



# CLARA: Designing safer livelihoods programs in Iraq



WOMEN'S  
REFUGEE  
COMMISSION



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.

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Photographs by Stephanie Roberson and Tenzin Manell.

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

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

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

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## Acronyms & Abbreviations

CEFM	Child, early and forced marriage
CLARA	Cohort Livelihoods and Risk Analysis
CTP	Cash transfer programming
DPO	Disabled people's organization
EFSVL	Emergency food security and vulnerable livelihoods
FGD	Focus group discussion
FSAC	Food Security and Agriculture Cluster
GBV	Gender-based violence
HH	Household
IDP	Internally displaced person
IED	Improvised explosive device
IQD	Iraqi dinar
KRI	Kurdistan Region of Iraq
M&E	Monitoring and evaluation
MENA	Middle East/North Africa region
MSME	Micro, small and medium enterprises
PDS	Public distribution system
PWD	Persons with disabilities
SC-SL	Social Cohesion and Sustainable Livelihoods (Cluster)
UCG	Unconditional cash grant
WRC	Women's Refugee Commission

## Glossary

### Cohorts

Demographic groups such as women, men, adolescent girls, adolescent boys, the elderly, persons with disabilities, family members/caregivers of persons with disabilities, ethnic group or a particular livelihoods group (for example, farmers, shepherds, traders or laborers).

### Gender

Gender refers to the socially defined differences between females and males throughout the life cycle that are learned and thus acquired during one's socialization in a specific community/society. These socially defined differences in attitudes, behaviors and expectations are context specific, deeply rooted in culture and amenable to change over time. Gender and other factors, such as social class, race, ethnicity, sexual orientation and caste, determine economic, social, political and cultural roles, power and resources for females and males before, during and after humanitarian crises.<sup>1</sup>

### Gender-based violence

Gender-based violence (GBV) refers to "any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e., gender) differences between males and females. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty, whether occurring in public or in private life."<sup>2</sup>

### Gender mainstreaming

Gender mainstreaming is "a strategy which aims to bring about gender equality and advance women's rights by building gender capacity and accountability in all aspects of an organization's policies and activities, thereby contributing to a profound organizational transformation. It involves making gender perspectives – what women and men do and the resources and decision-making processes they have access to – more central to all policy development, research, advocacy, development, implementation and monitoring of norms and standards, and planning, implementation and monitoring of projects."<sup>3</sup>

### Gender analysis

Gender analysis explores inequalities in gender roles and responsibilities in society, and identifies the practical needs and strategic interests of women and men. It asks key questions such as "who does what?" "who decides?" "who gains?" and "who loses?" It examines the impact not just on men and

women in general, but on particular groups of men and women, taking into account diversity according to, for example, age, race, class, ethnicity, disability and sexual orientation.<sup>4</sup>

### Gender risk analysis

Gender risk analysis identifies the risks faced by targeted communities with respect to gender relations and identities, thereby increasing the visibility of the risks faced by different cohorts and indicating specific needs and targeting actions.

### Protection

Protection encompasses all activities aimed at obtaining full respect for the rights of individuals in accordance with human rights, refugee and humanitarian law. Protection can involve either removing individuals or groups from a risk, threat or situation of violence that may adversely affect their fundamental rights or freedoms, or intervening at the source of the violence to stop or reduce it.<sup>5</sup>

### Protection mainstreaming

Protection mainstreaming is the process of incorporating protection principles and promoting meaningful access, safety and dignity in humanitarian aid. Protection mainstreaming encompasses four elements: prioritizing safety and dignity and avoiding causing harm; meaningful access; accountability; and participation and empowerment.<sup>6</sup>

### Status groups

Community groups with different displacement status: IDP, refugee, returnee or host.

- 
1. IGWG, *Developing a Shared Vocabulary: Defining Gender and Related Terms* (Washington, D.C.: Interagency Gender Working Group, 2012).
  2. IASC, *Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery* (Draft, publication pending, 2015).
  3. Ibid.
  4. Definition from footnote in Thalia Kidder's chapter, "How do you eat between harvests?" in Ruxton, S., (Ed.), *Gender Equality and Men* (Oxfam, 2004), p. 75.
  5. IASC, *Guidelines for Gender-Based Violence Interventions in Humanitarian Settings* (Geneva: Inter-Agency Standing Committee, 2006).
  6. Global Protection Cluster, *Protection Mainstreaming*, (2014). <http://www.globalprotectioncluster.org/en/areas-of-responsibility/protection-mainstreaming.html> 2015



## Executive Summary

During emergencies, crisis-affected communities leverage their assets to survive while navigating a complex landscape of changing power dynamics, unequal access to resources and information, and threats of violence and displacement. Livelihood interventions are a double-edged sword; assets can help people overcome crises and build resilience and self-sufficiency, but can also quickly turn into liabilities, increasing vulnerability to risks, including gender-based violence (GBV).

Humanitarian practitioners can unintentionally contribute to risks associated with livelihoods, including increased GBV, with insufficient planning. When gender and gender risk analysis inform program design, livelihood initiatives can safely contribute to longer-term recovery while saving lives.

In April 2015, the Women's Refugee Commission (WRC) partnered with Oxfam in Iraq/Kurdistan Region of Iraq (KRI) to pilot the Cohort Livelihoods and Risk Analysis (CLARA) guidance and tool. Developed by the Women's Refugee Commission, CLARA assesses needs, risks and opportunities, and highlights mitigation strategies for safer, more responsive humanitarian assistance.

### Findings from the north Diyala/Garmian region of Iraq

The conflict between the Government of Iraq, Government of Kurdistan and armed opposition groups, including ISIS, has displaced approximately 2.8 million people within Iraq, with over 90 percent living outside of camps. Assets have been destroyed, transportation routes are more dangerous, which affects markets, and a deeply ingrained fear of strangers exacerbates social tensions. All of this has disrupted the livelihoods of both internally displaced persons and the host communities and limits what options remain.

Both the IDP and host communities attempt to protect women, and particularly adolescent girls, by restricting

their mobility, in some cases even more than they were restricted before the crisis. This has limited women's ability to participate in livelihoods, and they are mainly now confined to their homes.

Farming and herding have not fared well, and for most IDP men their best livelihood options require them to travel farther away to find work, although they prefer to stay in the host village to protect their wives and daughters. Likewise, men in the host community reported leaving their villages for work less often in order to protect their wives and daughters.

### Recommendations

While displacement exacerbates vulnerabilities, and can sometimes disproportionately affect women and girls, it can also lead to changes in gender norms and the disruption of social and cultural practices, providing opportunities for the promotion of gender equality.

As men are the primary breadwinners in Iraq/KRI, support for their livelihoods is imperative for the recovery of both IDP and host families, as well as to gain allies for women's livelihoods. Male farmers and herders are best supported by cash or in-kind provision of seeds, tools, farm equipment such as pumps and livestock. Support to reestablish supply-chain networks and mobile income-generating activities for IDPs are promising interventions for male traders. Cash-for-work is important for male laborers.

Mainstreaming gender and gender risk analysis across the program's duration enables agencies and practitioners to seize transformative opportunities and to build inclusive, safe, effective and responsive livelihood programs.

Because women tend to be confined to their homes for cultural reasons or due to insecurity, their livelihoods should be activities generally accepted as women's work – for example, backyard farming, cattle and chickens that do not require grazing, dairy production and home-based businesses, particularly those where in-kind provision is possible. Direct participation in cash-for-work outside of

the home may increase vulnerability for women. Joining up women into partnerships and cooperatives and assisting in the business plans for female customers – done with the full engagement of men and adolescent boys – may reduce vulnerability to GBV.

WRC's checklist for Integrating Protection/GBV Mitigation in Livelihoods Programs<sup>1</sup> pinpoints minimum requirements for building inclusive, safer, more responsive livelihoods programming. Program design should adhere to these minimum standards wherever possible and take a graduated approach. Continuous gender risk analysis throughout the program cycle is needed to ensure that interventions do not unintentionally increase risk to those receiving support.

For a full list of detailed recommendations, see page 18.

## 2. Introduction to CLARA – Cohort Livelihoods and Risk Analysis

During emergencies, crisis-affected communities leverage their assets to survive while navigating a complex landscape of changing power dynamics, unequal access to resources and information, and threats of violence and displacement. Livelihood interventions are a double-edged sword: assets can help people overcome crises and build resilience and self-sufficiency, but can also quickly turn into liabilities, increasing vulnerability to risks, including gender-based violence (GBV). Women, girls, boys and men experience these dynamics differently and their risks of violence are unique.

When gender analysis informs program design, livelihood initiatives can safely seed longer-term recovery while saving lives. However humanitarian practitioners can unintentionally contribute to increased risks due to poor response planning. The links between gender, livelihoods and protection are critical and often overlooked. It is essential that the urgency to “do something” does not compromise the imperative to “do no harm.”<sup>2</sup> While

displacement exacerbates vulnerabilities for crisis-affected communities, disproportionately affecting women and girls, it can also lead to changes in gender norms and the disruption of social and cultural practices thereby providing opportunities for the promotion of gender equality.<sup>3</sup>

Mainstreaming gender and gender risk analysis in assessments, program design, implementation, monitoring and evaluation are imperative in order to create effective and safe economic opportunities for crisis-affected communities.<sup>4</sup>

Since 2009, the Women's Refugee Commission (WRC) has been researching and promoting how to make economic programs for displaced and returning populations both effective and safe. Findings have shown that new economic opportunities can increase women's and girls' risk of GBV. However, economic programmers can mitigate many of these risks by understanding how their programs expose women and girls to risks and then building protective elements into program design and implementation to mitigate these risks as much as possible.<sup>5</sup>

The WRC is currently conducting a two-year action research project to improve emergency response through safe, market-based livelihood recovery programs. Previous work<sup>6</sup> highlighted that field practitioners lack guidance and tools to assess risks associated with livelihood activities and in particular, capturing risk of increased exposure of GBV for women and girls related to livelihoods programs. Such guidance and tools are needed in order to inform and implement safe livelihood interventions.

The WRC published the draft Cohort Livelihoods and Risk Analysis (CLARA) guidance and tool in September 2014. CLARA is a set of four steps to capture GBV risks associated with pre-crisis livelihoods, as well as the potential risks arising from programs in response to crisis: 1. secondary data review; 2. primary data collection; 3. data analysis and program design; and 4. implementation and monitoring. The CLARA may be used alongside livelihood assessment tools already in use or as a stand-alone tool.<sup>7</sup>



WRC and Oxfam partnered to pilot the CLARA in Iraq/ Kurdistan Region of Iraq (KRI) in order to:

- assess the livelihood recovery needs of conflicted-affected communities and associated risks, including GBV, through mainstreaming gender risk analysis;
- design appropriate livelihoods initiatives that incorporate gender risk analysis and risk mitigation throughout the program cycle for safer, more responsive and effective livelihoods programming for conflict-affected communities;
- capture learning relevant to CLARA implementation and dissemination of the guidance and tool among key stakeholders.

The CLARA is designed to safely and rapidly collect top-line information that allow humanitarian practitioners to assess *if* and *how* such programs might heighten participants' risks, including GBV, as well as *how* to modify livelihood programs if they do in fact increase exposure to risk, including GBV, in order to reduce exposure associated with engaging in post-disaster economic opportunities.

This report details findings from an April 2015 field-test of the CLARA in Iraq/KRI. The report also outlines recommendations for Oxfam's livelihoods programming in the north Diyala/Garmian region.

The primary audience for this report is the humanitarian agencies, livelihoods, protection and gender staff who are responding to the crisis in Iraq/KRI, as well as practitioners who support livelihood programs in other contexts. A secondary audience includes communities of practice and donors.

This report begins by providing background on the current political, cultural and economic context in Iraq, followed by the methodology. The report then describes the CLARA findings in the north Diyala/Garmian region. Recommendations for program design follow. See Annex B for select sections of the CLARA guidance and tool.

### 3. Iraq Context

As the conflict between the Government of Iraq, Government of Kurdistan and armed opposition groups (including ISIS) continues, the shifting front lines have resulted in multiple population displacements, occasional returns and new areas becoming accessible for humanitarian work. The UN reports that as of May 2015, close to 2.8 million IDPs were displaced within Iraq<sup>8</sup> with over 90 percent living outside of camps.<sup>9</sup> Many of these people are living in areas disputed by the Government of Iraq and the Government of Kurdistan, as well as areas under the control of ISIS. Women and girls are among the most vulnerable displaced. Broad social and cultural acceptance of inequality and discrimination against women and girls across Iraq/KRI results in everyday risks and not only obstructs their social, economic and political empowerment but that of their communities.

Since late 2014, Oxfam has been working in the Garmian region of Iraq which encompasses the northern part of Diyala Governorate (Iraq) as well as parts of KRI. The northern part of Diyala Governorate constitutes a contested area. Administratively, it comes under the authority of the Iraqi Government; however, the Government of KRI provides security for the area and is consulted on higher-level decisions. The front-line against ISIS has been pushed farther south by multiple actors, including Iraqi Security Forces, Peshmerga and various militia groups. Newly accessible areas have come under the control of multiple actors, proliferating the conflict and land grabs.

Oxfam is supporting non-camp IDPs, returnees and vulnerable host communities in both rural and urban areas. Current and planned support includes increased access to clean water, sanitation, food and other basic needs, as well as support for livelihoods. Oxfam is committed to mainstreaming gender and protection in all its initiatives. In particular Oxfam is committed to mainstreaming gender risk analysis in all livelihoods initiatives.

Potential livelihood interventions Oxfam will implement in the north Diyala/Garmian region to support the most vulnerable include support to the recovery of farming live-

livelihoods in conflict-affected areas, including kitchen gardens to promote food security; support to the recovery of animal-rearing livelihoods in conflict-affected areas; cash grants to previously existing businesses to revitalize the economy of towns/villages; grants to start-up businesses and associated skills training – prioritizing non-competing business plans; support for existing businesses to re-establish the supply-chain network; mobile income-generating activities for IDPs with limited livelihood options – with market assessment support; cash-for-work; and unconditional cash grants to vulnerable households.

## 4. Methodology

The methodology employed for the north Diyala/Garmian region CLARA assessment is as follows, with further detail presented in Annex A.

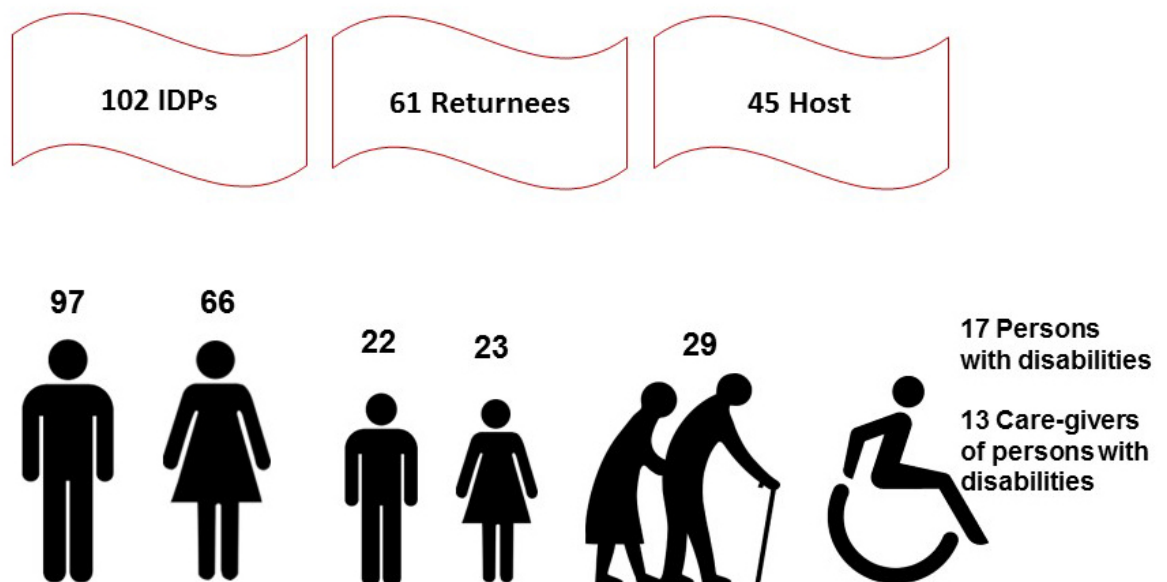
- WRC and Oxfam selected Iraq as an implementation site for the CLARA pilot assessment based on WRC's donor requirements for an IDP, rapid-onset or protracted emergency context and given Oxfam's

established country presence.

