

| Focus Group Discussion | Interview |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>⇒ First tell them</p> <ul style="list-style-type: none"> • This focus discussion group will take 1-2 hours. • We will ask you questions about your livelihoods and related risks. • The group will discuss the answers that best represent [women, men, adolescent boys, and adolescent girls] in [location]. <p>⇒ Then tell them</p> | <p>⇒ First tell them</p> <ul style="list-style-type: none"> • This interview will take 20 - 30 minutes. • We will ask you questions about your livelihood and related risks. <p>⇒ Then tell them</p> |
| <p>Both</p> | |
| <ul style="list-style-type: none"> • You can choose to respond or not respond to any of the questions. • These questions should not be upsetting to you. • [Insert information about referral pathways]. • Your answers will help [Organization] better understand the livelihoods, needs and risks of the community in [location] and to design appropriate and safe programs. • Please share common experiences in [location]. • You do not have to speak specifically about your family, but you can if you want to. • We will take notes but we will not write down your names. • All of you are important in this discussion and all of your voices are of equal value here. • Do you all agree that everyone is important and all voices are of equal value here? <p>⇒ Continue when everyone agrees.</p> <ul style="list-style-type: none"> • Your participation and your comments are anonymous and confidential. • Do all of you agree to keep others' participation and answers confidential? <p>⇒ Continue when everyone agrees.</p> <ul style="list-style-type: none"> • Do you have any questions? <p>⇒ Answer any questions.</p> | |

Verbal Consent

- You are free to participate or not participate.

⇒ Only say the appropriate messages below.

| Focus Group Discussion | Interview |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Does everyone understand the purpose of the discussion? The purpose is to learn about livelihoods and related risks. Do you all agree to participate? <p>⇒ If everyone agrees, continue. If someone does not agree, politely invite them to leave and continue the activity with everyone who agrees.</p> | <ul style="list-style-type: none"> Do you understand the purpose of the interview? The purpose is to learn about livelihoods and related risks. Do you agree to participate? <p>⇒ If yes, continue. If no, do not proceed.</p> |

SHARING RESULTS

⇒ Only say the appropriate messages below.

| Focus Group Discussion | Interview |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> [Organization] will organize a meeting in a few days to share the findings from the focus group discussions and interviews in [location]. [Organization] and one (1) representative from each focus group will be at the meeting. This group's representative will be responsible for sharing information from that meeting with the other members of this discussion group. Who is willing to be a representative for this group? Is everyone happy for this person to be your representative? <p>⇒ If everyone agrees, continue. If there is disagreement, ask for an alternate representative everyone is comfortable with to be selected. Record phone number of representative for future contact. If no number, ask the representative to show you where they live after the discussion.</p> | <ul style="list-style-type: none"> [Organization] will share findings from the focus group discussions and interviews in [location] with members of the community in a few days. |

⇒ Only say the appropriate messages below.

| WOMEN | ADOLESCENT GIRLS |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Gender-based violence (GBV) is violence that happens because of the different roles that society expects of women, men, girls and boys. • GBV can be physical, verbal, psychological or economic violence. • Physical violence might include domestic violence, groping, rape and intimate partner violence. • Verbal violence might be sexual harassment, intimidation and insults. • Psychological violence might be making someone feel less important because of their gender. • Economic violence might be discrimination, like denying a person a job, wage theft, access to credit or access to the marketplace. • GBV can happen anywhere – at work, at home, in the street, in the market, anywhere! • GBV can happen between family members, with neighbors, or with strangers. • Everyone has the right to a life free of violence. | <p>⇒ First tell them</p> <ul style="list-style-type: none"> • Girls and boys may be safe or vulnerable in different places, doing different activities, with different people, at different times of day, or because they are girls and boys. <p>⇒ Then tell girls the same messages for WOMEN.</p> |
| MEN* | ADOLESCENT BOYS |
| <ul style="list-style-type: none"> • Most violence happens against women and girls but violence can also happen to men and boys. • Violence can be physical, verbal, psychological or economic. • Physical violence might include an attack on the way to or back from work. • Verbal violence might be intimidation or insults. • Psychological violence might be making someone feel less important. • Men and boys might experience violence because they don't fit into ideas of what a 'real man' or what a 'real boy' are. • Economic violence might be discrimination, like denying a person a job, wage theft, access to credit or the marketplace. • Violence can happen anywhere – at work, at home, in the street, in the market, anywhere! • Violence can happen between family members, with neighbors, or with strangers. • Everyone has the right to a life free of violence. | <p>⇒ First tell them</p> <ul style="list-style-type: none"> • Men and boys might experience violence because they do not fit into ideas of what a 'real man' or what a 'real boy' are. • Girls and boys may be safe or vulnerable in different places, doing different activities, with different people, or at different times of day, because they are girls and boys. <p>⇒ Then tell girls the same messages for WOMEN. **</p> |

* Messages for men differ from the messages for women, adolescent girls, adolescent boys and LGBTI individuals. Discussing GBV directly with men during data collection can sometimes shut down discussion, as men may be defensive. Engaging men and boys in GBV prevention and response is critical and should be incorporated into program design and take place during implementation.

** Share the same messages for women with adolescent boys, instead of sharing messages for men. Adolescent boys may be less defensive than men when discussing GBV directly during data collection.

- **LGBTI Individuals**

- Gender-based violence (GBV) is violence that happens because of the different roles that society expects of women, men, girls and boys.
- Sexual and gender minorities might experience violence because they do not fit into ideas of what 'a real' woman, man, girl or boy are.
- [Lesbian, gay, bisexual, transgender, intersex] individuals may be safe or unsafe in different places, doing different activities, with different people, or at different times of day, because they are [lesbian, gay, bisexual, transgender, intersex].
- GBV can be physical, verbal, psychological or economic violence.
- Physical violence might include domestic violence, groping, rape and intimate partner violence.
- Verbal violence might be sexual harassment, intimidation and insults.
- Psychological violence might be making someone feel less important because of their gender.
- Economic violence might be discrimination, like denying a person a job, wage theft, access to credit or access to the marketplace.
- GBV can happen anywhere – at work, at home, in the street, in the market, anywhere!
- GBV can happen between family members, with neighbors, or with strangers.
- Everyone has the right to a life free of violence.

=> Continue with CLARA tools.

Closing

- Thank you the information you have shared.

=> Give a summary of notes taken for feedback.

- Is there anything you would like to correct?
- Is there anything you would like to add?
- Do you have any questions?
- [Organization] will analyze all of the information that we have learned here and in the other focus group discussions and interviews.
- If you have questions later, please [insert instructions for relevant feedback mechanisms].
- Good bye.

Cover Sheet for CLARA FGDs

Facilitator: _____ Note taker: _____ Language: _____
 Location: _____ Livelihood group/activity -if specifically sampling (e.g. farming, labor, sex work): _____

⇒ **Mark ALL the boxes that apply**

IDP
 Refugee
 Host
 Rural
 Urban
 Camp
 Settlement

| # AGE | MEN | WOMEN | | ADOLESCENT GIRLS | | | ADOLESCENT BOYS | | | PERSONS WITH DISABILITIES | SEXUAL & GENDER MINORITIES (L, G, B, T, I) | |
|--------------|----------|-------------------|-----------------------|------------------|---------------|-----------------------|--------------------------|----------------|--------------|---------------------------|--------------------------------------------|-------------------------|
| | | Head of Household | NOT Head of Household | In School | Out of School | Married with Children | Married without Children | In School ONLY | Working ONLY | | | BOTH School and Working |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | |
| 7 | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | |
| 9 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| TOTAL | # | | | | | | | | | | | |

PERSONS WITH DISABILITIES

Person experiences moderate to severe difficulty

- Seeing, even if wearing glasses
- Hearing, even if using a hearing aid
- Walking or climbing steps
- Remembering or concentrating
- Caring for themselves, such as bathing or getting dressed
- Communicating, either expressing themselves or being understood

Self #

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

FAMILY MEMBERS other than self in the household (#)

| |
|--------------------------|
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |
| <input type="checkbox"/> |

Group representative: Name: _____ Contact #: _____

Cover Sheet for CLARA Interviews

Facilitator: _____ Note taker: _____ Language: _____
 Location: _____ Livelihood group/activity -if specifically sampling (e.g. farming, labor, sex work): _____

⇒ **Mark ALL the boxes that apply**

| <input type="checkbox"/> IDP | <input type="checkbox"/> Refugee | <input type="checkbox"/> Host | <input type="checkbox"/> Rural | <input type="checkbox"/> Urban | <input type="checkbox"/> Camp | <input type="checkbox"/> Settlement | | | | | | | | |
|------------------------------|----------------------------------|-------------------------------|--------------------------------|--------------------------------|-------------------------------|-------------------------------------|--------------------------|----------------|-----------------|-------------------------|---------|---------------------------|--------------------------------------------|------|
| # AGE | MEN | | WOMEN | | | ADOLESCENT GIRLS | | | ADOLESCENT BOYS | | | PERSONS WITH DISABILITIES | SEXUAL & GENDER MINORITIES (L, G, B, T, I) | |
| | | Head of Household | NOT Head of Household | In School | Out of School | Married with Children | Married without Children | In School ONLY | Working ONLY | BOTH School and Working | Married | | | Self |
| | | | | | | | | | | | | | | |

PERSONS WITH DISABILITIES

Person experiences moderate to severe difficulty

- Seeing, even if wearing glasses
- Hearing, even if using a hearing aid
- Walking or climbing steps
- Remembering or concentrating
- Caring for themselves, such as bathing or getting dressed
- Communicating, either expressing themselves or being understood

FAMILY MEMBERS other than self in the household (#)

-
-
-
-
-
-

CLARA Adult FGD/Interview Tool

These questions are guidelines; you should adapt wording and probes as appropriate.