- WRC and Oxfam identified three target populations for the assessment: IDPs living in non-camp settings, returnees and host communities.
- Oxfam identified five villages in the north Diyala/Garmian region as assessment sites that were either villages with returnees or host villages with a higher proportion of IDPs to hosts.
- Oxfam recruited a team of nine data collectors, including five women and four men, who received two days of training on gender, GBV, livelihoods, ethical data collection, focus group and interview facilitation, as well as note taking.

Twenty-eight focus group discussions (FGDs) and 31 household interviews were conducted over six days with 208 IDPs, returnees and hosts using the CLARA guidance and tool. In accordance with the IASC *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action*,<sup>10</sup> consultations took place separately with women, men, adolescent girls and boys. In addition, FGDs were held with predominant liveli-

## 208 Participants





Data collectors.

hood groups, including farmers, shepherds, traders and laborers. FGDs included persons with disabilities (PWD) and caregivers of PWD, as well as the elderly (see graphic on page 4). Follow-up interviews were held with cohorts that were underrepresented in the FGDs.

- Daily debrief sessions and two additional days of data analysis were undertaken with the data collection team.
- Program design recommendations were formulated with the data collection team, taking into account risks and mitigations strategies for each status group and cohort.
- One day of validation meetings took place wherein findings were shared with and clarified by targeted communities in each of the five villages.
- A half-day workshop was held with the data collection team to discuss the process of the CLARA assessment as well as the contents of the guidance and tool in order to capture learning for its future revision.

The CLARA tools – English and Arabic versions – can be found in Annex C.

## 5. Livelihoods in Iraq

### Wealth Groups<sup>11</sup>

Oxfam conducted wealth group breakdowns in three areas prior to the CLARA assessment. The wealth group breakdowns provided baseline information on income, prevalent livelihoods and rural/urban variation. The WRC and Oxfam used these findings to identify key livelihood groups for further investigation.

Livelihoods in Iraq/KRI are varied. The wealth breakdowns conducted indicated that the wealthier/better off livelihood groups include families with salaried employment, families with more than one income, landowners with larger amounts of land (more than 50 donums)<sup>12</sup> and families owning more than 50 cows (although livestock ownership is not always typical of this group). The better off groups are more likely to live in concrete structures, own a car and often own farm equipment such as a tractor or combine harvester machine. Wealthier people in the community often have access to a larger number of wells for irrigation, are more able to access formal credit through banks or money lenders and have savings to fall back on in lean months.

Those in the poor and very poor wealth groups tend to work as farmers, shepherds, traders and laborers. There are few shepherds without secondary sources of income, and most farmers also own livestock. The poor and very poor farmers usually own or rent less than 15 donums and are more likely than the better off group to own livestock. This group also includes elderly and retired people who receive a government pension as well as those who receive welfare payments such as disability or widow's payments.<sup>13</sup> The poor and very poor are more likely to depend on the public distribution system (PDS) food rations for meals, are unable to buy clothes and tend to live in mud-brick houses. This group cannot access formal credit and is more likely to borrow money from friends or relatives during lean months.

Based on results from the wealth breakdown study, the research team focused CLARA implementation on four of the poorest livelihood groups: farmers, shepherds, traders and laborers.

## Seasonal Calendar<sup>14</sup>

### Cropping

The main cash crops are wheat and barley. Farmers plant these crops in October/November and harvest them the following May–July. Wheat and barley are cultivated on a large scale, using tractors for plowing, planting and spraying, and combine harvester machines for harvesting. These machines are often rented by farmers, although some own their own machinery. Most wheat and barley is sold directly to the government, which pays higher prices than private buyers. The government subsidizes these crops in order to support the PDS. Wheat and barley farming is predominantly done by men.

Most farmers also grow fruit and vegetables, such as eggplants (aubergines), tomatoes, cucumbers, onions, peppers, sesame and watermelon. These are spring/summer crops, generally planted in April and harvested between May and July. Farmers who own greenhouses and drip-feed irrigation systems can have multiple harvests throughout the year. Women often engage in vegetable farming on their family farm, participating in soil preparation, planting, weeding and harvesting. Women also commonly grow fruits and vegetables in kitchen gardens.

### Labor

The peak season for both construction and hollow-block factories is during the summer months from May–August. The peak season for farm labor is March to April for weeding and irrigation canal clearing, and October for land preparation.

### Income and Expenditure Patterns

The period of highest income for almost all groups is May–August, the high season for labor and crop sales. From September to December most farmers and laborers live on their savings and crop sales. January to April are the leanest months, when people are most likely to borrow money or sell animals and other assets.

## 6. Findings

### 6.1 Internally Displaced People (IDPs)

**IDPs are the most vulnerable group in this context, as most IDPs abruptly fled their homes and livelihoods, taking few assets with them.** The majority of IDPs have extremely limited livelihood options and do not know how long they will stay in their current location nor when they can return home. Many IDP families are eager to return home and hesitant to consider livelihood options.

*“I have [my husband's] pension and it's good. We do not farm here, because every day we say we will go back to our village.”*

Woman, IDP FGD

Displaced farmers have lost access to their own land and cannot afford to rent or purchase land in the areas where they have resettled. While some IDP shepherds fled their homes with their livestock, some have purchased new animals after resettling. Lack of access to suitable grazing land and lack of money to purchase fodder has led to the death of many animals. As a result, many IDPs have sold their remaining animals at reduced prices.

Some displaced traders have been able to re-establish their businesses by doing mobile trading. However, their activities remain constrained due to limited capital and space to restart trading fully.

A number of IDPs are finding limited casual labor opportunities, but have to travel greater distances to find work. IDPs face high competition between IDPs and with host/returnee laborers to secure scarce labor opportunities in urban areas. In addition, IDPs face difficulty moving freely between checkpoints to access labor work. **Most IDPs working as casual laborers manage to find only one or two days' work per month, which is insufficient to support their families and provide a stable income.**

*“Traveling to Khanaqin is hard...The checkpoints suspect our names because*

*of having similarities [with members of ISIS]. It is also hard to find a job because of the large number of the IDPs. There is risk for the laborers who try to travel to other areas. A big problem is the checkpoint because they ask us for a sponsor in the city [where the labor opportunities are].”*

Man, IDP laborers FGD

**IDPs are living on rapidly depleting savings. In addition to selling off animals, they are selling other household assets and women are selling their jewelry.** Access to loans is increasingly scarce; however, IDPs who do have access to loans (most often through host family members) have increased debt burdens.

*“I am unemployed. We do not take loans now because the hosts do not have money and if we did get a loan we have no way to repay it because we do not have work.”*

Man, IDP laborers FGD

Many IDPs said they suffer from psychological trauma. Their traumatic flight, ongoing state of uncertainty as to how long they can stay in their current location without being evicted and where their next meal will come from are taking a toll on their mental and physical health.

*“We are breathing but we are dead. We are tired psychologically.”*

Woman, IDP FGD

*“We are really bad psychologically. We do not care about life now because life has lost its beauty for us. We are waiting for death. We do not feel safe and this has impacted our livelihood so much. Even now we do not have enough money for buying food for our children.”*

Elderly woman, IDP FGD

## 6.2 Social Cohesion

Tensions between IDP and host communities has been documented by a number of organizations. The aim of the Social Cohesion and Sustainable Livelihoods (SC–SL) cluster in Iraq is to try to find innovative ways to address these issues.

For both host communities and IDPs, social networks are critical to livelihoods and safety and security. Fear of ISIS remains high, and the ethnic dimensions of Arab IDPs moving into Kurdish villages and of Sunni–Shia dynamics add to the underlying fear of strangers. **In some areas, mistrust between host communities and IDPs is extremely high, with rumors being the main driving force of mutual mistrust.**

*“Before the IDPs came I was more confident about my house and shop but now I do not feel safe. I heard there have been acts of stealing in the other shops. I am more careful now than I was before. I do not leave my shop open because of stealing.”*

Man, host Traders FGD

*“Our livelihood is not safe now, but what should we do? We have no other choice.”*



A data collector leads a focus group discussion with men from the host community.

*The IDPS are Arabs, they do not like Kurds. They openly show their dislike [for Kurds]. Their children steal from us. They kill our animals. We do not feel safe."*

Adolescent girl, host FGD

**Community fears regarding strangers focus on two risks. First, the risk that displaced families could be connected to ISIS. Second, regarding the protection of women and adolescent girls.** IDP men are torn between the need to travel farther away to find work and the desire to stay in the host village to protect their wives and daughters. Men in the host community reported leaving their villages less often in order to protect their wives and daughters.

*"Most of the men do not go to work because they do not want the women to be alone in the village. We do not let our children go to work because there are strangers in the village."*

Woman, IDP FGD

All status groups and cohorts reported that women and adolescent girls need to be protected from strangers. While neither IDP nor host respondents reported incidents of sexual assault or sexual harassment by other status group, both groups are actively mitigating against these risks by further restricting the mobility of women and particularly adolescent girls.

*"I do not allow my daughters to leave the house because we are very afraid of the people in the village because they are strangers. We do not know them."*

Woman, IDP FGD

*"We never go out because we do not know the IDPs and they are Arab. We are like prisoners."*

Adolescent girl, host FGD

Both IDP and host adolescent girls reported that they felt like prisoners in their own houses.

*"The area is strange and we cannot move freely in the village. I cannot go out and leave my daughters in the house."*

Woman, IDP FGD

Communities fear that women and in particular adolescent girls might be kidnapped and trafficked by ISIS. It appears that the fear of strangers is deeply ingrained in cultural norms and traditions and may have been exacerbated by media reports relating to ISIS kidnapping women and children.<sup>15</sup>

*"We go to the house of my husband's grandmother to sleep because we are afraid. There is no fear, risk or threat from the IDPs – the IDPs are busy with their lives and livelihoods... There is no change in the safety of the village apart from fear of ISIS."*

Woman, host FGD

In some areas, host communities and IDPs have found ways to overcome these barriers and collaborate. Areas where IDPs have family connections, or have resettled in communities with the same ethnic group/clan reported less tension. The areas of highest tension seem to be those places where there is little or no ethnic/clan connection between status groups.

It was notable that some Kurdish host families said they felt less worried about the fear of strangers than Arab host families or Arab IDPs. When asked how long a stranger needed to live in the village before they were no longer considered a stranger, some Kurdish communities said that after a few months they had established relations with the IDPs and felt comfortable with their new neighbors. However, not all Kurdish communities felt this way and in some areas the fear of strangers was clearly mutual and persistent for both groups. Many IDPs stated that they would never feel integrated and would always feel like strangers in the community.

*"Even if we die here, we will always be strangers."*

Woman, IDP FGD

### 6.3 Farmers

The majority of farmers surveyed had multiple income streams and either owned livestock or worked as casual labor intermittently during the year. Farmers have been affected by the conflict in a variety of ways.

For the farmers returning to their land after a period of displacement the needs are diverse. Some returnee **farmers fled their land before harvesting the previous year's crops and therefore had neither income from last year's harvest nor stored seed stock.** Some returned to find their assets destroyed, including tractors, water pumps, generators and other machinery. In particular, access to water is a key issue inhibiting the restart of farming activities. Most returning farmers lack sufficient capital to restart farming and replace their key assets. In some returnee communities farmers' land is still considered off limits by security forces. This may be due to the presence of improvised explosive devices (IEDs) or because the area remains strategically important for armed groups to control. Only a few farmers reported they had been able to rent new land in order to restart activities.

*"The most important thing is we need money to return to our previous situation. We do not have enough money to restart farming. We need a machine for agriculture and also we need farming tools."*

Elderly woman, IDP FGD

**The destruction of towns and disruption of normal market functions also means that farmers can no longer buy and sell agricultural products in familiar markets.** Farmers now need to find new suppliers/buyers for their crops and in some cases have taken on debt related to the additional costs of transporting crops to more distant markets.

*"Most of the roads are closed. Our wheat and barley were sold in Jalawla before, but now they are sold in Kalar. The transportation payment is expensive, so we have taken a bigger loan."*

Man, host farmers FGD

*"No one supports one another because no one has money to help others."*

Man, host farmer FGD

Farmers, irrespective of status group, also now need to spend significantly more on inputs such as seeds, fertilizer and pesticides. **Key agricultural inputs that used to be either provided freely or subsidized by the government are no longer available/accessible.**

Women's engagement in farming activities is both crop-specific and seasonal. Women are heavily engaged in vegetable farming (planting, weeding and harvesting) but are significantly less involved in wheat and barley production, which requires more mechanization. Farm machinery is almost exclusively operated by men. Women only work on land their families own as it is viewed as culturally inappropriate for them to work as laborers on other farms. Farming activity has been severely restricted for women since the crisis. Women host community farmers reported that they used to feel safe working on their land but now fear ISIS and other threats to their safety, such as the presence of strangers/IDPs in the village. Such risks prevent women from going to their land to farm.

### 6.4 Shepherds

The research team did not manage to speak to many shepherds. It is unclear whether shepherds were unavailable because they were tending to their animals, or whether they were absorbed into other livelihood focus groups. Most livestock owners also engage in farming or work as laborers in order to diversify their sources of income.

**The crisis has diminished many shepherds' herds, as animals have been stolen or are being sold off.** Lack of fodder and safe grazing land is an issue for all status groups and particularly for IDPs. The lack of government-supplied fodder is also having a negative impact on host community shepherds. Several host shepherds commented that the price of sheep has dropped. It is unclear if this is connected to the crisis, due to lack of accessible markets or that animals are malnourished and thus are fetching lower prices.

*“Now I am a shepherd. I still look after sheep. I depend on fodder and do not have land to graze. Now I sell animals daily because I do not have fodder and a place for grazing. We do not have a good livelihood, it is not enough for our needs. Now we have taken 3 million Iraqi dinar as a loan because of the crisis. We were getting fodder from the government before, but now I depend on myself. Most of the sheep died as we do not have enough fodder and water for the sheep.”*

Man, host shepherds FGD

*“We lost a lot of our animals and they died because they had nothing to eat.”*

Woman, IDP FGD

In some locations shepherds commented that the change in security forces controlling the area made them feel safer when grazing animals now compared to the past. They stated that before the crisis shepherds were commonly arrested or detained on grounds of being suspicious or unknown to the local security forces, but this is happening less often now.

*“Security is better now than it was in the past. We used to stay far away from the military bases and stay near the village.”*

Man, host shepherd FGD

*“I was not feeling threatened before but there was one barrier. It was the xxx<sup>16</sup> military. They obstructed us from having sheep and being shepherds. When the xxx army was coming, we used to hide ourselves beyond the mountain because we were really scared of them. When the xxx forces came, there is no threat anymore.”*

Adolescent boy, host FGD

The issue of IEDs and explosives was also discussed as an issue both prior to and post crisis. In the past,

landmines and unexploded ordnance planted during the Saddam Hussein regime were a risk. Shepherds mitigated this by not grazing animals in areas that were known by communities to be unsafe. The same mitigation strategy is being employed currently in areas where shepherds are not sure if there is unexploded ordinance.

While women look after animals when they are in the home, including feeding and giving fodder, it is exclusively men and boys who take animals such as sheep and goats out to graze. Grazing is typically an activity done by boys and young men aged 12–20.

## 6.5 Traders

The majority of traders interviewed have small-scale shops, often located in their houses, which sell sweets and snacks, and in some cases clothing and household items. Some male traders are mobile, traveling to neighboring villages, and rely on cars, tricycles or small vans to sell vegetables, clothes and other items.

Traders face a variety of challenges due to the current conflict. A number of host communities and returnees had their shops looted or attacked by ISIS. Many traders lost assets and stock, or suffered physical damage to their shops during the conflict. In addition, **traders no longer have enough customers to make ends meet, as people have less to spend.**



A store established by an IDP trader.



*“My house was demolished, my shop was looted and everything in it has been stolen.”*

Woman trader, returnee interview

*“Now no one buy things from me because no one has money.”*

Woman trader, host interview

Social networks between traders and suppliers played a big role in trading before the crisis. Widespread damage and destruction to neighboring towns and their pre-existing markets are now limiting traders' access to credit from known suppliers, who allowed them to purchase at better prices. Traders now have to travel farther and buy from new, unknown suppliers, resulting in paying higher prices for items and increased transport costs.