Notes should be recorded verbatim as much as possible, capturing the words of participants as spoken. Write legibly.

See CLARA Guidance for tips on data analysis.

| NOW (AFTER THE CRISIS)*: | BEFORE THE CRISIS*: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. What activities are you doing now to meet your family's basic needs and earn a living?</p> <p>(Probes: Trading, farming, fishing, animal rearing, hunting, labor, domestic work, crafts, rag-picking, hawking door-to-door, begging, sex work, receiving support from relatives or host community, etc.)</p> | <p>2. What activities did you do before “the crisis” to meet your family's basic needs and earn a living?</p> <p>(Probes: Trading, farming, fishing, animal rearing, hunting, labor, domestic work, crafts, rag-picking, hawking door-to-door, begging, sex work, receiving support from relatives or host community, etc.)</p> |

* Name the specific shock/crisis, e.g. “Before Boko Haram/ISIS/the earthquake/the flood.”



| NOW (AFTER THE CRISIS): | BEFORE THE CRISIS: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. A. Are there any livelihoods activities you do now that make you feel vulnerable/unsafe/less safe?</p> <p>(Probe: Refer to activities mentioned in answer to question #1, including day-to-day activities and occasional activities.)</p> | <p>4. A. Are there any livelihood activities that made you feel vulnerable/unsafe/less safe?</p> <p>(Probe: Refer to activities mentioned in answer to question #2, including day-to-day activities and occasional activities.)</p> |
| <p>3. B. If yes, what are the reasons you feel vulnerable/unsafe/less safe?</p> <p>(Probes: What are the risks/threats? Who makes you feel less safe? Where do you feel less safe? When do you feel less safe?)</p> | <p>4. B. If yes, what are the reasons you feel vulnerable/unsafe/less safe?</p> <p>(Probes: What were the risks/threats? Who made you feel less safe? Where did you feel less safe? When did you feel less safe?)</p> |

| NOW (AFTER THE CRISIS): | BEFORE THE CRISIS: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. What are the strategies you are using to feel safer now when doing these activities?</p> <p>(Probes: Avoiding certain activities, places, traveling a certain way or at certain times? Going places in groups? Avoiding X, Y or Z? Making sure to do A, B, C?)</p> | <p>6. What were the strategies you used to feel safer before “the crisis” when doing these activities?</p> <p>(Probes: Avoided certain activities, places, traveled a certain way or at certain times? Went places in groups? Avoided X, Y or Z? Made sure to do A, B, C?)</p> |
| <p>7. Have there been any positive or negative changes to your livelihood since “the crisis”?</p> <p>(Probes: Has your activity been interrupted/weakened in any way? Has it been strengthened in any way? How has your family tried to adjust – by selling assets, using savings, changing business plan, separation of family members, marriage of family members?)</p> | |

| NOW (AFTER THE CRISIS): | BEFORE THE CRISIS: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p data-bbox="105 342 690 415">8. A. How would you get back to generating income/improve your livelihood?</p> <p data-bbox="105 426 779 531">(Probes: Are there assets you need to replace? Stock you need to buy? Changes to your business plan? Scaling certain activities?)</p> | <p data-bbox="797 342 1471 415">8. B. What support/inputs do you need to make this happen?</p> <p data-bbox="797 426 1471 499">(Probes: Capital? Loans? Training? Acceptance – by the host community or others?)</p> |

10. What risks/threats might you face receiving this support?

(Probes: Would there be risks/tension within your family, with other relatives? Would there be risks/tension between hosts and IDPs/refugees? Would there be risks/tension between refugees and refugees/IDPs and IDPs? Would there be risks/tension between husbands and wives or between relatives? Risk of theft?)

11. How could these risks/threats be managed?

(Probes: How could distributions be safe for beneficiaries? How would savings be kept safe? How could tensions between hosts and refugees/IDPs be prevented? How could tensions between refugees and refugees/IDPs and IDPs be prevented? How could tensions between husbands and wives be prevented? How could tensions with relatives be prevented?)

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

(Probes: Farming, fish processing, dairy processing, nuts processing, wild food collection and processing, trading, crafts?)

13. What might be threats to women while doing these activities?

(Consider language: the threats, risk, and violence. Probes: Would women be exposed to GBV (sexual harassment, rape, intimidation, domestic violence, etc.) doing these activities? Why?)

14. How could these risks for women be managed?

(Probes: How could women protect themselves while doing these activities? Are there safe places where women can do these activities? Are there activities that can be done in groups? Advocating with local leaders? Avoid X, Y, Z? Make sure to do A, B, C?)

Do you have children? If no, skip to Question #18.

| NOW (AFTER THE CRISIS): | BEFORE THE CRISIS: |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>15. A. Does participating in livelihoods activities now impact your children's education? (Probes: Are children working to help afford food, health, rent, school fees? Are more or fewer children working now?)</p> <p>15. B. Different for girls and boys? If yes, why?</p> | <p>16. A. Did participating in livelihoods activities before "the crisis" impact your children's education? (Probes: Were children working to help afford food, health, rent, school fees? Were more or fewer children working before?)</p> <p>16. B. Different for girls and boys? If yes, why?</p> |
| NOW (AFTER THE CRISIS): | |
| <p>17. A. Has access to education changed since "the crisis"? If yes, how? (Probes: Ability to afford fees/materials? Change in school facilities? Distance to school? Quality of teaching?)</p> <p>17. B. Differently for girls and boys? If yes, why? Girls and boys of different ages? If yes, why? (Probes: Are more or fewer boys or girls working now? What ages? Has the age of marriage changed?)</p> | |

18.A. What kinds of livelihoods activities can be done by older adolescent girls?

(Probes: Farming, trading, crafts, dairy processing?)

18. B. What support is needed?

19. What might be threats to girls while doing these activities?

(Consider language: threats, risk, and violence. Probes: Would girls be exposed to GBV (sexual harassment, rape, intimidation, domestic violence etc.) doing these activities? Why?)

20. How could these risks for girls be managed?

(Probes: How could girls protect themselves while doing these activities? Are there safe places where girls can do these activities? Are there activities that can be done in groups? Advocacy with parents? Avoid X, Y, Z? Make sure to do A, B, C?)

21.A. What kinds of livelihoods activities can be done by older adolescent boys?

(Probes: Farming, animal rearing, trading, hunting, fishing, labor?)

21. B. What support is needed?**22. What might be threats to boys while doing these activities?**

(Consider language: threats, risk, and violence. Probes: Would boys be exposed to violence, including GBV (sexual harassment, rape, intimidation, etc.) doing these activities? Why?)

23. How could these risks for boys be managed?

(Probes: How could boys protect themselves while doing these activities? Are there safe places where boys can do these activities? Are there activities that can be done in groups? Advocacy with parents? Avoid X, Y, Z? Make sure to do A, B, C?)

24. *This next question is sensitive, and is something we are asking very generally, not about specific individuals. We are not asking this linked to religion or other values, but in general.*

24. A. To your knowledge, do refugees in your community ever engage in sex work* or commercial sex or sell sex, as a means of livelihood?

If yes:

24. B. Would you be willing to answer more questions about this so that [Organization] can understand more about risks people face, whether their rights are respected and whether they have access to appropriate services?

⇒ If yes, continue FGD/interview with Refugees Engaged in Sex Work from WRC's Urban Gender-based Violence Risk Assessment Guidance: Identifying Risk Factors for Urban Refugees (2016). Then, refer to the closing script.**

⇒ If no, refer to the closing script.

* "Sex Work" is defined here as consensual sex between adults. "Sex workers" are female, male and transgender adults and young people (over 18 years of age who receive money or goods in exchange for sexual services, either regularly or occasionally," World Health Organization, et. al. Implementing Comprehensive HIV/STI Programs with Sex Workers (2013) (internal citation omitted), available at: www.who.int/hiv/pub/sti/sex_worker_implementation/en/

**WRC is currently piloting this tool, which is intended to serve two purposes:

1. To inform individual case management and service provision, including referrals, and generate discussions about individual risk mitigation; and
2. To identify trends in GBV risks that are unique to a particular refugee or IDP cohort or sub-population. Answers can then be used to develop short- and long-term risk mitigation strategies that are tailored to that sub-population, and designed in consultation with them, and which can then be implemented on a programmatic or community-wide level.

CLARA Adolescent FGD/Interview Tool

These questions are guidelines; you should adapt wording and probes as appropriate.

Notes should be recorded verbatim as much as possible, capturing the words of participants as spoken. Write legibly.

See CLARA Guidance for tips on data analysis.

| NOW (AFTER THE CRISIS)*: | BEFORE THE CRISIS*: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. What activities are you doing now to help your family meet its basic needs and earn income?</p> <p>(Probes: Trading, farming, fishing, animal rearing, hunting, labor, domestic work, crafts, rag-picking, hawking door-to-door, begging, collecting water, collective firewood, childcare, sex work, receiving support from relatives or host community, etc.)</p> | <p>2. What activities did you do before “the crisis” to help meet your family’s basic needs and earn income?</p> <p>(Probes: Trading, farming, fishing, animal rearing, hunting, labor, domestic work, crafts, rag-picking, hawking door-to-door, begging, collecting water, collective firewood, childcare, sex work, receiving support from relatives or host community, etc.)</p> |

* Name the specific shock/crisis, e.g. “Before Boko Haram/ISIS/the earthquake/the flood.”