*“When I was going to Jalawla to buy goods I knew everyone there, but now I have to go to Kalar. Kalar is far and it costs so much to go there. I do not have money for transport and I do not know anyone there now. In the past I was selling different goods but now things in Kalar are more expensive.”*

Woman trader, returnee interview

*“Before the crisis I took loans between 3 and 5 million IQD. Now there are no loans. Before I got materials from Jalawla. I could take loans from my friend who owned the shop where I got stock and we were working together and we knew each other. Before the crisis my shop had a lot of items like food, drinks, meat and vegetables but now I only sell vegetables because I get stock from Kalar and the prices are more expensive than what I got from Jalawla.”*

Man, host traders FGD

Accessing new markets has also led to security concerns. Traders report being stopped at checkpoints

and not being allowed to pass through with their goods. Some markets are now too dangerous to access. The majority of traders commented that taking new routes is dangerous as they do not know the roads well nor the security risks associated with those routes.

The lack of market networks is particularly challenging for female traders. **Women traders are exposed to higher risks of sexual harassment without their pre-existing social networks.** Accessing new markets is especially challenging as it is considered culturally inappropriate for women to travel long distances alone.

*“Sometimes when I feel scared I take a person with me so as not to be alone, because the area [new market] is far away and I do not know anyone there.”*

Woman trader, returnee interview

Host communities reported that a large number of IDPs have begun to open shops or engage in mobile trading, which is impacting their businesses. One or two host communities believed this was made possible by NGO cash grants, but this was not verified.

*“The IDPs sell their materials at lower cost than us. There are a lot of cars [mobile traders] that bring materials like food and clothes to the village to be sold. There is more competition now.”*

Man, host traders FGD

Competition between host and IDP traders was a topic discussed by the majority of traders. Host traders reported that IDPs are selling items at a cheaper prices, thus undercutting the local shops, increasing competition and resulting in higher tension in some communities. Due to loss of income and assets, host communities also have lower purchasing power than before the crisis. **Both host and IDP traders are making less income than before.**

## 6.6 Laborers

Host and returnee laborers are underemployed or unemployed and have extremely limited options for work, especially in villages close to Jalawla. This area had at

least 18 hollow-block factories before the crisis where the majority of residents in the area – both men and adolescent boys – worked as laborers. Laborers used to earn a daily wage of approximately 25,000 IQD for loading and unloading blocks onto trucks.

Of the 18 factories, only three have resumed operations since the crisis. Laborers reported that the factories themselves were not damaged during the fighting and have the capacity to be operational. The main reasons cited for the continued closure were that factory owners left the area and the disruption of the transport network. The access roads from Baghdad, Baquuba and Muqdadiya in the south are blocked, mainly due to insecurity and damaged infrastructure. The majority of the hollow blocks from this area were sold to buyers in these southern cities. The cost of producing hollow blocks in the south towards Baghdad is much more expensive than in Jalawla, driving buyers to come north to purchase them. Very few buyers come from the road north towards Kalar, as there are a number of other factories servicing the areas in Kifri, Kalar and Khanaqin.

The road to Baghdad through Jalawla has been closed by security forces and most commercial traffic is not allowed through. A bridge that was badly damaged during the fighting can now only support smaller, lighter vehicles. Respondents unanimously agreed that without trucks and traffic, the factories cannot restart business.

*“We need work to make a livelihood. We need the road to be opened so the vehicles can use the road.”*

Adolescent boy, returnee FGD

Child labor in block factories was frequently mentioned by men, women, adolescent girls and boys. One adolescent boy reported that he had been disabled during a work accident in one of the factories. **Many families rely heavily on boys to bring in labor income** (discussed further below).

*“If the road was opened and the factories were opened again we would send all of our children there.”*

Woman, returnee FGD

Competition for scarce labor opportunities between IDPs, host and returnee men and boys have driven down the daily wage in the reopened factories. Workers are now earning approximately 15,000 IQD per day. In addition to decreased rates, laborers are only finding two to three days of work per month compared to an average of six days a week before the crisis. In addition, men and boys are traveling farther from home for labor opportunities.

*“It [the crisis] has impacted us. In our village we were working every week, six days a week. But now in a month we only work two to three days. Now we have to travel 32–65 kilometers away. Now we only make 30,000 IQD per month.”*

Man, IDP laborer interview

When the men travel farther away for work, there is greater risk of being stopped and questioned at checkpoints. In some areas, if laborers are not able to return home before 5:00pm, they are denied permission to pass the checkpoint. The farther laborers travel to find work the less likely it is that they can return home before 5:00pm, putting them at additional risk. There is also a perceived risk to women; **as men travel farther and farther away for work, necessitating a stay overnight, many women say they feel more at risk staying at home alone.**

*“We are worried about our husbands because they go to the far places to work and to get water. Those places are risky and far.”*

Woman, IDP FGD

## 6.7 Women

Discussions of livelihood needs and activities for women varied across villages, status groups and cohorts. Some men and boys responded that women do not/should not participate in livelihoods at all or could only do housework; others were more open to discussing ideas of which livelihood activities were culturally appropriate or inappropriate and viable. **Women, men, adolescent girls and boys did not acknowledge women' and girls' care work as work.**

*“Women here do not do things that support livelihoods.”*

Adolescent boy, host FGD

*“Women cannot do any activity because Arab women cannot work.”*

Man, IDP FGD

When women and girls were asked, they initially only discussed their husbands’ and male relatives’ activities and echoed that women cannot/do not participate in livelihoods at all. Upon probing, however, the majority of **women and girls had clear ideas as to their livelihood contributions, needs and potential opportunities.**

**Livelihoods opportunities identified by women as appropriate for women included farming, sewing, baking, beauty salons, broom-making, dairy/food processing, animal husbandry in the home and trading/running a small shop.** The viability and safety of these activities is further discussed in the recommendations section.

*“Our women can do different things like working at a beauty salon, sewing, [managing] shops. We can also farm. I grew crops of vegetables in my home for our use. I have planted tomatoes and some other types of vegetables. I had two cows before the crisis, and I got benefit from their milk by selling it, but I do not have any animals now.”*

Woman, returnee FGD

*“We can do everything like owning a salon or a shop, sewing, owning animals at home. But we do not have anything.”*

Adolescent girl, IDP FGD

Farming for women is usually restricted to the household or kitchen gardens, or on the family’s land. Farming on their own family land is now significantly restricted as women no longer feel safe going out of the village.

*“If a woman owns a shop to sell clothes*

*that will be good. Women cannot do farming.”*

Adolescent boy, returnee FGD

*“Our livelihood is affected because we do not farm now, we are at home. We sold our animals because of ISIS.”*

Woman, host FGD

Looking after animals, restricted to feeding and cleaning animal stalls, is an activity that both women and adolescent girls engage in at the household level. Women are not permitted by cultural norms to take animals outside of the village to graze. Sometimes women take cows out to graze if they stay within the village. Grazing sheep and goats requires travel farther away from the village, and is now considered too dangerous.

*“We cannot be shepherds. If they [agencies] give us animals we can be shepherds, but we cannot go far from the village.”*

Woman, host FGD

Some female traders reported that before the crisis women were sexually harassed and intimidated for running small shops, as trading is traditionally a man’s occupation. Some participants also commented that younger women were at greater risk running their small shops because of greater exposure to male customers. Women suggested that limiting their stock to female-related items minimized that risk as men would be less likely to come to their shop. Before the crisis women traders relied heavily on social networks for accompaniment in the market and for access to credit. **Many women traders have now lost their market networks and have to travel farther from their homes to find new suppliers resulting in increased risk.**

*“At the beginning of my work some people said the job is shameful, you should not do that job and go alone to the cities. No one threatened me. The major threat was that I was going alone to those areas”*

Woman trader, returnee interview



IDP women's focus group discussion.

*"The shop is not a risk because my son helps me when a strange customer comes to buy."*

Woman trader, host interview

Beauty salons were perceived as both suitable and unsuitable livelihood opportunities for women. Some communities embraced salons as a common women's livelihood activity, while others deplored salons as disallowed by men and repudiated by Islam. It should be noted that in the villages where men reported this activity was disallowed, salons still existed and were run by women. One IDP woman noted that she had run a salon in the past, and now she struggled to charge any money for her services. It is not clear if the host community had refused to pay her, or if she felt indebted to her hosts and so was too embarrassed to ask for money.

*"We do not have a job and we do not work. Now I have beauty salon, but people of the village do not pay me. I do that work without money."*

Woman, IDP FGD

*"The kind of activity that can be done by women is sewing. Our location is a rural and traditional area. Women are not*

*allowed to work and have beauty salon because of tradition."*

Man, returnee FGD

Every focus group unanimously identified sewing as the most acceptable livelihood activity for women. A large number of women had either fled without their sewing machines or had lost these assets due to theft. Sewing machines were the most commonly requested asset by IDP, returnee and host women. Several women commented that they had previously been able to earn modest incomes from sewing. One widow commented that she has been wearing the same clothes for a year until Oxfam gave her a cash grant. She immediately bought material to make a new dress for herself.

Collecting sticks and making brooms was identified as a livelihood activity in only one village. It was noted, however, that due to security risks, this was no longer an activity that women could engage in safely.

*"Now there is ISIS we cannot do anything like farming or raising animals. We used to collect sticks from Chimana to make brooms to sell but now we cannot go there."*

Woman, host FGD

A small number of women across status groups make cheese, yogurt, butter and other dairy products, either for household consumption or for retail sale to their neighbors. A few women who used to live in Qara Tapa town said they had the skills to bake bread and desserts for sale; however, they would not do this because women in the village make their own.

*"We look after animals, we sell the milk, cheese and get benefit from it. Every three or four families live on one salary from a son, father or brother."*

Woman, host FGD

*"Before the crisis we had animals like cows, sheep and chickens. We can do everything and get money by selling eggs, yogurt, milk, but we do not have*

*anything now. We sold all the animals for a little money. The seeds were ours. We did not buy seeds from anywhere. Every year we stored half of the crop as seed for the next year."*

Adolescent girl, IDP FGD

**The majority of women in both the host and IDP communities felt that their movement within the village and participation in livelihood activities had been safer and freer in the past.** At present, women say that their participation in livelihoods has been restricted by the presence of strangers, as well as constrained by general insecurity and fears of ISIS. Many women and girls are now confined to their houses and no longer leave the village or move within the village.

*"We cannot be free in the village or move freely in the village. We cannot go outside on the street."*

Woman, host FGD

*"We do not have any livelihood source. We do not go out because of ISIS."*

Woman, host FGD

## 6.8 Adolescent Girls and Boys

**Both girls and boys regularly participate in their families' livelihood activities. However, there is a clear distinction between the types of work that girls and boys engage in, as well as a clear link between participation in livelihoods and decreased access to education.** The most common activity engaged in by both girls and boys is the care of animals. However, girls care for animals in the home and boys take animals to pasture in the field.

*"The children participate in looking after the animals and grazing. Girls and boys do it every day."*

Man, host shepherds FGD

**There is a direct link between perceived safety and participation in school.** Many women, men, adolescent

boys and girls stated that when primary schools existed in their villages, boys and girls were afforded equal access. Lack of money for tuition and transportation to school is a constraining factor for adolescent girls' and boys' schooling, and travelling to other areas with schools is considered unsafe for both girls and boys, but more so for girls. Further discussion on girls' and boys' schooling and school access is below.

*"It is our tradition, we do not allow girls to study and go out when they grow up. There is difference between boys and girls. The boys can study and travel for school but our tradition does not allow girls."*

Adolescent girl, IDP FGD

*"My children are at risk because they are in high school. They should go to Qara Tapa to school but the area is not secure."*

Woman trader, host interview

For IDP students in particular, lack of Arabic language schools in areas of resettlement means that both girls and boys have discontinued their schooling.

Several girls and boys said they suffered psychological trauma, including feelings of anger and helplessness at being trapped inside all the time, anxiety, fear of crowds and fear of fire.

*"It [the crisis] has impacted my health and psychology. I am angrier now. I cannot go close to fire because I get nervous. I cannot go outside of the house because of the weather and the cold affects my health. I cannot stay in a crowded place. I stay at home. I cannot go out."*

Adolescent girl with disabilities, IDP interview

*"One of the boys became angry all the time and no longer speaks to anyone. He does housework."*

Adolescent boy with disabilities, IDP FGD

### Adolescent Girls

Girls are primarily engaged in school work and household chores, such as sewing and feeding chickens or cows. Many respondents said that girls performed their chores in the mornings and evenings so as not to interfere with their schoolwork or school attendance. One boys' focus group unanimously said that girls did better in their school work because they spent more time physically in the home, making it easier to complete their homework and study for exams.

Focus group discussions found that **most Arab girls stop attending school at the ages of 13–15 because it is culturally disallowed or due to lack of access to secondary school** within the village and/or unaffordable tuition. Arab girls often get married at this same age. Respondents did not assert an explicit link between leaving school and early marriage. Some IDP, returnee and host women mentioned that girls who are out of school prefer to get married than to stay at home, while girls attending secondary school prefer to continue their studies. Focus group discussions found that **most Kurdish girls continue with their education and often marry at ages 18–25**. Kurdish returnee women said that if families of “good boys” approach a family whose daughter is out of school with an offer of marriage, the girl and the girl’s family will likely accept the arrangement. Where access to secondary school was limited and travel outside the village was required, girls’ participation was limited and considered risky. Women explained that this is partly for cultural reasons, but also due to risk of abuse or attack while walking to the school or while on a bus with male passengers.

*“Girls have left the school before the boys because the schools are far and we do not have money for traveling. We are afraid that our daughters would face abuse (touching).”*

Woman IDP FGD

**All IDP and host community girls relayed that they are affected by the increased restriction of movement.** Girls reported that before the crisis they could move freely within the village, including visiting each other’s homes.

*“How can we allow them [girls] to go out? They [IDPs] have young boys, we do not know who they are.”*

Woman, host FGD

Girls’ restricted mobility is discussed further below.

### Adolescent Boys

**Boys are far more likely than girls to engage in livelihood activities.** They can begin participating in livelihoods work as early as age nine, and many respondents stated that most boys work full time by ages 13–15. Boys primarily engage in farming, shepherding, trading and casual labor. Boys whose fathers are not present (e.g., deceased, away from the village for labor opportunities) are much more likely to begin work at younger ages. These boys reported having little time for studying and that dropping out of school was common.

*“Working affected our kids. Their work made the kids leave school at sixth primary. Because we have animals, we obliged our kids to give up their studies.”*

Man, host FGD

*“Before this crisis I was working as a laborer (transferring bricks). I was supporting my family with that work. I was a student at the same time I was a laborer, but because of the hardness of my situation, I gave up studying.”*

Adolescent boy, returnee FGD

Boys are more likely than girls to attend secondary school and university when families can afford tuition. Whether or not higher education was available within the village was not seen by respondents as a determining factor for boys’ schooling.

Boys face a number of risks when participating in livelihood activities. In addition to the negative impact on their education, boys face physical risks due to insecurity or accidents in the workplace. One adolescent male respondent suffered a permanent disability as a result of a workplace accident in a factory.



A data collector facilitates a focus group discussion with IDP men.

## 6.9 Elderly/Persons with Disabilities

A minority of elderly and disabled people have continued to receive pensions and disability payments since the crisis. Some IDPs are eligible for pension and disability payments, respectively, but cannot access them from their new locations. However, many are not eligible to receive payments at all.

**Livelihoods for the elderly and PWD are primarily home-based.** It is unclear whether PWD and the elderly prefer home-based livelihoods due to limited mobility, or due to stigma or limited access to suitable alternate opportunities.

The majority of elderly and disabled women engaged in sewing before the crisis and earned a modest income. Many IDP and returnee women their sewing machines damaged or stolen when they fled their homes. Several expressed their desire for new sewing machines in order to resume this activity.

Elderly and disabled people reported that suitable livelihood options include home-based shops, which requires repair to existing shops, capital for (re)stocking, and making and selling handcrafts (e.g., loofahs), as well as selling mobile phone credit (which operates on fixed prices).

Some PWD articulated their experience of prejudice and harassment both before the crisis and currently. Persons with mental disabilities are particularly at risk. One participant said that her disabled brother could not leave the house as he might get lost or be in danger. Another group reported that in Bagdad terrorists would exploit mentally disabled people by dressing them in suicide vests and direct them to public places where the vests would be detonated.

## 7. Recommendations

### 7.1 Program Design

While displacement can lead to changes in gender norms and the disruption of social and cultural practices which are accompanied by new risks, these disruptions also yield opportunities to promote gender equality.<sup>17</sup> Mainstreaming gender and gender risk analysis across the program cycle enables agencies and practitioners to seize these transformative opportunities and to build inclusive, safe, effective and responsive livelihood programs. The livelihood needs of IDP, returnee and host communities, and of women, men, adolescent girls and boys, the elderly and PWD vary and should be assessed contextually to ensure the most appropriate support. Findings from the north Diyala/Garmian region affirm that cohorts face unique risks associated with livelihood activities and highlight mitigation strategies employed by communities towards addressing such risks. All livelihoods support should consider potential associated risks and integrate mitigation mechanisms, aiming in particular to strengthen community-based protection mechanisms.