| NOW (AFTER THE CRISIS): | BEFORE THE CRISIS: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. A. Are there any livelihoods activities you do that make you feel vulnerable/unsafe/less safe?</p> <p>(Probe: Refer to activities mentioned in answer to question #1, including day-to-day activities and occasional activities.)</p> | <p>4. A. Did any of these activities that you did make you feel vulnerable/unsafe/less safe?</p> <p>(Probe: Refer to activities mentioned in answer to question #2, including day-to-day activities and occasional activities.)</p> |
| <p>3. B. If yes, what are the reasons you feel vulnerable/unsafe/less safe?</p> <p>(Probes: What are the risks/threats? Who makes you feel less safe? Where do you feel less safe? When do you feel less safe?)</p> | <p>B. If yes, what were the reasons you felt vulnerable/unsafe/less safe?</p> <p>(Probes: What were the risks/threats? Who made you feel less safe? Where did you feel less safe? When did you feel less safe?)</p> |

| NOW (AFTER THE CRISIS): | BEFORE THE CRISIS: |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. What are some of the things you are doing to feel safer now when doing these activities?</p> <p>(Probes: Avoiding certain activities, places, traveling a certain way or at certain times? Going places in groups? Avoiding X, Y or Z? Making sure to do A, B, C?)</p> | <p>6. What were some of the things you did before “the crisis” to feel safer when doing these activities?</p> <p>(Probes: Avoided certain activities, places, traveled a certain way or at certain times? Went places in groups? Avoided X, Y or Z? Made sure to do A, B, C?)</p> |
| <p>7. A. Have there been any positive changes to your family’s livelihood since “the crisis”?</p> <p>(Probes: Is your family doing different activities now? Are their activities more successful now? Change in activities?)</p> <p>7. B. Have there been any negative changes to your family’s livelihood since “the crisis”?</p> <p>(Probes: Is your family doing different activities now? Are their activities less successful now? Change in activities? Have family members gotten married?)</p> | |

| NOW (AFTER THE CRISIS): | BEFORE THE CRISIS: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>8. A. What are the livelihoods activities your family would like to do but can not? Why not? (Probes: Farming, trading, animal rearing, etc.?)</p> | <p>9. A. Where did you usually get support/inputs before “the crisis”? (Probes: Where did your family get loans? Where did your family get stock? Where did your family get agricultural inputs?)</p> |
| <p>8. B. What support does your family need to do these activities? (Probes: Tools, seeds, stock, animals?)</p> | <p>9. B. Where do you get support/inputs from now? (Probes: Where does your family get loans? Where does your family get stock? Where does your family get agricultural inputs?)</p> |

10. Would your family be safe receiving this support?

(Probes: Would there be risks/tension within your family, with other relatives? Would there be risks/tension between hosts and refugees/IDPs? Would there be risks/tension between fathers and mothers? Risk of theft?)

11. What are some of the things your family could do to feel safer receiving this support?

(Probes: How could distributions be safe for beneficiaries? How would savings be kept safe? How could tensions between hosts and refugees/IDPs be prevented? How could tensions between husbands and wives be prevented? How could tensions with relatives be prevented?)

15. A. What kinds of livelihoods activities can be done by older adolescent girls?

(Probes: Farming, fish processing, dairy processing, trading, crafts?)

15. B. What support is needed for girls to do these activities?**16. What might be threats to girls while doing these activities?**

(Consider language: threats, risk, and violence. Probes: Would girls be exposed to GBV (sexual harassment, rape, intimidation, etc.) doing these activities? Why?)

17. How could these risks for girls be managed?

(Probes: How could girls protect themselves while doing these activities? Are there safe places where girls can do these activities? Are there activities that can be done in groups? Avoid X, Y, Z? Make sure to do A, B, C?)

Skip to Question #21 for Girls

18. A. What kinds of livelihoods activities can be done by older adolescent boys?

(Probes: Farming, fishing, hunting, animal rearing, trading, crafts?)

18. B. What support is needed for boys to do these activities?

19. What might be threats to boys while doing these activities?

(Consider language: threats, risk, and violence. Probes: Would boys be exposed to violence, including GBV (sexual harassment, rape, intimidation, etc.) doing these activities? Why?)

20. How could these risks for boys be managed?

(Probes: How could boys protect themselves while doing these activities? Are there safe places where boys can do these activities? Are there activities that can be done in groups? Avoid X, Y, Z? Make sure to do A, B, C?)

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

(Probes: Farming, fish processing, dairy processing, nuts processing, wild food collection and processing, trading, crafts?)

22. Would women be safe doing these activities? If not, why?

(Probes: Would women be exposed to GBV (sexual harassment, rape, intimidation, etc.) doing these activities? Why?)

23. How could women be safer doing these activities?

(Probes: How could women protect themselves while doing these activities? Are there safe places where women can do these activities? Are there activities that can be done in groups? Avoid X, Y, Z? Make sure to do A, B, C?)

24. This next question is sensitive, and is something we are asking very generally, not about specific individuals. We are not asking this linked to religion or other values, but in general.

24. A. To your knowledge, do refugees or IDPs in your community ever engage in sex work* or commercial sex or sell sex, as a means of livelihood?

If yes:

24. B. Would you be willing to answer more questions about this so that [Organization] can understand more about risks people face, whether their rights are respected and whether they have access to appropriate services?