WRC's checklist for Integrating Protection/GBV Mitigation in Livelihoods Programs<sup>18</sup> pinpoints minimum requirements across emergency contexts and intervention methods for building inclusive, safer, more responsive livelihoods programming. Program design should adhere to these minimum standards wherever possible and take a graduated approach according to vulnerability level so that people do not receive services that they are not in a position to take advantage of. Furthermore, a graduated approach is essential in order to ensure that interventions do not unintentionally increase risk to those receiving support. Program design should aim to enable communities to build multiple assets to improve resiliency outcomes.

The following interventions are proposed for Oxfam's North Diyala/Garmian region Livelihoods Program for which Oxfam will seek funding (see next page):



Intervention	Key Issues
Support to the recovery of farming livelihoods in conflict-affected areas, including kitchen gardens to promote food security	Farmland – lack of safe access, inclusion/participation of women
Support to the recovery of animal-rearing livelihoods in conflict-affected areas	Grazing – safe access to land, host-IDP tensions, lack of fodder
Cash grants to previously existing businesses to revitalize the economy of towns/villages	Market access for supplies, disrupted transport network, lack of credit, increased prices and transport costs, support for vulnerable women traders
Cash grants to start-up businesses and associated skills training – prioritizing non-competing business plans	Competition between hosts and IDPs, market access for supplies, disrupted transport network, lack of credit, increased prices and transport costs, support for vulnerable women traders
Support for existing businesses to re-establish supply-chain networks	Owners absent, transport networks may not reopen
Mobile income-generating activities for IDPs with limited livelihood options – with market assessment support	Competition between hosts and IDPs, increased tensions
Cash-for-work	Protection issues depend on the nature/location of work – farm-based cash-for-work versus factory labor, debris clear-up needs to be closely monitored with de-mining groups
Unconditional cash grants to vulnerable households	Support to the most vulnerable irrespective of status group

Agencies should select interventions that are market based and are most likely to support households as a whole in their recovery and improve resilience to the next probable displacement (given the protracted nature of the conflict in Iraq/KRI). However, agencies should optimize support to households with support to individuals. Livelihood programs should target the most vulnerable and most economically viable household members – irrespective of IDP, returnee or host status – and ensure safe and equal access to all forms of support across cohorts, to build resilience to overcome economic shock(s) that characterize displacement. In doing so, clear and transparent targeting practices are essential in order to avoid exacerbating tensions between status groups or reinforcing gender inequality at the household level.<sup>19</sup> IDP livelihoods in particular are extremely limited and targeting IDPs should consider social cohesion in the design of interventions. Agencies should play a mediating role with communities in particular to minimize

land-related and other natural resource conflicts. More specific interventions that address social cohesion are mentioned below.

Men's livelihoods are critical for the recovery of families/households. As men are the primary breadwinners in Iraq/KRI support to men's livelihoods are imperative for the recovery of families, irrespective of status group, as well as to gain allies among men for the support of women's livelihoods. Engagement of men and boys is essential in all livelihoods support to women and girls in order to enable safe opportunities for women and adolescent girls and to achieve gender transformative outcomes.<sup>20</sup> Without engaging men and boys, agencies may exacerbate risks for women and girls, including risk of GBV. Extensive sensitization is needed in communities to gain support for women's livelihood activities prior to implementation. Men and boys should be engaged as role models for other men to prevent GBV. However, engaging men and boys should not reinforce existing power imbalances and the

restricted mobility of women. Engagement should take place at the community level, family level and individual level.<sup>21</sup>

A case management approach should be taken in order to continually deepen understanding of risks among cohorts and across status groups in each context and to integrate appropriate and effective mitigation strategies into programming. WRC's Protection Assessment, provides guidelines and tools (safety mapping, safety tool and decision chart) for a comprehensive case management approach.<sup>22</sup>

## Detailed Recommendations for Livelihood Interventions

In this section, program design recommendations are made according to prevalent livelihood activities, displacement status and cohort. Where agencies lack the capacity to undertake the recommended mainstreaming and targeting actions, partnerships should be built among stakeholders in order to engage technical expertise to bridge existing gaps. In addition, recommendations for implementation and monitoring and evaluation are made.

### 7.1.1 Farmers

Only farmers who have safe access to their land should be selected so as to minimize protection risk of farmers venturing to insecure lands. Where farmers lack safe access to land, alternative livelihood support should be prioritized alongside engagement with relevant demining authorities in the area, such as Mines Advisory Group, to help reestablish safe farmland. The Food Security and Agriculture Cluster (FSAC) should lobby and support the recovery of the government's PDS system in areas where subsidized inputs, such as seeds and fertilizers, has ceased.

### Returnee and Host Farmers

Support to returnee and host farmers may include cash or voucher/in-kind provision of agricultural inputs, including seeds, tools, fertilizer, water pumps and fuel. Where possible, this should be done in coordination

with government authorities to support and complement existing PDS structures and avoid undermining them. In addition, many farmers need support to repair or replace assets such as farm machinery as well as generators and water pumps for irrigation. Agencies should consider alternatives, such as solar pumps, which can reduce expenditure on fuel, as well as supporting farmers to clean and dig irrigation canals through cash-for-work activities. Newer farming technologies should also be considered (where feasible and appropriate), such as provision of greenhouses and drip-feed irrigation systems, along with training. For returnee farmers who no longer have safe access to land, support for renting viable land is recommended, or support for viable livelihood alternatives in the short term.

### IDP Farmers

In order to address land and safety constraints, support for IDP farmers could include kits for backyard farming/kitchen gardens (pots, sacks, seeds, tools – either as vouchers or in-kind) to improve households' food security or support to rent viable land from the host community where possible. If IDP farmers can secure safe access to land, the same support recommended for returnee and host farmers is advised. For those without safe access to land or alternate labor opportunities, cash-for-work is recommended, as well as investigating short-term income-generating solutions, such as mobile trading through provision of a motorbike/trailer, or food processing. Cash-for-work might include clearing irrigation canals, as well as assisting in planting and harvesting.

### Women Farmers/Kitchen Gardens

The restoration of farming activities may support women by generating household income; however, women's participation on family farms is unlikely to resume until the security context improves. Women can instead be supported by prioritizing crops that engage women or are produced by women in a safe manner. Women should be targeted in seed and tool dispersal programs to complement the kits dispersed to male farmers for use in backyard farming and kitchen gardens. Kitchen gardens can improve families' food security and be

sources of small amounts of additional income for women gardeners. Seeds should include key vegetables and fruits used in the production of value-added products and food processing. Where necessary, negotiating women's safe access to/from available land and water sources is essential for women's safe participation in farming/gardening.

Agricultural cash-for-work programming for women was discouraged in some areas as unsafe and unacceptable in assessments conducted by Oxfam prior to the CLARA. Cash-for-work should be assessed on a case-by-case basis as cultural restrictions on women's work in farming are extremely varied across different villages and may be considered acceptable in some areas. Unless further assessments indicate that farm-based cash-for-work is a safe for women, such support is not recommended. However, alternative home-based cash-for-work activities should be investigated, such as sewing or other activities.<sup>23</sup> In addition, allowing male relatives to escort women to cash-for-work activities should be further investigated before ruling out women's participation in field-based cash-for-work projects.

### 7.1.2 *Shepherds*

Support to IDP, returnee and host community shepherds can include cash or voucher/in-kind provision of animals (cows, sheep, goats and chickens) to restock herds, as well as veterinarian kits and fencing. Animal packages



A host community shepherd.

should include fodder in order to strengthen all shepherds' capacity to use fodder as a protection strategy and to reduce their financial burden. Agencies should lobby for the recovery of the government's PDS system in areas where subsidized inputs, such as fodder, has ceased. However, fodder alone is insufficient for animals' health; thus, animal packages should be contingent on shepherds' access to space to pen animals as well as their access to safe grazing land.

Where shepherds lack safe access to grazing land, agencies can negotiate with landowners and/or the government for common grazing areas in locations that have been certified as safe. In order to improve the security of grazing lands, agencies should coordinate with agencies clearing mines to target areas where animals are commonly grazed.

Selection criteria should include IDP, returnee and host community shepherds who lack safe access to land in order to enable these shepherds to safely graze their livestock. For shepherds who do not have safe access to grazing lands, alternate support, such as cash-for-work or alternative income-generating activities, is recommended. As findings showed that most shepherds have an alternative livelihood, and very few people were stand-alone shepherds, support to other livelihoods or income streams (such as farming) may be appropriate.

### Animal-rearing and Social Cohesion

Support to shepherds presents an opportunity to facilitate partnerships between IDP and host community shepherds to improve social cohesion. Humanitarian agencies can facilitate partnerships across status groups in order to incentivize returnee/host shepherds to share space for keeping animals and access to safe grazing lands with IDPs in exchange for fodder. IDPs should also receive vouchers for fodder. Such a partnership can enhance the mitigation strategies of shepherds, while helping to develop relationships in areas of tension.

### Women Caretakers of Animals

Concurrent with support for male shepherds, women should be targeted in livestock dispersal programs and veterinary training. Livestock dispersal to women should

include large livestock (cattle) as well as small animals (chickens) to build their safety nets. Goats and sheep dispersals are not recommended for women as these large animals are grazed by men and boys – and may increase the participation of boys in shepherding. Large livestock relevant to women’s dairy production should be favored to support the formation of women’s dairy cooperatives (discussed below). Negotiating women’s safe access to and ability to travel to/from water sources is essential for their safe participation in taking care of animals.<sup>24</sup>

### 7.1.3 Traders

Several interventions are promising for traders, including cash grants to re-establish previously existing businesses alongside support to re-establish supply-chain networks for traders who can no longer access familiar markets and networks; cash grants to start up new businesses and associated skills training; and mobile income-generating activities for IDPs with limited livelihood options. In addition to grants, humanitarian agencies can support the reestablishment of trading networks across status groups by underwriting or guaranteeing credit, thus allowing traders to develop trust with new buyers/suppliers. Opportunities for building social cohesion across status groups includes facilitating discussions between IDP and host traders on price setting, opportunities for bulk purchasing and selecting commodities for trading which are non-competing.

### IDP Traders

Support for IDP traders should minimize competition with host traders in order to prevent/reduce tensions between the two trader groups. Tricycles can be a good option for IDPs, enabling mobile trading to reach multiple villages. However, this intervention, following a market assessment, should include business training focusing on diversifying business plans in order to reduce competition between IDP and host traders. These mobile income-generating activities should be carefully monitored alongside the activities of host traders. In addition, tricycles serve as a movable asset that IDPs can take home with them.

### Returnee and Host Traders

Many returnee and host traders require capital to replace stock and assets, such as freezers, refrigerators and generators. In addition, support is needed in order to repair/rebuild shops that have been damaged or in order to rent new spaces. Recommended support includes cash grants and business training in order to revitalize the economy of villages/towns.

### Women Traders

Selection of women traders – both those with existing activities and the identification of women for start-up businesses – should be done with the full engagement of men in the community. Where men in more conservative communities do not accept women being traders despite sensitization work, support should be carefully considered in order to avoid increasing GBV risk for women.<sup>25</sup> Joining up women into partnerships and cooperatives as co-traders and assisting in the development of business plans for female customers (such as clothing, food and home goods stores) may reduce vulnerability to GBV for women traders. Female traders should be trained in asset preservation with protocols in place for safe places to save and access money during times of duress. In the north Diyala/Garmian region, women will likely be unable to access supply chains (both unwilling to and prevented from) due to insecurity and mobility issues. Therefore, the buy-in of men is critical in order for women to be supported to safely access critical markets.

### 7.1.4 Laborers

In the north Diyala/Garmian region where men are primarily laborers (and other livelihood groups also face limited opportunities), cash-for-work is an important intervention. Cash-for-work can include working on irrigation channels, planting and harvesting on farms, and community clean-up works. Efforts should be made to support the reopening of factories in order to restore labor markets. Supporting factory owners to establish new market linkages via different access routes (north-bound instead of south-bound) should be further investigated.

Humanitarian agencies can lobby the government to support laborers, including issuing identification cards

and letters from security forces in order to allow laborers to move more freely through checkpoints for work. Mitigation efforts to minimize risks – both general insecurity as well as from labor conditions – are essential for men and adolescent boys. Care should be taken through community mobilization to not exacerbate tensions between IDP, returnees and host laborers and members of other livelihood groups given the high demand and limited supply of labor opportunities.<sup>26</sup>

Where safe and appropriate, cash-for-work should target women as well as men. When women and older adolescent girls have safe and equal access to income, they are much better positioned to meet their basic needs. However, where women's and girls' mobility is restricted due to gender norms and/or insecurity, their direct participation in cash-for-work may increase their vulnerability to sexual exploitation and abuse. Consultations with women, men, older adolescent girls and boys must be undertaken in each context in order to design the most inclusive cash-for-work program that does no harm.<sup>27</sup>

### 7.1.5 Women

All livelihood interventions targeting women must be based on a market assessment and gender risk analysis in order to ensure their viability and in order to strengthen women's protection strategies through their economic empowerment.<sup>28</sup> The conservative culture of the north Diyala/Garmian region and across Iraq/KRI presents particular challenges for livelihood interventions targeting women – to both their engagement and safety.

Livelihood interventions for women need to consider the cultural context of IDPs, returnees and hosts in each village in order to ensure safe support for women. Women's restricted mobility since the crisis has further limited their engagement in economic activities. Buy-in from men (family members, community members and community leaders) is important to ensure "permission" for women to participate in livelihoods intervention.<sup>29</sup> Without acceptance by their communities, new livelihoods strategies may increase risks for women.

Livelihood and income-generating opportunities for women are especially scarce because many women are confined to their homes for cultural reasons and because of insecur-

ity. During FGDs, women expressed interest in engaging in income-generating activities, especially those that can be realized within the home. Agencies should be aware of women's care work so as to not exacerbate women's time poverty.<sup>30</sup> Oxfam's Rapid Care Analysis<sup>31</sup> toolkit provides a methodology for assessing care work and for investigating options for redistributing and reducing care responsibilities more equitably. Further assessment should be undertaken to ensure that livelihood interventions take into consideration women's commitments and time so as to not increase women's time burden. Agencies should identify strategies to save labor, thus freeing up women's time for livelihood activities.

The establishment of women-friendly spaces in villages could enhance women's mobility by creating places for women to work together and strengthen social networks across status groups. Agencies can leverage the establishment of women-friendly spaces to broaden the kinds of services available to women through coordination with other agencies, for example, running mobile clinics. Community consultations to ensure buy-in and the safe location of women-friendly spaces is integral to not increasing risk for women.<sup>32</sup>

For livelihood activities such as dairy production, food processing and trading, where both Arab and Kurdish women may require male chaperone/market intermediaries, effort must be made to ensure that women's earnings remain in their control. Agencies should support the development of saving schemes alongside income-generating activities in order to (re)build women's safety nets.<sup>33</sup>

Vocational and business training should be offered at times that allow women with heavy domestic burdens to participate. Given the cultural context, all trainers training women should be female in order to ensure community buy-in and women's safety. Training should include financial literacy, business management and marketing skills in order to strengthen women's ability to manage and control their own assets. Business training, especially for those with less or no previous entrepreneurial experience, is critical in order to improve the financial viability and sustainability of businesses. Business development services, including money management, record keeping and mentoring, should cater to female participants with consideration for educational level.<sup>34</sup> If training

cannot take place locally, safe transportation should be facilitated by implementing agencies and should include organizing women to travel together. Child care should be provided during training to enable the participation of women – both the instructors and the pupils. Child care may be considered as a short-term cash-for-work opportunity for women not engaged in training.

Across women's livelihoods opportunities, it is critical to probe deeper into the risks of GBV faced by women. Neither risks nor mitigation strategies should be considered static during implementation. It is important to conduct safety assessments with specific consideration for the locations of female-operated businesses and how this may change over time. Women with disabilities and female family members/caregivers of women with disabilities should be included in further assessments in order to better capture their unique risks. Agencies should ensure that women have emergency procedures in place (for example, Asayish<sup>35</sup> contacts).

Detailed recommendations follow for women's livelihood opportunities.

### [Dairy Production and Food Processing](#)

The establishment of women's cooperatives can scale women's current production of cheese, butter, yogurt, pickles and syrups for their own consumption and modest sales to neighbors. Both dairy production and food processing are opportunities to build social cohesion through the cooperation of IDP, returnee and host women. In order to ensure profitability and scalability, a market assessment must be conducted and market linkages established, including identifying trustworthy vendors and safe transport.