=> If yes, continue FGD/interview with Refugees Engaged in Sex Work from WRC's Urban Gender-based Violence Risk Assessment Guidance: Identifying Risk Factors for Urban Refugees (2016). Then, refer to the closing script.**

=> If no, refer to the closing script.

* "Sex Work" is defined here as consensual sex between adults. "Sex workers" are female, male and transgender adults and young people (over 18 years of age_ who receive money or goods in exchange for sexual services, either regularly or occasionally," World Health Organization, et. al. Implementing Comprehensive HIV/STI Programs with Sex Workers (2013) (internal citation omitted), available at: www.who.int/hiv/pub/sti/sex_worker_implementation/en/

**WRC is currently piloting this tool, which is intended to serve two purposes:

1. To inform individual case management and service provision, including referrals, and generate discussions about individual risk mitigation; and
2. To identify trends in GBV risks that are unique to a particular refugee or IDP cohort or sub-population. Answers can then be used to develop short- and long-term risk mitigation strategies that are tailored to that sub-population, and designed in consultation with them, and which can then be implemented on a programmatic or community-wide level.

IDPs and Refugees Engaged in Sex Work

(from WRC's *Urban Gender-based Violence Risk Assessment Guidance: Identifying Risk Factors for Urban Refugees** (2016)).

Use this tool with FGD and Interview participants who answer “Yes” to Question #24 B in the CLARA FGD/ Interview Tool.

See CLARA Guidance for tips on data analysis.

| IDPs and Refugees Engaged in Sex Work** | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Tailored Questions | Notes |
| <p>Stigma and discrimination</p> <p><i>What are attitudes within the community about people engaged in selling sex to make money and in exchange for goods and services?</i></p> <p><i>Is this something that is talked about within the community or by service providers?</i></p> <p><i>Is there a stigma around sex work – are there mostly negative attitudes around it?</i></p> | |
| <p><i>How might these attitudes affect a sex worker's safety? How might these attitudes affect their willingness to access services or access information, including about health or GBV?</i></p> | |
| <p><i>What types of peer support exist for IDPs/refugees doing this work?</i></p> <p><i>What could [Organization] do to make programs and services more welcoming and less stigmatizing for IDPs/refugees engaged in this work?</i></p> | |
| <p>Access to information</p> <p><i>Are there any programs, trainings (health or protection trainings), or local services for individuals involved in selling sex? Are IDPs /refugees able to access them?</i></p> | |

* This tool is from WRC's *Urban Gender-based Violence Risk Assessment Guidance: Identifying Risk Factors for Urban Refugees* (2016). <https://www.womensrefugeecommission.org/gbv/resources/1353-urban-gbv-tools>

** “Sex Work” is defined here as consensual sex between adults. “Sex workers” are “Female, male, and transgender adults and young people (over 18 years of age) who receive money or goods in exchange for sexual services, either regularly or occasionally,” World Health Organization, et al. *Implementing Comprehensive HIV/STI Programmes with Sex Workers* (2013) (internal citation omitted), available at www.who.int/hiv/pub/sti/sex_worker_implementation/en/

| Tailored Questions (continued) | Notes |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p><i>What information do sex workers have about their legal rights, or about what the laws here say about selling sex?</i></p> <p><i>Would someone who got arrested or detained by the police for selling sex know what to say, or have anyone they could contact for help?</i></p> | |
| <p><i>What information do sex workers have about GBV?</i></p> | |
| <p><i>What information do they have about sexual and reproductive health? Do they know where they can get tested for STIs, including HIV, and where they can get resources for safe sex, such as free condoms?</i></p> | |
| <p>GBV risks</p> <p><i>What are some of the risks of violence sex workers experience when working? Risks from clients? Risks from police?</i></p> | |
| <p><i>Would a sex worker ever report an incident of GBV or seek GBV services if the violence was related to their work? Why or why not?</i></p> | |
| <p><i>What could we do to ensure that IDPs/ refugees engaged in sex work have access to information on GBV, safety, peer support, and sexual and reproductive health?</i></p> <p><i>What kinds of outreach might be effective?</i></p> | |

CLARA FGD PRM Tools

CLARA FGDs may be conducted using Participative Ranking Methodology (PRM), a mixed methods approach developed by Columbia University.* Adult and adolescent CLARA PRM tools are available. Additional CLARA questions may be added or substituted from the CLARA modules as needed.

Using PRM, FGD participants are guided through key questions and responses are listed and ranked. See instructions below, describing the role of the facilitator and the note-taker.