The provision of animals (cows), fodder, fencing and equipment (such as churners, refrigerators, generators, fuel, kitchen utensils and packaging materials) is recommended, either through cash grants or in-kind provision. However, in-kind may be the best approach if women are unable to safely access markets to use cash or vouchers. Business training is essential in order to ensure success. Training in sanitation practices is also needed, alongside routine health checks for the animals and produce. In situations where women's mobility is restricted, provi-



A data collector conducts an interview with an elderly IDP woman.

sion of tricycles to be driven by male relatives for delivery of goods to neighboring villages and farther markets is a viable option. In addition, partnerships with existing stationary traders can be built to improve market opportunities and reduce tensions between traders, as well as to avoid duplication.

### [Beauty Salons](#)

Cash grants or in-kind equipment, paired with vocational and business training are recommended to existing and start-up beauty salons for IDP, returnee and host women, with attention to market saturation and competition across status groups. Support should be carefully considered in more conservative communities where men do not accept salons in order to avoid increasing GBV risk for women running salons as well as their clients. Business skills training can also include setting prices for services and assertiveness skills to ensure salon owners can request payments.

## Sewing

While not a viable livelihood activity in its own right, women do earn modest income from sewing. Replacing sewing machines as a lost asset paired with training in sewing is therefore recommended to help families reduce household expenditure on clothing and generate minor supplemental income for women in the home. Sewing machines are also portable assets and can be taken by IDPs when they return home.

## Shoemaking

While not mentioned during the CLARA assessment, Oxfam has identified shoemaking as a potential livelihoods opportunity for women. A market assessment is needed to investigate whether or not there are shops where the shoes can be sold and to ensure limited damage to other traders, in particular shoemakers.

Shoemaking could be a social cohesion activity that includes IDP, returnee and host women. It is possible that Arabic women will not want to make traditional Kurdish shoes, so further investigation into the cultural appropriateness of this activity is necessary. Women could do this activity in their homes or in women-friendly spaces and be linked with markets, for example in Kalar. Skills training in traditional shoemaking, as well as materials and equipment, would be needed.

## Baking

While baking bread or desserts may be a viable livelihoods option in urban contexts, it is not seen as viable in rural settings, as the majority of women bake their own daily. If conducting the CLARA in an urban context, bread and dessert making can be investigated.

## Broom Making

The Safe Access to Fuel and Energy (SAFE) initiative, run by WRC and its partners, has highlighted the dangers faced by crisis-affected women and adolescent girls while collecting firewood in displacement settings.<sup>36</sup> The collection of raw materials outside of the village for broom production may put women at comparable risk of GBV and thus support of this activity is discouraged.

## 7.1.6 Adolescent Girls and Boys

Agencies should ensure that all livelihood activities consider how interventions might affect household dynamics, specifically the impact on adolescent boys' and girls' roles in the household and the potential impact on their education. Program design should avoid initiatives that are likely to result in child labor or school dropout.<sup>37</sup> Agencies should engage parents, *muktars* (village heads) and communities in awareness-raising around livelihoods and schooling to demonstrate how education is a livelihood contribution to households. A child protection assessment should be undertaken to better understand and identify interventions for economic strengthening and protection. Coordination among agencies is critical to identify IDP, returnee and host communities in need of access to education and in particular access to higher education. Boys and girls with disabilities need equal access to education.

## Girls

WRC's recent work has demonstrated that a girl-centered approach is critical for protecting and empowering adolescent girls. Programming that responds to girls' needs should not be considered as valuing one cohort over another, but rather, as an equitable focus on a vulnerable population and as investment in the well-being of the wider community and future generations.<sup>38</sup>

Previous work has highlighted that economic strengthening is critical for mitigating risks of GBV for adolescent girls.<sup>39</sup> WRC is currently undertaking research on child, early and forced marriage (CEFM) to further the evidence base for prevention and response to CEFM and to improve CEFM outcomes in humanitarian contexts. The following interventions are drawn from the development context and are promising for improving CEFM outcomes in humanitarian contexts:

- building the human, financial, social and physical assets of adolescent girls (both married and unmarried) through safe space and/or outreach programming that bring together adolescent girls across status groups as an opportunity for social cohesion;
- engaging parents in knowledge building around the

negative consequences of CEFM;

- community sensitization to shift knowledge, attitudes and practice;
- incentive programs to support engagement in formal schooling, for example, loans or scholarships, as well as facilitating sustainable safe transportation schemes;
- improving access to formal primary and secondary schooling, as well as higher education, including building school infrastructure, improving curriculums and providing professional development for teachers;
- providing sexual and reproductive health education and services to adolescent girls affected by CEFM.<sup>40</sup>

Adolescent girls with disabilities should be specifically targeted as well as included in peer activities.

## Boys

Agencies should take into consideration the high likelihood of boys' primary or secondary involvement in livelihood activities, so as to not increase boys' participation and associated risks with well-intended support. For example, providing livestock to women could increase adolescent boys' drop-out rates if women cannot safely graze their animals and thus are reliant on their male children to do so. This is of particular concern in households where there is no adult male present and boys may be expected to be the breadwinner for the family.

Previous work on engaging men and boys has emphasized the importance of targeting boys not only to address their own critical recovery needs, but for achieving transformative outcomes for women and girls.<sup>41</sup> As men are the primary gatekeepers of current gender roles today, boys can be considered gatekeepers-in-training.<sup>42</sup> Agencies should undertake sensitization activities in order to engage boys alongside men in the protection of women and girls and promoting their participation in livelihoods. Championing gender-sensitive men and boys as role models and mentors for male youth in the community, and engaging boys in neighborhood watch activities is recommended. In addition, advocating for and facilitating equal access to schooling by girls and boys, in particular

secondary education, is critical.<sup>43</sup>

### 7.1.7 Persons with Disabilities/Elderly

Support to PWD and the elderly should target these individuals as direct participants in livelihood interventions wherever possible and indirect as appropriate. Support to family members/caregivers of PWD should also be prioritized. Unconditional cash grants to the most vulnerable IDP, returnee and host households are critical. Cash grants or in-kind support to start home-based or non-home-based activities are also recommended. However, preference for home-based activities should not be assumed, in order to not exacerbate isolation among PWD and the elderly. Agencies should use a case management approach to identify how livelihood interventions can best meet the needs of PWD and the elderly. PWD and the elderly should be included in skills and business training in order to improve the viability of their activities.

Livelihood activities that are less physically demanding, such as shops, selling phone credit and making handicrafts/loofahs for sale, have been identified as opportunities for the elderly as well as persons with physical disabilities across status groups. Support should consider competition and oversaturation of such activities within communities in order to ensure that activities are viable. Jointly run activities can reduce risks for participants. In addition, strengthening social networks between the elderly and adult PWD across status groups is important in order to improve the safety and viability of their income generating activities.

Coordination among agencies is important for facilitating medical referrals and lobbying the government for access to pensions and welfare for those eligible. Advocacy is needed for resumed support to IDPs who received pensions or welfare in the past and face interrupted payments due to displacement. Widows who are not receiving their widow's payments should be identified and assisted. Linking PWD with disabled persons organizations (DPOs) at the local and national level can greatly enhance support for PWD. Agencies should map DPOs and consider sub-grants to those with expertise in livelihoods and protection.<sup>44</sup>



## 7.2 Implementation and Monitoring

Given the changing face of the conflict in Iraq, risks associated with livelihoods for IDPs, returnees and host cohorts are fluid. Situation/conflict analysis should be continuously operationalized in program activities to ensure effective, safe and responsive livelihoods programming. FGDs, interviews and surveys should take place in conjunction with monitoring and evaluation (M&E) and community mobilization. Ways in which CLARA can be leveraged in the implementation and monitoring of the north Diyala/Garmian region program, as well as in livelihoods programming in other emergency settings, include:

### Community Mobilization

- Establishing livelihood committees with crisis-affected communities that assess the progress of the program objectives, as well as gauge changing threats of violence and levels of related risks. Women, including elderly women and women with disabilities, should participate in committees, or have separate committees. Adolescent girls and boys should participate in livelihood committees, including girls and boys with disabilities, or have separate committees.
- Establishing a feedback mechanism where men, women, adolescent girls and boys, elderly and PWD can anonymously and safely share information on program results and processes.
- Facilitating focus group discussions or key informant interviews, including CLARA questions, should be a required and regularized activity.

### Monitoring and Evaluation

- Including the status of risks based on discussions with committees, focus groups or key informants in monthly or other regular reports.
- Including CLARA questions in regular monitoring surveys in order to capture key attitudes and perceptions about risks.

Including indicators that show that risks are being identified and measures taken to manage identified risks. <sup>45</sup>

## 8. Next Steps

Field-testing the CLARA in KRI/Iraq resulted in key adaptations to strengthen the utility and usability of the guidance and tool. This learning and additional field tests will inform the revision of the CLARA tool by WRC for dissemination in late 2015. Ways in which CLARA was adapted during the north Diyala/Garmian region CLARA assessment include:

- The addition of a question on the explicit livelihood activities and opportunities of women pre-crisis and post-crisis.
  - In the Iraq/KRI context, respondent women and girls often discussed their husbands'/fathers' or sons'/brothers' livelihoods. Men and boys often did not recognize women and girls' contribution to families' livelihoods as work. This question improved understanding by respondents and elicited more information regarding women's own activities and opportunities as well as risks/threats, mitigation strategies and assets, and resources needed to resume/start these activities.
- The addition of two questions on education to capture 1) the impact of adolescent girls' and boys' participation in livelihood activities on their education and 2) the impact of the crisis on access to education for adolescent girls and boys.
  - These questions elicited information on key considerations for child protection in order for agencies to do no harm when planning livelihood interventions.
- Formatting changes to improve the understanding of participants, including the order of the questions, the language of the questions and prompts.
  - The field team noted that respondents' understanding improved when questions about post-crisis livelihoods, risks/threats and mitigation strategies were discussed first, followed by discussion of pre-crisis.
- An adolescent version of the CLARA FGD tool was

developed with alternate phrasing to improve the understanding of adolescent respondents.

WRC will pilot the CLARA guidance and tool in a second emergency IDP setting with an implementing partner and capture learning to further revise the tool. The revised version will be widely disseminated across communities of practice in order to foster the institutionalization of gender risk analysis in humanitarian practice for safer livelihood programming. In addition, a webinar will be conducted in partnership with Oxfam later in the Iraq/KRI program cycle in order to share learning from this context alongside learning from the additional pilots.

Oxfam will now leverage CLARA findings and program recommendations in order to secure funding from donors in order to implement the north Diyala/Garmian region Livelihoods Program over the next three years. Once it receives funding, Oxfam will form partnerships, finalize program design, implement livelihoods programs with partners and integrate gender risk analysis throughout the program cycle. Organizational learning from the CLARA assessment enables Oxfam to harness its expertise for more inclusive, safe and responsive livelihoods programming in north Diyala/Garmian region as well as in other emergency settings.

## Notes

1. [https://womensrefugeecommission.org/joomlatools-files/docman-files/integrating\\_protection\\_checklist.pdf](https://womensrefugeecommission.org/joomlatools-files/docman-files/integrating_protection_checklist.pdf)
2. Women's Refugee Commission, *A Double-Edged Sword: Livelihoods in Emergencies* (2014). <http://wrc.ms/double-edged-sword>
3. Ibid.
4. Ibid.
5. Ibid; Women's Refugee Commission, *Integrating Protection/GBV Mitigation in Livelihoods Programs* (2012), <http://www.cashlearning.org/downloads/integrating-protection-gbv-mitigation-into-livelihood-programs-wrc.pdf>; Women's Refugee Commission, *Preventing Gender-Based Violence, Building Livelihoods: Guidance and Tools for Improved Programming* (2011), [http://wrc.ms/prevent\\_gbv\\_LLH](http://wrc.ms/prevent_gbv_LLH); Women's Refugee Commission, *Peril or Protection: The Link Between Livelihoods and Gender-Based Violence in Displacement Settings* (2009), <http://wrc.ms/PerilProtection>
6. See note 2.
7. Ibid.
8. OCHA, *Iraq Crisis Situation Report no 44*, (13-19 May 2015). [http://reliefweb.int/sites/reliefweb.int/files/resources/iraq\\_crisis\\_situation\\_report\\_no.44\\_13\\_-\\_19\\_may\\_2015.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/iraq_crisis_situation_report_no.44_13_-_19_may_2015.pdf)
9. IOM, *Displacement Tracking Matrix*, (2015). <http://iomiraq.net/dtm-page>.
10. IASC, *Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action: Reducing Risk, Promoting Resilience and Aiding Recovery* (Draft, publication pending, 2015).
11. See Annex D for more detail.
12. Donum is a unit of area equal to 1000 m<sup>2</sup>.
13. Note: not all disabled or retired people are eligible for welfare payments. Only those with specific disabilities meet the requirements for welfare. Only those who had salaried employment are eligible to receive pensions.
14. See Annex E for more detail
15. OCHA Flash Update. *Iraq Crisis - Ramadi Displacement No. 8* | 29 - 31 May 2015. <http://reliefweb.int/report/iraq/ocha-flash-update-iraq-crisis-ramadi-displacement-no-8-29-31-may-2015>
16. References to specific armed groups have been removed to ensure the protection of assessed villages and participants.
17. See note 2.
18. [https://womensrefugeecommission.org/joomlatools-files/docman-files/integrating\\_protection\\_checklist.pdf](https://womensrefugeecommission.org/joomlatools-files/docman-files/integrating_protection_checklist.pdf)

19. Women's Refugee Commission, *Integrating Protection/GBV Mitigation in Livelihoods Programs* (2012). <http://wrc.ms/GBVmitigationLLH>.
20. Ibid.
21. Ibid.
22. Ibid.
23. Such home-based projects for women have been successful in other countries such as Pakistan.
24. See note 19.
25. Ibid.
26. Ibid.
27. Ibid.
28. Ibid.
29. Ibid.
30. Ibid.
31. <http://policy-practice.oxfam.org.uk/publications/participatory-methodology-rapid-care-analysis-302415>
32. See note 19.
33. Ibid.
34. Ibid.
35. Asayish is the official security organization of the Kurdistan Region of Iraq.
36. Safe Access to Fuel and Energy. Livelihoods. (2015). <http://www.safefuelandenergy.org/issues/livelihoods.cfm>.
37. The CPC Livelihoods and Economic Strengthening Task Force, *Children and Economic Strengthening Programs: Maximizing Benefit and Minimizing harm* (2013). [http://www.cpcnetwork.org/wp-content/uploads/2015/02/FIELD\\_CPC\\_ES\\_Child\\_Protection\\_v16\\_WEB.pdf](http://www.cpcnetwork.org/wp-content/uploads/2015/02/FIELD_CPC_ES_Child_Protection_v16_WEB.pdf).
38. Women's Refugee Commission, *I'm Here: Adolescent Girls in Emergencies: Approach and Tools for Improved Response* (2014), <http://wrc.ms/ImHereReport>; Women's Refugee Commission, *Strong Girls, Powerful Women: Program Planning and Design for Adolescent Girls in Humanitarian Settings* (2014), <http://wrc.ms/StrongGirlsReport>.
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40. Ibid.
41. Care, *Journeys of Transformation: A Training Manual for Engaging Men as Allies in Women's Economic Empowerment* (2012), <http://www.care.org/sites/default/files/documents/Rwanda%20Journey%27s%20of%20Transformation.pdf>; Sonke Gender Justice Network, *Study on Involving Men and Boys in Preventing and Responding to Gender-Based Violence in Conflict, Post-Conflict and Humanitarian Settings* (2012), <http://www.genderjustice.org.za/publication/study-on-involving-men-and-boys-in-preventing-and-responding-to-gender-based-violence-in-conflict-post-conflict-and-humanitarian-settings/>
42. Women's Refugee Commission, *Redefining Manhood, Rebuilding Nations: How Men Can Empower Women to Lift Post-Conflict Societies*, (2007). [https://womensrefugeecommission.org/joomlatools-files/docman-files/masc\\_brief.pdf](https://womensrefugeecommission.org/joomlatools-files/docman-files/masc_brief.pdf).
43. Ibid.
44. Women's Refugee Commission, *Disabilities Discussion Tool for Field Workers* (2014). <http://wrc.ms/DisabDiscussionTool>.
45. See note 2.

## Annex A: Detailed Methodology

The Women's Refugee Commission (WRC), per its donor requirements, sought to pilot the Cohort Livelihoods and Risk Analysis (CLARA) in an IDP context, either in a rapid-onset or protracted emergency setting. Both WRC and its project partner Oxfam identified the Middle East/North Africa (MENA) region as an area of interest. Iraq/Kurdistan Region of Iraq (KRI), where Oxfam is currently responding to the IDP crisis and is planning a three-year program intervention, was selected as the pilot site.

Prior to conducting the CLARA assessment, Oxfam conducted several preliminary assessments, including wealth breakdowns and seasonal calendars. These initial assessments provided an overview of the types of rural and urban livelihoods in the target area, as well as associated wealth groups. The villages assessed during the wealth breakdowns and seasonal calendars are comparable to those targeted during the CLARA assessment, as they are within the same district. Wealth groups included very poor, poor, middle and better off. In some villages, communities did not recognize the very poor. Although the wealth breakdown informed the selection of four additional cohorts for further analysis (farmers, shepherds, laborers and traders), the wealth group criteria did not act as exclusion criteria for participants in the male, female, girls and boys focus groups during the CLARA exercise.

In addition, Oxfam completed an informal secondary data review to inform conflict/situation analysis. This review included livelihoods and food security assessments from the region conducted by other agencies, as well as livelihoods-specific research papers relevant to the Iraq context.

Oxfam selected five villages in North Diyala/Garmian Region to assess which were safely accessible, where Oxfam's emergency food security and vulnerable livelihoods (EFSVL) and water, sanitation and hygiene (WASH) interventions were already underway. These five villages averaged 30–300 families in size, with IDP populations of 50–300 households (HH), and were locations where Oxfam could avoid “question-

naire fatigue.” Four villages were populated by a higher number of IDPs to host residents since the crisis, while one village was a returnee population. In addition to rural contexts, Oxfam identified communities in and near Qara Tapa Town, in order to include an urban context. However, due to insecurity, the assessment ultimately included only rural areas.

The CLARA assessment was led by Oxfam, with technical support from WRC. A team of nine data collectors, five women and four men, was recruited by Oxfam with participation from permanent Oxfam staff, as well as temporary staff hired for the assessment. The field team was fluent in Arabic and Kurdish. Prior to the assessment, the team underwent two days of training, including sessions on gender, protection, gender-based violence (GBV), livelihoods, ethical data collection, focus group and interview facilitation, as well as note-taking.

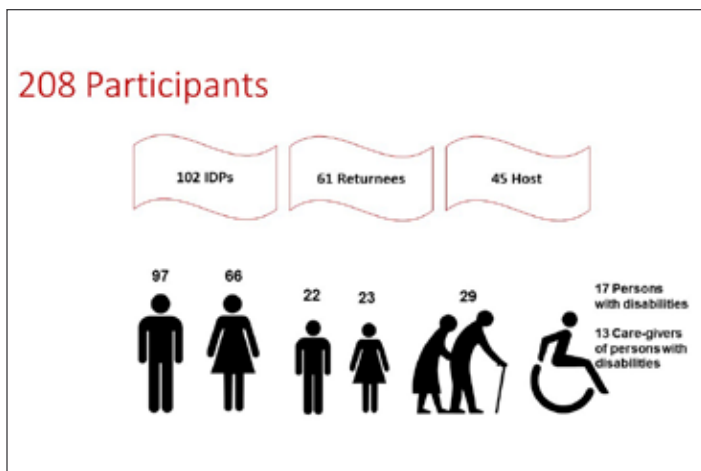
Twenty-eight focus group discussions (FGDs) of 6–12 participants and 31 HH interviews were conducted over six days using the CLARA guidance and tool. FGDs were held concurrently with field teams of two or three, with one facilitator and one to two note takers per group. HH interviews were conducted in a similar fashion.

Per the Inter-Agency Standing Committee's (IASC's) Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action, the FGDs and HH interviews consulted cohorts separately, and included cohorts of women, men (including members of key livelihoods groups: farmers, shepherds, traders, laborers), adolescent girls and adolescent boys. Oxfam asked village mukhtars (leaders) to recruit participants in advance of FGDs, including persons with disabilities (working/non-working) as well as elderly (55+, including widows/widowers), married and unmarried participants who were included in sex and age cohort groups. For HH interviews, purposive sampling was used to target specific cohorts that were underrepresented during the FGDs (for example, members of key livelihood groups, as well as persons with disabilities, their family members/caretakers and the elderly).

Verbal parental consent and verbal assent were obtained prior to the participation of adolescents in FGDs and HH interviews. Adolescent girls and boys were between the ages of 12 and 17, and represented a mix of married and unmarried participants. Given Oxfam's initial findings that many adolescent girls in the targeted area may be married by age 14 and many adolescent boys as young as 12 assist in shepherding as well as other livelihoods activities, this age bracket was selected to capture protection issues, including GBV for livelihoods and care work. Adolescent participants were primarily the children of adult participants, and in some cases parents were present during the adolescent FGDs.

The CLARA tools translated in Arabic can be found in Annex B along with the English equivalent. The CLARA was adapted into three tools: a CLARA FGD tool; an HH interview tool, which included several CLARA questions and collected data on income and expenditure; and an FGD tool tailored to gather detailed information specific to targeted livelihoods groups (farmers, shepherds, traders and laborers).

The following populations were consulted during the course of this assessment:



Two days of data analysis were undertaken with the field team. Initial program design recommendations emerged from this analysis and were crosschecked/verified with community members in each of the five villages during follow-up meetings with the field team during one day. Community representatives from each of the FGDs and

HH interviews were invited, the majority of whom attended.

WRC led a learning workshop with the field team to solicit feedback on the CLARA tool and process. This workshop focused on the usability and utility of the tool, capturing adaptations made during the course of the assessment and identifying potential modifications of the tool for its revision.

## Limitations

This study had several limitations including:

- The study only included rural areas due to security constraints.
  - Qara Tapa town was not reachable during the course of this assessment due to security constraints. However, Oxfam may conduct CLARA when this and other areas are accessible.
- Limited experience of the data collection team.
  - While the data collection team did undergo training, their limited prior experience restricted the depth of information extracted from FGDs and HH interviews. Income/expenditure data collected through proportional piling could not be used as teams were not able to collect enough viable data, and some did not fully understand the proportional piling activity.
- Culturally constrained discussions on GBV.
  - Due to the conservative culture of Iraq/KRI, Arab and Kurdish respondents and the data collection team, probing on GBV proved particularly challenging. While many respondents did discuss GBV, it was primarily in terms of perceived risks/threats, which could have been probed further. Nevertheless, all risks – perceived or substantiated – should be addressed in program design as part of humanitarians' responsibility to protect vulnerable populations.

## Annex B: CLARA Cohort Livelihoods and Risk Analysis

CLARA 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.

<b>STEP TWO: CLARA Questions</b>
<b>1. What activities did you do to earn a living before the crisis?</b>
Discussions with women:
Discussions with men:
Discussions with adolescent girls living with families: (What activities did you do to support the family in earning income?)
Discussions with adolescent girls living alone or as heads of household: (What activities did you do to earn income?)
<i>- Examples can include childcare, helping other members in income generating activities, helping in the fields, collecting water, etc.</i>
Discussions with adolescent boys living with families: (What activities did you do to support the family in earning income?)
Discussions with adolescent boys living alone or as heads of household: (What activities did you do to earn income?)
<i>- Examples can include childcare, helping other members in income generating activities, helping in the fields, collecting water, etc.</i>
Discussions with elderly/disabled/other:
<b>2. Did you feel that these activities were safe for you and other members of your household? If not, what were the major threats?</b>
Discussions with women:
Discussions with men:
Discussions with adolescent girls living with families:
Discussions with adolescent girls living as alone or as heads of household:



<b>STEP TWO: CLARA Questions (continued)</b>
Discussions with adolescent boys living with families:  Discussions with adolescent boys living as alone or as heads of household:
Discussions with elderly/disabled/other:
<b>3. How has the conflict or crisis impacted your livelihood?</b>
Discussions with women:
Discussions with men:
Discussions with adolescent girls living with families:  Discussions with adolescent girls living as alone or as heads of household:
Discussions with adolescent boys living with families:  Discussions with adolescent boys living as alone or as heads of household:
Discussions with elderly/disabled/other:
<b>4. What activities are you doing now to meet your basic needs and earn a living?</b>
Discussions with women:

<b>STEP TWO: CLARA Questions (continued)</b>
Discussions with men:
Discussions with adolescent girls living with families: (What activities did you do to support the family in earning income?)
Discussions with adolescent girls living alone or as heads of household: (What activities did you do to earn income?)
- Examples can include childcare, helping other members in income generating activities, helping in the fields, collecting water, etc.
Discussions with adolescent boys living with families: (What activities did you do to support the family in earning income?)
Discussions with adolescent boys living alone or as heads of household: (What activities did you do to earn income?)
- Examples can include childcare, helping other members in income generating activities, helping in the fields, collecting water, etc.
Discussions with elderly/disabled/other:
<b>5. Do you feel that these activities are safe for you and other members of your household? If not, what are the major threats?</b>
Discussions with women:
Discussions with men:
Discussions with adolescent girls living with families: (Recall activities conducted in support of household income generation)
Discussions with adolescent girls living alone or as heads of household: (Recall activities conducted in support of income generation)

**STEP TWO: CLARA Questions (continued)**

Discussions with adolescent boys living with families: (Recall activities conducted in support of household income generation)

Discussions with adolescent boys living alone or as heads of household: (Recall activities conducted in support of income generation)

Discussions with elderly/disabled/other:

**6. What are some ways that you are trying to manage these threats?**

Discussions with women:

Discussions with men:

Discussions with adolescent girls living with families: (Recall activities conducted in support of household income generation)

Discussions with adolescent girls living alone or as heads of household: (Recall activities conducted in support of income generation)

Discussions with adolescent boys living with families: (Recall activities conducted in support of household income generation)

Discussions with adolescent boys living alone or as heads of household: (Recall activities conducted in support of income generation)

Discussions with elderly/disabled/other:

<b>STEP TWO: CLARA Questions (continued)</b>
<b>7. 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?</b>
Discussions with women:
Discussions with men:
Discussions with adolescent girls living with families: (What activities did you do to support the family in earning income?)  Discussions with adolescent girls living alone or as heads of household: (What activities did you do to earn income?)  <i>- Examples can include childcare, helping other members in income generating activities, helping in the fields, collecting water, etc.</i>
Discussions with adolescent boys living with families: (What activities did you do to support the family in earning income?)  Discussions with adolescent boys living alone or as heads of household: (What activities did you do to earn income?)  <i>- Examples can include childcare, helping other members in income generating activities, helping in the fields, collecting water, etc.</i>
Discussions with elderly/disabled/other:
<b>8. Do you feel that these activities would be safe for you and other members of your household? If not, what would be the major threats?</b>
Discussions with women:
Discussions with men:

**STEP TWO: CLARA Questions (continued)**

Discussions with adolescent girls living with families: (Recall activities conducted in support of household income generation)

Discussions with adolescent girls living alone or as heads of household: (Recall activities conducted in support of income generation)

Discussions with adolescent boys living with families: (Recall activities conducted in support of household income generation)

Discussions with adolescent boys living alone or as heads of household: (Recall activities conducted in support of income generation)

Discussions with elderly/disabled/other:

**Examples of potential risks related to livelihoods, not exhaustive**

- Exposing participants to theft, violence when travelling to and from work (location of work, time of work)
- Creating additional vulnerabilities for women or others, such as younger children and the elderly, due to changed roles and responsibilities during workday (childcare, cooking, pulling children out of school to assist in activities)
- Increasing exposure to exploitation by employers, clients, suppliers
- Inciting backlash from family or community members when women start earning money
- Increasing vulnerabilities of theft and violence due to greater assets and wealth
- Reinforcing inequalities by continuing to limit choices to more vulnerable groups
- Causing false expectations and dependence on short-term surge of cash or assets
- Increasing costs and drawing on resources, such as providing livestock without fodder or veterinary care
- Exacerbating tensions between host community and affected community
- Continuing physical and environmental threats from unstable infrastructure, flooding, earthquake aftershocks

**How can these risks be managed?**

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## 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

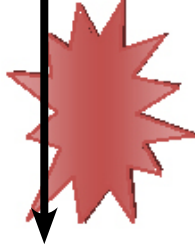
### Response and Recovery

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

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

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

<b>BEFORE THE CRISIS:</b>	<b>NOW (AFTER THE CRISIS):</b>
<b>6. What were some of the ways that you tried to manage these threats?</b>	<b>7. What are some ways that you are trying to manage these threats?</b>
<b>BEFORE THE CRISIS:</b>	<b>NOW (AFTER THE CRISIS):</b>
<b>8. Did participating in livelihoods activities before the crisis impact your children's education?</b>	<b>9. How does their participation in livelihoods activities now impact your children's education?</b>
<b>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?</b>	

**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

<b>Question 1: Livelihood activities</b>	
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.)	

<b>Farming:</b>				
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)		



<b>Farming (continued):</b>				
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?		

<b>Shepherd:</b>				
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		

<b>Shepherd (continued):</b>				
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?		

<b>Labourer:</b>				
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)?		

<b>Labourer (continued):</b>				
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.)		

<b>Trader:</b>				
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)?		

<b>Trader (continued):</b>				
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?		

<b>Other livelihoods activities: (e.g., Gov. workers, salaried work, army, teachers, etc.)</b>				
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?		

<b>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?</b>						
<b>Before the crisis</b>			<b>Now (after the crisis)</b>			
	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		

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

**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?**

--

**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.)

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



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 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. 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

## C.2.1 CLARA Focus Group Tool – Adult, Arabic

يجب أن تسجل الملاحظات حرفياً قدر الإمكان، واستولت على كلمات المشاركين في المنطوقة. إرسال مقروء. إذا كنت قد نفذ من الفضاء استخدام الجانب العكسي.

الان (بعد الازمة)	قبل ازمة :
<p>ما هي الأنشطة الذي تفعله نه الآن لتلبية الاحتياجات الأساسية الخاصة بك وكسب لقمة العيش؟ (يرجى ذكر أية أنشطة جديدة أو مختلفة الذي يفعلونه الان )</p>	<p>1: ماذا كنت تفعل لكسب المعيشة قبل ازمة :</p>
<p>3: كيف اثر الازمة او الأصرع على سبل عيشك ؟</p>	

الان (بعد ازمة)	قبل ازمة :
<p>5: هل تشعر بان الأعمال التي تقوم بها امنة لك ولعائلتك ؟ إذا لا ما هي اخطار اشد خطورة؟</p>	<p>4: هل شعرت بان الاعمال التي كنت تقوم بها كانت امنة لك ولعائلتك ؟ إذا لا ما هي التهديدات الرئيسية؟</p>

قبل ازمة :	الان (بعد ازمة )
6:ماذا كانت الطرق التي كنت تقوم بها لتعامل مع تلك المخاطر ؟	7:ماهي الطرق التي تقوم بها للتعامل مع تلك المخاطر؟

قبل ازمة :	الان (بعد ازمة ):
8: هل مشاركة الأطفال في العمل لكسب العيش اثر على تعليمهم ؟	9:كيف يؤثر مشاركتهم في العمل على مجال تعليم اطفالك ؟

10: كيف تغير طرق تأمين التربية و التعليم منذ ازمة/ النزاع ؟ هل تأمين التربية و تعليم نفس الاشياء للصبي او الفتاة ذوو اعمار ؟ مختلفة؟ اذا كلا لماذا؟

11. إذا قل أن الأنشطة كسب الرزق الخاص بك حالياً، كيف نعود إلى توليد الدخل؟ ما هو مفقود حالياً للسماح لهذا أن يحدث؟ ما هو الدعم / المذكرات الذي بحاجة إليها لتحقيق ذلك؟ من أين كنت عادة تحصل على دعم / المذكرات ؟

12: ماهي الاعمال التي المرأة تستطيع ان تقوم بها لكسب المعيشة ؟



## C.2.2 CLARA Focus Group Tool – Adolescent, Arabic

قبل ازمة :	الآن (بعد الازمة)
1: ماكانت اعمال التي تقوم بها لمساعدة لكسب المعيشة لعاءلتك قبل ازمة ؟	2:مادا تفعل الان لمساعدة لتأمين احتياجات وكسب لقمة عيش لعاءلتك (رجاء ادخل النشاطات الجديدة الذي يفعلونه الان)
3: كيف اثر ازمة او صراع على معيشة عاءلتك ؟	
قبل ازمة :	الآن (بعد ازمة)
4:هل شعرت بان الاعمال التي تقوم بها امنة لك ولعاءلتك؟اذا لا ما هي الاسباب الذي جعلك لم تشعر با امان ؟	5:هل تشعر بان الاعمال التي تقوم بها امنة لك ولعاءلتك؟اذا لا ما هي لاسباب الذي جعلك با ان لاتشعر با امان

قبل ازمة :	الان (بعد ازمة )
6:ماكانت الاشياء التي فعلتها لكي تشعر با امان اكثر؟ ماكانت نشاطات؟	اهي لاشياء التي تفعلها لكي تشعر با امان اكثر؟ ماهي نشاطات؟

قبل ازمة :	الان (بعد ازمة):
8:هل اثر مساعدة عاءلتك لكسب لقمة العيش على مجال تعليمك قبل زمة ؟	9:هل يؤثر مساعدة عاءلتك لكسب لقمة على مجال تعليمك الان ؟

للصبي او الفتاة ذوو اعمار مختلفة ة نفس طريقة اذا كلا لماذا؟

11: ما هي نشاطات التي عائلتك تريد ان تقوم بها ولايستطيع عائلتك ان تفعلها؟ ولما لا ؟

12: ما هي الاعمال التي المرء تستطيع ان تقوم بها لكسب المعيشة ؟

### C.2.3 CLARA Interview Tool, Arabic

#### دليل السؤال عن الأسر

ينبغي تسجيل الملاحظات حرفياً قدر الإمكان من خلال تجسيد كلمات المشاركين في المنطوقة. إرسال مقروء. إذا كنت قد نفذ من الفضاء استخدام الجانب العكسي.