Responses can be compared across cohorts (women, men, girls, boys, LGBTI) or within sub-groups (e.g., between adolescent girls who are unmarried and married, between lesbians, gay, bisexual, transgender or intersex individuals, or between livelihood groups e.g. traders, laborers, farmers and shepherds) to conduct gender risk analysis.

| Step | Facilitator | Note-taker |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LIST | <ul style="list-style-type: none"> Ask one question at a time. As themes are mentioned by participants, designate an object (e.g., bottle caps, pens, rocks, beans, etc.) to represent each theme once a minimum of two people corroborate a theme. Pay attention to both the verbal affirmation and body language of participants for consensus. Facilitate discussion until a maximum of 10 themes are elicited and 10 corresponding objects are designated. Remind participants of the significance of the objects throughout the discussion to ensure recall—best as a game with adolescents. | <ul style="list-style-type: none"> Record one question at a time. List the themes verbatim as mentioned by participants. Note which objects are designated as themes in order to help with which recall. |
| RANK | <ul style="list-style-type: none"> Draw a line in the sand representing a continuum. Indicating high and low on the continuum, facilitate discussion among participants to rank the themes. Rank the designated objects along the continuum one at a time. Inquire why there is agreement or disagreement among participants on each ranking. Once a minimum of 50% of participants agree on the ranking, set the object down along the continuum. | <ul style="list-style-type: none"> As participants discuss the ranking process, record verbatim the justifications given and why there is agreement or disagreement. List the ranked themes as prioritized by participants once objects are set on the continuum. |
| REPEAT | <ul style="list-style-type: none"> Repeat until all questions have been asked and all responses listed and ranked. | |

See *CLARA Guidance for tips on data analysis*.

* See *Participative Ranking Methodology: A Brief Guide: Version 1.1* (2010): <http://www.alnap.org/resource/8070>

CLARA Adult FGD PRM Tool

These questions are guidelines, you should adapt wording as appropriate.

Use this tool with adults, and meet with cohorts and sub-groups separately. Notes should be recorded verbatim, capturing the words of participants as spoken. Write legibly.

See CLARA Guidance for tips on data analysis.

1. What activities are you doing now to meet your family's basic needs and earn a living?

LIST

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

RANK

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NOTES:

2. What things make you feel unsafe when doing these activities? What do you fear?

LIST

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

RANK

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NOTES:

3. What are the strategies you are using to feel safer when doing these activities?

LIST

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

RANK

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NOTES:

CLARA Adolescent FGD PRM Tool

Use this tool with adolescents and meet with cohorts and sub-groups separately. Notes should be recorded verbatim, capturing the words of participants as spoken. Write legibly.

See CLARA Guidance for tips on data analysis.

1. What activities do adolescent [girls, boys] like yourselves do to help their families generate income?

LIST

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

RANK

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NOTES:

2. What are the fears* that adolescent [girls, boys] like yourselves feel when participating in these activities?

LIST

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

RANK

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NOTES:

* Discuss with local staff the best word to use that closely captures the sentiment/meaning of the term *risks*.

3. What steps do adolescent [girls, boys] like yourselves take to feel safer?*

LIST

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

RANK

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

NOTES:

* Based on conversations with local staff choose the wording that *best addressed risk mitigation strategies*.

CLARA – Logic Tool for Training Facilitators

Adjust examples for context

Tool: CLARA Focus Group Discussion and Interview Guides – Adults and Adolescents

| SPECIFIC DETAILS ARE NEEDED TO DESIGN AN EFFECTIVE AND SAFE LIVELIHOODS PROGRAM. It is important that when you ask the questions, you <i>PROBE</i> to get <i>SPECIFIC</i> details. | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ? | #* | |
| Adult Tool | Adolescent Tool | WE ARE ASKING TO UNDERSTAND... |
| 1 | 1 | The common livelihood activities people are currently doing to earn income and meet their basic needs (e.g., trading, farming, fishing, rearing animals, labor, domestic work, rag-picking, hawking goods door-to-door, sex work, begging, etc.). |
| 2 | 2 | What were common livelihood activities before displacement/the crisis, if there has been a change and why (e.g., loss of assets, loss of store-front or warehouse, absence of the right to work, lack of job opportunities – discrimination in seeking employment, language barriers, etc.). |
| 3A | 3A | What risks people currently experience doing livelihood activities (e.g., GBV, wage theft, sexual coercion, insecurity). <i>Focus is on livelihood activities, not other types of risk.</i> |
| 3B | 3B | What/who/where/when is the risk. |
| 4A | 4A | What risks people experienced doing livelihood activities before displacement/the crisis, if there has been a change and why. <i>Focus is on livelihood activities, not other types of risk.</i> |
| 4B | 4B | What/who/where/when was the risk. |
| 5 | 5 | People's current strategies for protecting themselves (e.g., traveling or working in groups or at certain times of day, home-based businesses). <i>Focus is on risks when doing their livelihoods activities, not other activities.</i> |
| 6 | 6 | People's strategies for protecting themselves before displacement/the crisis, if there has been a change and why. <i>Focus is on risks when they did their livelihoods activities, not other activities.</i> |
| 7 | 7A & 7B | The impact of displacement/the crisis on people's livelihoods. <i>There might be both negative impacts (e.g., competition and tension between host and IDP or refugee traders) and positive impacts (e.g., a host trader might have a more successful business with more customers).</i> |
| 8A | 8A | What people SPECIFICALLY need to earn income/improve their livelihood (e.g., replace stock or equipment, certification, job placement, etc.). |
| 8B | 8B | What support people need (e.g., opportunities to work in groups, grants to re-stock, grants or loans to replace assets, a liaison with employers to deter exploitation/negotiate decent work). |

* Note: Numbers correspond to numbers in the FGD and Interview guides.

| Adult Tool | Adolescent Tool | |
|------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9A | 9A | How the market was working before displacement/the crisis. Where people usually got support from (e.g., loans from family members, a money-lender or the bank, accessed X market for agricultural inputs, etc.). |
| 9B | 9B | How the market is currently working or not working. Where people are getting inputs/support from and if there has been a change since displacement/the crisis. |
| 9C* | | What livelihoods information refugees or IDPs need to be more familiar with their new market environment (e.g., where to access credit, buy stock in bulk, where there are storage facilities, where to find job opportunities – informal and formal, etc.). |
| 10 | 10 | Whether people perceive they will be safe if [Organization] can provide X support they asked for in response to question 8 A & B (e.g., would there be a risk of violence from relatives if a cash grant is received, would support result in tension between IDPs or refugees and hosts, or within the IDP or refugee community, etc.). |
| 11 | 11 | How people would protect themselves from these potential risks. |
| 12 | 21 | What livelihoods opportunities for women are “accepted” and “allowed” (by husbands/fathers, families and communities). For example, trading (in the market or home-based), milling, domestic work, dairy processing. <i>Current opportunities and attitudes are a starting point for male and community engagement and gender-transformative programming.</i> |
| 13 | 22 | What the current and potential risks are for women doing these activities (e.g., GBV, insecurity, wage theft). |
| 14 | 23 | How women can protect themselves when doing these activities (e.g., doing activities in groups, alternating or avoiding travel – routes and certain times of day, etc.). |
| 15A | 12A | If children are working instead of going to school and what activities they are doing/contributing to. |
| 15B | 12B | If the situation is the same or different for girls and boys (older and younger). |
| 16A | 13A | If children were working instead of going to school before displacement/the crisis and what activities they were doing/contributing to. |
| 16B | 13B | If the situation is the same or a different for girls and boys (older and younger) and why. |
| 17A | 14A | If there has been a change in access to education since displacement/the crisis and if so, why (e.g., no access to school facilities, not enough income for school fees/books/uniform, death of a household provider, family separation, etc.). |
| 17B | 14B | If the situation is the same or different for girls and boys (older and younger) and why. |
| 18A | 15A | What livelihoods opportunities for girls are “accepted” and “allowed” (by husbands/fathers, families and communities). For example, trading (in the market or home-based), milling, domestic work, hawking goods door-to-door. <i>Current opportunities and attitudes are a starting point for male and community engagement and gender transformative programming.</i> |
| 18B | 15B | What support adolescent girls need. |

* Adult versions only.

| | | |
|-----|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 19 | 16 | What the current and potential risks are for adolescent girls doing these activities (e.g., GBV, insecurity, injury, etc.). |
| 20 | 17 | How adolescent girls can protect themselves when doing these activities (e.g., doing activities in groups, alternating or avoiding travel – routes and certain times of day, etc.). |
| 21A | 18A | What livelihoods activities are opportunities for boys which are “accepted” and “allowed” (by husbands/fathers, families and communities). For example, farming, animal rearing, fishing, labor, trading. <i>Current opportunities and attitudes are a starting point for male and community engagement and gender transformative programming.</i> |
| 21B | 18B | What support adolescent boys need. |
| 22 | 19 | What the current and potential risks are for adolescent boys doing these activities (e.g., physical assault, injury, wage theft, harassment at checkpoints, etc.). |
| 23 | 20 | How adolescent boys can protect themselves when doing these activities (e.g., doing activities in groups, alternating or avoiding travel – routes and certain times of day, etc.). |
| 24A | 24A | If people are engaging in sex work or commercial sex or sell sex to meet their basic needs (e.g., income, rent, food, etc.) and related risks. |
| 24B | 24B | Protection needs of refugees, IDPs or host community members who sell sex and how [Organization] can respond to their needs with specific information, services and referral options. |

Tool: PRM FGD Tools – Adult and Adolescents

| | |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SPECIFIC DETAILS ARE NEEDED TO DESIGN AN EFFECTIVE AND SAFE LIVELIHOODS PROGRAM. | |
| It is important that when you ask the questions, <i>YOU PROBE UNTIL YOU GET SPECIFIC DETAILS.</i> | |
| ? # | WE ARE ASKING TO UNDERSTAND... |
| 1 | The common livelihood activities people are currently doing to earn income and meet their basic needs. |
| 2 | What risks people experience doing livelihood activities. <i>Focus is on livelihood activities, not other types of risk.</i> What/who/where/when is the risk. |
| 3 | People’s current strategies for protecting themselves. <i>Focus is on risks when doing their livelihoods activities, not other activities.</i> |



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