قبل الأزمة:	بعد الأزمة(الآن)
1- ما هي الأنشطة فعلتم لكسب لقمة العيش قبل الأزمة؟	2. ما هي الأنشطة تفعلون الآن لتلبية الاحتياجات الأساسية الخاصة بك وكسب لقمة العيش؟ (يرجى ذكر أية أنشطة جديدة أو مختلفة أن الناس يفعلون الآن)
3. كيف أثرت الصراع أو الأزمة على سبل العيش لديكم؟	

قبل الأزمة:	بعد الأزمة(الآن):
4. هل تشعر بأن هذه الأنشطة كانت آمنة بالنسبة لك وغيرهم من أعضاء أسرتك؟ إذا لم يكن كذلك، ما هي التهديدات الرئيسية؟	5. هل تشعر أن هذه الأنشطة هي آمنة بالنسبة لك وغيرهم من أعضاء أسرتك؟ إذا لم يكن كذلك، ما هي التهديدات الرئيسية؟

بعد الأزمة (الآن):	قبل الأزمة:
7. ما هي بعض الطرق التي حاولت إدارة هذه التهديدات؟	6. ما هي بعض الطرق التي حاولت إدارة هذه التهديدات؟

بعد الأزمة (الآن):	قبل الأزمة:
8. هل المشاركة في أنشطة كسب الرزق قبل الأزمة أثر على أطفالك؟	8. هل المشاركة في أنشطة كسب الرزق قبل الأزمة أثر على أطفالك؟

10- كيف الحصول على التعليم تغير منذ الأزمة / النزاع؟ هل الحصول على التعليم هو نفسه للبنين والبنات من مختلف الأعمار؟ إذا لم يكن كذلك، لماذا؟

11. إذا قل أن الأنشطة كسب الرزق الخاص بك حالياً، كيف نعود إلى توليد الدخل؟ ما هو مفقود حالياً للسماح لهذا أن يحدث؟ ما هو الدعم / المذخرات الذي بحاجة إليها لتحقيق ذلك؟ من أين كنت عادة تحصل على دعم / المذخرات ؟

12- ما هي أنواع الأنشطة سبل العيش الذي يمكن أن تقوم به المرأة؟

ما هي النسبة المئوية من الدخل الخاص بك يأتي من كل مصدر الآن؟

مصادر الدخل	%
المحاصيل الزراعية الأساسية (تحديد المحاصيل)	
لمحاصيل الزراعية (تحديد المحاصيل)	
المحاصيل الزراعية (تحديد المحاصيل)	
الثروة الحيوانية - الأبقار	
الثروة الحيوانية - الدجاج	
الثروة الحيوانية - الأغنام	
الثروة الحيوانية - الماعز	
الثروة الحيوانية - أخرى	
بيع الحديقة الحديقة / خضراوات	
التداول (تحديد البضائع)	
العمل المدفوعة (تحديد ما هي أنواع)	
العمل المأجور / العمل المأجور	
قروض من البنوك	
قروض من وكالات إقراض المال أخرى	
قروض من أقارب / أصدقاء	
PMS أو غيرها من برنامج الحكومة شبكة الأمان، بنسيون الخ	
مواد الإغاثة / دعم من المنظمات غير الحكومية (حدد)	
آخر	

ما هي النسبة المئوية من الدخل الخاص بك و من جاءت مصدر عيشكم قبل الأزمة؟

مصادر الدخل	%
المحاصيل الزراعية الأساسية (تحديد المحاصيل)	
لمحاصيل الزراعية (تحديد المحاصيل)	
المحاصيل الزراعية (تحديد المحاصيل)	
الثروة الحيوانية - الأبقار	
الثروة الحيوانية - الدجاج	
الثروة الحيوانية - الأغنام	
الثروة الحيوانية - الماعز	
الثروة الحيوانية - أخرى	
بيع الحديقة الحديقة / خضراوات	
التداول (تحديد البضائع)	
العمل المدفوعة (تحديد ما هي أنواع)	
العمل المأجور / العمل المأجور	
قروض من البنوك	
قروض من وكالات إقراض المال أخرى	
قروض من أقارب / أصدقاء	
PMS أو غيرها من برنامج الحكومة شبكة الأمان، بنسيون الخ	
مواد الإغاثة / دعم من المنظمات غير	
آخر	

توزيع النفقات – نشاط التصنيف النسبي، والآن، وبعد الأزمة،  
على ماذا تنفق اموالك ؟

%	1.المواد الغذائية%
%	2.إصلاح البيت / مواد البناء%
%	3.الطباية%
%	4.النقل%
%	5.تسديد الديون %
%	6. مواد النظافة (الحفاضات والفوط الصحية والصابون، منظفات الغسيل ومعجون الأسنان، الخ.)%
%	7.الرسوم المدرسية / مصاريف الاطفال %
%	8.الواردات الزراعية /واردات سبل العيش %
%	9.ملابس%
%	10.الامور المشتركة مع الأقارب / الجيران%
%	11. أمور اخرى (يرجى التحديد)%

توزيع النفقات – نشاط التصنيف النسبي، قبل الأزمة  
على ماذا كنت تنفق اموالك ؟

%	1.المواد الغذائية%
%	2.إصلاح البيت / مواد البناء%
%	3.الطباية%
%	4.النقل%
%	5.تسديد الديون %
%	6. مواد النظافة (الحفاضات والفوط الصحية والصابون، منظفات الغسيل ومعجون الأسنان، الخ.)%
%	7.الرسوم المدرسية / مصاريف الاطفال %
%	8.الواردات الزراعية /واردات سبل العيش %
%	9.ملابس%
%	10.الامور المشتركة مع الأقارب / الجيران%
%	11. أمور اخرى (يرجى التحديد)%



## C.2.4 Livelihoods Focus Group Tool – Arabic

تقييم سبل العيش في العراق لمجموعات النقاش المركزة على البالغين

النص التمهيدي والإفادة اللفظية

السؤال رقم 1:

ما النشاطات التي تقوم بها الآن لتحصل على احتياجاتك الأساسية وكسب العيش؟ لاحظ اية نشاطات مختلفة أو جديدة أو تغيير (مثال، كان عاملاً قبل ولا يزال ولكن محاصيل مختلفة، انخفاض العائد، أو اعتاد على أن يكون تاجر ولكن الآن هو عامل)	ما النشاطات التي كنت تقوم بها لكسب العيش قبل الأزمة؟ (أعد قائمة بالنشاطات الرئيسية أو اية نشاطات إضافية أخرى)

(لو سمحت اكمل واسال الاسئلة التالية المرتبطة بالنشاطات المذكورة، واضف نشاطات اخرى اذا لزم الامر)

الزراعة:

الآن (بعد الأزمة)	قبل الأزمة	ماذا كان تأثير الأزمة على نشاطاتك (مثلاً، هل كان هناك تغيير قبل وبعد، اشرح ما هو، ولماذا)
ما المحصول الذي تزرعه الآن؟	ما المحصول الذي كنت تزرعه؟	
كم هي معدل حجم المزرعة/الارض الآن؟	كم كان معدل حجم المزرعة/الارض؟	
كم هي معدل العائد بالدونم الآن؟ (لكل محصول)	كم كان معدل العائد بالدونم؟ (لكل محصول)	
من اين تحصل على بذورك الآن؟ (مخزونك الخاص من المحصول السابق، تشتريها، طرق اخرى)	من اين كنت تحصل على بذورك؟ (الاسهم الخاصة من المحصول السابق، اشتراها، طرق اخرى)	
ما هي انواع العمل الذي تستخدمه الان؟ (تعيين عمال للزراعة/اعداد الارض)	ما هي انواع العمل الذي كنت تستخدمه؟ (تعيين عمال للزراعة/اعداد الارض)	

استأجر تراكتور (وسائق، امور اخرى)		الارض، استأجر تراكتور، امور اخرى)		
في اية وقت من السنة كنت تستأجر عمال؟		في اية وقت من السنة تستأجر عمال؟		
من كان يشارك في هذه النشاطات (رجال، نساء، فتيات، فتيان)؟		من يشارك في هذه النشاطات الان (رجال ، نساء، فتيات، فتيان)		
كم كان معدل الدخل الشهري / السنوي للمزارعين؟		كم هي معدل الدخل الشهري / السنوي للمزارعين الان؟		

الراعي :

قبل الازمة	الان (بعد الازمة)	ماذا كان تأثير الازمة على هذه النشاطات؟ (مثلا، اذا كان هناك تغيير قبل وبعد، ما هو ، وشرح ذلك)
ابي الحيوانات كنت تربي؟ (بقر، ماعز، غنم، دجاج)	ابي الحيوانات تربي الان؟	
كم كان معدل عدد القطيع؟	كم هي معدل عدد القطيع الان؟	
ابقار	ابقار	
ماعز	ماعز	
اغنام	اغنام	
دجاج	دجاج	
اين كنت ترعى قطيعك /تسقيه؟	اين الان ترعى قطيعك/تسقيه؟	
من كان يشارك في هذا النشاط (رجال، نساء، فتيات، فتيان)	من الان يشارك في هذا النشاط (رجال، نساء فتيات، فتيان)،	
كم مرة كنت تبيع الحيوانات (كل شهر، مرة في السنة الخ)؟	كم مرة تبيع الحيوانات الان (كل شهر، مرة في السنة الخ)	

كم كان معدل السعر ل ؟		كم هي معدل السعر الان ل؟		
الابقار		الابقار		
الماعز		الماعز		
الاعنام		الاعنام		
الدجاج		الدجاج		
هل كنت تستخدم الحيوانات لانتاج(الحليب، البيض، الجلد/ الصوف)		الان هل تستخدم الحيوانات لانتاج(الحليب، البيض، الجلد الصوف)		
كم كان معدل الدخل السنوي/الشهري للراعي ؟		كم هي معدل الدخل السنوي/الشهري للراعي الان ؟		

### العامل :

قبل الازمة		الان (بعد الازمة)		ماذا كان تأثير الازمة على هذه النشاطات ( مثلا، اذا كان هناك تغيير قبل وبعد ، اشرح ما هو ولماذا حدث)؟
ما نوع العمل الذي مارسته سابقا ؟ (بناء، مزارع، عمل محلي، اعمال اخرى)		ما نوع العمل الذي تمارسه الان ؟ (بناء، مزارع، عمل محلي، اعمال اخرى)		
اين كنت تذهب لهذا العمل(كم المسافة)؟		الى اين تذهب الان لهذا العمل(كم المسافة)؟		
في اية وقت من السنة كنت تقوم بهذا العمل؟		في اية وقت من السنة تقوم بهذا العمل الان؟		
من كان يشارك في هذا النشاط(رجال، نساء، فتيات، فتيان)		من يشارك في هذا النشاط الان (رجال، نساء، فتيات، فتيان)،		
كم كان معدل الدخل الشهري/السنوي للعمال؟ او معدل الاجرة اليومية		كم هي معدل الدخل الشهري/السنوي للعمال؟ او معدل الاجرة اليومية الان		
كم مرة كنت تقوم بهذا العمل؟ (يوميا، 2-3 مرات في الاسبوع، بعض الاشهر فقط الخ)		كم مرة تقوم بهذا العمل الان؟ (يوميا، 2-3 مرات في		

		الاسبوع، بعض الاشهر فقط_ الخ)		
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التاجر :

قبل الازمة		بعد الازمة (الان)	
كم كان حجم محلك /شغلك ؟(صغير جدا، صغير ،متوسط، كبير )		كم هي حجم محلك /شغلك الان؟(صغير جدا،صغير ،متوسط، كبير	
بماذا كنت تتاجر غالبا ؟(مثلا ،طعام ملابس، امور اخرى)		بماذا تتاجر الان؟(مثلا ،طعام ملابس، امور اخرى)	
من اين كنت عادة تشتري مخزونك؟		من اين تشتري مخزونك الان ؟	
من كان مشارك في هذا النشاط(رجال، نساء، فتيات، فتيان)		من الان يشارك في هذا النشاط(رجال، نساء فتيات، فتيان)،	
كم كان معدل الدخل السنوي/ الشهري للتاجر ؟		كم هي معدل الدخل السنوي/ الشهري للتاجر الان ؟	

نشاطات اخرى لسبل العيش :

(مثلا ،موظف حكومي ، عمل ذو راتب ثابت، بالجيش ،مدرس )

قبل الازمة	الان (بعد الازمة )	ماذا كان تأثير الازمة على هذه النشاطات ( مثلا، اذا كان هناك تغيير قبل وبعد ، اشرح ما هو ولماذا حدث)؟
ما انواع سبل العيش الاخرى التي كان الناس يمارسونها؟	ما انواع سبل العيش الاخرى التي يمارسونها الان ؟	

من كان يقوم بهذه النشاطات؟		من الان يقوم بهذه النشاطات؟		
اين كان يحدث ذلك؟		اين الان يحدث ذلك؟		
كم معدل دخلهم في الماض؟		كم هي معدل دخلهم الان؟		

السؤال 2 : هل شعرت بان هذه النشاطات كانت امنة لك ولافراد عائلتك ،اذا كانت الاجابة لا ،اذا ما هي التهديدات الرئيسية ؟

قبل الازمة		بعد الازمة (الان)		
هل كانت امنة قبل؟	اذا كانت الاجابة لا ،اذا ماذا كانت التهديدات ؟	هل الان امنة ؟	اذا كانت الاجابة لا ،اذا ما هي التهديدات الان ؟	اذا كان هنالك تغيير في الخطر/التهديد قبل وبعد ،اشرح السبب(لماذا)
الزراعة	Y / N	الزراعة	Y / N	
تربية/رعاية الثروة الحيوانية	Y / N	تربية/رعاية الثروة الحيوانية	Y / N	
التجارة	Y / N	التجارة	Y / N	
عمل حر	Y / N	عمل حر	Y / N	
اذا وجد امور اخرى (لو سمحت حددها)	Y / N	اذا وجد امور اخرى (لو سمحت حددها)	Y / N	

السؤال 3: ما هي بعض الطرق التي ادرت بها هذه التهديدات ؟ (سواء الان ام في الماض )

السؤال 5 : اذا نشاطات سبل عيشك حاليا محدودة ،كيف ستستطيع العودة لتوليد الدخل ؟ ما الدعم الذي تحتاجه لتفعل ذلك ؟ ما المدخرات التي تحتاجها للبدأ من جديد بكسب العيش ؟

اعمل قائمة بالمدخرات ،مثل الحيوانات ،البذور، الادوات ،الخ ...،وكذلك المدخرات الطبيعية -الماء اللازم ،طعام الحيوانات ،اراض رعي ، مصدر لشراء الات زراعية ،او راس مال اجتماعي مثلا، رعاية الأطفال أو دعم الرعاية الاجتماعية الأخرى .

انواع سبل المعيشة	مصادر لازمة لبدأ سبل المعيشة من جديد؟(كن دقيقا قدر الامكان)	من اين عادة تحصل على هذه المصادر؟
الزراعة		
تربية الثروة الحيوانية		
التجارة		
العمل الحر		
امور اخرى		



كيف تغير معدل ديونك منذ الازمة ؟

معدل ديونك قبل الازمة مثال (عادة تحتاج لتتدين مبلغ بالشهر /بالسنة )	معدل ديونك الان بعد الازمة	السبب الرئيسي في تغيير معدل الديون ( اذا اية تغيير حصل)



## C.2.5 Demographics Tool, Arabic

### مناقشات المجموعات المركزة

الموقع : \_\_\_\_\_  
 المساعد: \_\_\_\_\_ الملاحظ: \_\_\_\_\_  
 اللغة المستخدمة: \_\_\_\_\_  
 ترجمة المستخدمة : نعم كلا اذا نعم, من لغتها \_\_\_\_\_ الى لغتها \_\_\_\_\_ المترجم :

### تحقق من كل المربعات التي وضع :

#	العمر	ذكر	انثى	انثى	رَب العائِلة	فتاة مرافقة	فتاة مرافقة	متزوجة	غير متزوجة	ولد مرافق	ولد مرافق	غير متزوج	متزوج	الشخص لديه	اعاقة	عضو في العائِلة	لديه اعاقة
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	

اشر الى المجموعة التي قابلت: سكان ريف      سكان مدينة  
 الجتمع المضيف      لاجئين

عدد المشاركين :

:

اذا عايلة الشخص لديها اعاقة , انواع اعاقة في المجموعة (#):

اذا شخص لديه اعاقة اشر الى نوع الاعاقة (#):

\_\_\_\_\_ : الاعاقة الجسدية  
 \_\_\_\_\_ : الاعاقة السماعية  
 \_\_\_\_\_ : الاعاقة البصرية  
 \_\_\_\_\_ : اعاقة الوعية

\_\_\_\_\_ : الاعاقة الجسدية  
 \_\_\_\_\_ : الاعاقة السماعية  
 \_\_\_\_\_ : الاعاقة البصرية  
 \_\_\_\_\_ : اعاقة الوعية

\_\_\_\_\_ : اعاقة العقلية  
\_\_\_\_\_ : متعدد الاعاقات

\_\_\_\_\_ : الاعاقة العقلية  
\_\_\_\_\_ : متعدد الاعاقات

معلومات تواصل بمندوب المجموعة الذي يحضر مقابلة التأيد:

الاسم: \_\_\_\_\_ الموقع: \_\_\_\_\_ رقم الهاتف: \_\_\_\_\_

## C.2.6 Verbal Consent Form, Arabic

### دليل السؤال عن الأسر

#### النص التمهيدي والإفادة اللفظية

مرحبا. اسمي XXX. XXx سأقوم بتدوين الملاحظات. اليوم نحن نمثل اثنين من المنظمات غير الحكومية الدولية، أو كسفام ومفوضية اللاجئين النسائية. أسأل المشاركين إذا كانوا يفهمون اللغة التي نتحدث بها. أو كسفام منظمة دولية تخطط لتقديم الدعم للمجتمعات المتضررة من النزاع على مدى السنوات الثلاث المقبلة في عدد من مواقع مختلفة في KRI. مجالات عملنا الرئيسي هي المياه والصرف الصحي، الأمن الغذائي وسبل العيش، وحماية حقوق المرأة. وتستند المفوضية النسائية للاجئين في الولايات المتحدة لا تقدم أي الخدمات في العراق. WRC تسافر إلى بلدان مختلفة لزيارة المجتمعات المحلية المتضررة من الأزمات والصراعات للتعرف على احتياجات المجتمعات وكيف يمكن تحسين البرنامج. أو كسفام و WRC يشتركون لجمع المعلومات حول احتياجات سبل العيش والمخاطر المرتبطة بها ل[النازحين، العائدين والمجتمع المضيف] أعضاء هذا المجتمع.

سوف نتحدث حول المخاطر المختلفة والتهديدات التي يواجهها الناس في حياتهم اليومية هنا في \_\_\_\_\_ [موقع] المتعلقة بأنشطة سبل العيش، والاستراتيجيات التي يستخدمها الناس ليشعروا بالأمان أكثر. نحن مهتمون في السماع عنكم وعن سبل عيش عائلاتكم وأنواع التهديدات المختلفة التي تتعرض لها خلال أنشطة كسب الرزق الخاص بك. مجال واحد من التهديد سنتطرق له في ( GBV الجنس الاجتماعي القائم على العنف)، وهو العنف الذي يقوم على أساس أدوار الجنسين في المجتمع. هناك العديد من أشكال العنف القائم على الجنس، ويمكن أن يكون العنف جسدي، حيث اضطر شخص لممارسة الجنس (الاغتصاب) أو شخص ما ضرب. كما يمكن أن يكون العنف عاطفي - التعرض للمضايقات والترهيب، التهديد بالكلام، أو جرى الحديث عن ذلك بطريقة سلبية [حول جنسك / بسبب جنسك. كما يمكن أن يأتي في شكل من أشكال التمييز، على سبيل المثال] تحرم من الخدمات، أو تحرم من وظيفة] بسبب جنسك. سواء أكان جسدي أو عاطفي، أو كان مرتكب الجريمة من داخل الأسرة، الجيران، أو شخص ما في الشارع، GBV ينطوي على انتهاك لحقوق الإنسان. نحن هنا اليوم لأننا مهتمون في فهم مخاطر العنف التي تواجهها في المجتمع بطريقة أفضل، وسبل المساعدة للحد من تلك المخاطر. على وجه الخصوص، كيف يتم تخفيض المخاطر المرتبطة بسبل العيش الخاصة بك وإدارتها بحيث تكون سبل العيش أكثر أمنا وأقوى. الاختيار: لقد تم اختياركم لأنكم [نساء وفتيات شابات ورجال وشباب ومزارعين ورجال وعمال وتجار] تعيشون في هذا المجتمع. أو كسفام و WRC يقيمون وجهة نظرهم التي تقدموها حول احتياجات سبل العيش والمخاطر المترتبة على ذلك .

الاجراءات: هذا النقاش سياخذ مدة تقارب الساعتين، نحن نقدر الوقت الذي خصصتموها للحضور معنا، سوف نسألكم مجموعة من الاسئلة ونناقش بعض المواضيع، انتم احرار بالاجابة او حتى تقديم اي تعليق اضافي، اذا لا تريدون الاجابة على اسئلة محددة او المشاركة بالنشاطات فهذا الامر يعود لكم، سنأخذ ملاحظات لتوثيق الاجابات وربما نطلب منكم التوضيح اذا احتاج الامر، في مجموعات النقاش هناك نوع من التحدي الا وهو ان جميع الاصوات مسموعة بشكل متساوي، سنبدل قصارى جهدنا لتناكد من ان كل شخص صوته مسموع، من المهم ان نتفقوا كلكم بان كل شخص لديه صوت له قيمة وتعملوا قصارى جهدكم للتناكد ان كل شخص صوته مسموع (الموافقة)

المشاركة طوعية: مشاركتكم في المقابلة طوعية تماما. قد تقرر المشاركة أو لا. إذا قررت عدم إكمال المقابلة في أي وقت، لن يؤثر ذلك على مستقبلك للخدمات التي تقدمها أو كسفام أو أي مزود آخر. مرة أخرى، تستطيع مغادرة مجموعة النقاش في أي وقت إذا كنت تشعر بعدم الارتياح.

المخاطر والمنافع: لا يوجد مخاطر محددة في المشاركة في هذه المناقشة الجماعية. سوف نسأل بعض الأسئلة المتعلقة بحياتك الشخصية بما في ذلك سبل العيش وأي مخاطر مرتبطة بها. نحن لا نعتقد أن هذه الأسئلة سوف تكون مزعجا لك ولكن إذا كنت لا ترغب في الإجابة على بعض الأسئلة فأنت غير مضطر لذلك. الفائدة الرئيسية من مشاركتكم هي مساعدتنا لتناكد من أن برامجنا مناسبة لاحتياجاتك ولا تفعل أي ضرر للمجتمعات.

استخدام المعلومات: سيتم استخدام أفكاركم وإقتراحاتكم جنبا إلى جنب مع غيرها من مصادر المعلومات (المقابلات) لتحسين البرامج هنا وفي البلدان الأخرى. معتمدين على موافقتكم على ذلك، قد نستخدم معها الصور التي التقطت خلال هذه الأنشطة.

السرية: لن يتم تحديد المشاركون في هذه المجموعة بأسمائهم. ستبقى تعليقاتك مجهولة. سنطلب من جميع المشاركين في هذه المناقشة الحفاظ على تعليقات بعضهم البعض سرا. وهذا أمر مهم جدا، حيث أن بعض جوانب المناقشة قد تكون حول مواضيع حساسة، (مثل [GBV]الاتفاق؟)

### مشاركة النتائج:

سننظر في كل ما تعلمناه هنا وسنقدم عرضاً للنتائج الأولية في اجتماع خلال أيام قليلة، وسيحضر هذا الاجتماع من قبل منظمة أوكسفام وموظفي WRC. كما سيحضر هذا الاجتماع 1 من ممثلي كل مجموعة مناقشة أجريه في هذا المجال. سيكون هذا الاجتماع فرصة للممثل المختار من هذه المجموعات للتأكد من أن الأفكار المشاركة اليوم تم تبنيها جيداً من قبل منظمة أوكسفام و WRC. ممثل هذه المجموعة (ق) سيكون مسؤولاً عن مشاركة ردود الفعل من ذلك الاجتماع مع أعضاء آخرين في هذه المجموعة فيما بعد. في نهاية هذا النقاش هذه المجموعة سوف تحدد ممثل.

سوف ازود ممثل هذه المجموعة (s) بمعلومات للاتصال بالشخص الذي يعمل في WRC للمزيد من المعلومات حول أبحاثهم ودعوتهم لبرمجة سبل العيش [تشاركوا المعلومات الواردة أدناه أو ما يسمى ببطاقة العمل]:

أود ان اجاب على على أية أسئلة لديكم حول هذا البحث. هل لديك اسئلة؟ إذا كان هناك أي شيء لا تفهمه، أنا سعيد لإعطاء توضيحات. الموافقة: مرة أخرى، مشاركتكم طوعية تماماً. سأطلب الآن من اي احد من مجموعتكم ليخبرني إنه يدرك الغرض من هذا البحث [لتحسين البرامج والدعوة إلى خدمات ذات جودة] ويوافق أو لا يوافق على المشاركة. إذا كنت توافق على ذلك، سأقدم مذكرة من هذا [الاتفاق؟]. إذا كان هناك أي شخص لا يوافق، يرجى ان لا يتردد في المغادرة الآن [اكتب أعداد المشاركين على صفحة الغلاف].

سوف يكون من المفيد لنا ان نأخذ بعض الصور للناس من هذا المجتمع. نود أن نأخذ بعض الصور من الناس في هذه المجموعة. ومع ذلك، إذا كان هناك مشاركين لا يريدون صورهم ان يتم تضمينها، لا يزال بإمكانهم المشاركة في المجموعة، ولن نأخذ صور لهذه المجموعة [الاتفاق؟]

\_\_\_\_\_ الأحراف الأولى للمشارك عند الانتهاء من إفادته اللفظية .

تحقق من كل ما يطبق

### اغلاق النقاش

الشكر لك. هذا كانت كل اسئلتني حتى الان .

[إعطاء ملخص موجز مع اخذ ملاحظات .]نحن نحاول معرفة المزيد عن سبل العيش و GBV.

هل لديك أي شيء تود أن تضيفه؟

هل لديك أي أسئلة تريد ان تسالها؟

هل تعتقد أن المجموعات الأخرى مثل [النساء والفتيات المراهقات والرجال والمراهقين والعرقية مجموعات والمزارعين والرعاة والعمال والتجار] سيكون لديهم إجابات مختلفة جداً؟

هل لديك أي أسئلة تعتقد أنه ينبغي أن تسأل للجماعات الأخرى؟

هل هناك شخص آخر ينبغي أن نتحدث إليه؟

شكراً لكم على مساعدتكم، وعلى وقتكم معنا، وكذلك الشكر على ارائكم ورسائلكم. تذكروا أن كل واحد منكم وافق على إبقاء ما كان مشتركاً خلال هذه المناقشة سرا، وبعض منها قد يكون شخصي / حساس. من فضلكم لا تبادلوا المعلومات أو أسماء المشاركين الآخرين مع أعضاء آخرين من المجتمع من أجل احترام خصوصياتهم

كان الغرض من هذه المناقشة الاستيعاب الأفضل لاحتياجات سبل العيش، المخاطر واستراتيجيات المجتمع حول هذه المخاطر ولتعلم كيف يمكن أن تكون برامج سبل العيش للمجتمعات المتضررة من الازمات أمن في جميع أنحاء العالم.

سننظر في كل ما تعلمناه هنا وسنقدم عرضاً للنتائج الأولية في اجتماع خلال أيام قليلة. وسيحضر هذا الاجتماع من قبل منظمة أوكسفام وموظفي WRC. كما سيحضر هذا الاجتماع 1 من ممثلي كل مجموعة أجريناها في هذا المجال. سيكون هذا الاجتماع فرصة لاختيار ممثل لهذه المجموعة للتأكد من أن الأفكار المشتركة اليوم تم تبنيها جيداً من قبل منظمة أوكسفام و WRC. ممثل هذه المجموعة (ق) سوف يكون مسؤولاً عن مشاركة ملخص ذلك الاجتماع مع أعضاء آخرين في هذه المجموعة فيما بعد. هل هناك شخص في هذه المجموعة على استعداد لحضور اجتماع النتائج؟ هل جميع أعضاء هذه المجموعة على اتفاق مع هذا الممثل؟ [الاتفاق؟ ملاحظة اكتب معلومات الاتصال للممثل على الغلاف].

إذا كان أي شخص يريد التحدث على انفراد معي لدي مجال بعد لاجتماع، إذا كنت قادر، ونحن نقدر ذلك لكم إذا تمكن من اخذكم دقيقة لاستكمال اسئلة قصيرة. لدينا اسئلة مختلفة للمزارعين والرعاة والتجار والعمال. هناك أيضا واحدة لأنواع أخرى من سبل العيش.

اشكركم جميعا!

\_\_\_\_\_الأحرف الأولى من المساعد

## Annex D: Wealth Breakdowns

		Urban	Rural	Rural
				Note – initially they only identified 2 groups – very poor (26%) and middle (74%) but later they divided the middle group into 3, so we have divided them, but the three groups (poor, middle and better off) are extremely close together
% households in wealth group	Very poor	18%		26%
	Poor	26%	73%	15%
	Middle	44%	19%	38%
	Better off	13%	8%	21%
Household Size	Very poor	5–6		4–8
	Poor	7–8	4–9	4–8
	Middle	9–10	4–9	4–8
	Better off	10–12	4–9	4–8
Land owned	Very poor	10–15 donums		None
	Poor	15–20 donums	10–30 donums	90% do not own land – most is rented from the government; some pay rent, some don't. Average land area is 3–4 donums
	Middle	20–30 donums	20–50 donums	30% own land, 2–3 donums
	Better off	60+ donums	50–200 donums	3% own land, 2–3 donums
Land share-cropped	Very poor			
	Poor			
	Middle			
	Better off			
Land not cultivated	Very poor			
	Poor			
	Middle			
	Better off			

		Urban	Rural	Rural
Land cultivated (owned/rented) sharecropped land–uncultivated land)	Very poor			
	Poor		Not all land is cultivated – approx. 75% is planted/cultivated, and most is irrigated	
	Middle			
	Better off			
Main crops grown for sale	Very poor			None
	Poor		Wheat, barley, tomato, cucumber, onion and water melon	Watermelon is their main agriculture, followed by Fistug (nuts), Some barley and wheat, but not much. Tomatoes, peppers and cucumbers are grown sometimes but for consumption only, not for sale
	Middle		Wheat, barley, tomato, cucumber, onion and water melon	
	Better off		Wheat, barley, tomato, cucumber, onion and water melon	
Livestock: cattle owned	Very poor	None		None
	Poor		50% of wealth group has 1–3 cows – cattle can be tended by men or women	50% have 1–6 cows
	Middle	50–60 cows owned (used mainly for milking)	70% of wealth group has 3–5 cows – cattle can be tended by men or women	20% have (1–9) cows
	Better off	50–60 cows owned (used mainly for milking)	50% of wealth group has 3–30 cows – cattle can be tended by men or women	None

		Urban	Rural	Rural
Goats owned	Very poor	Approx. 5% of people have some sheep or goats across all groups – how many is not known		None
	Poor		50% of wealth group has 6–10 goats – sheep and goats are taken to graze by men only	None
	Middle		50% of wealth group has 10–30 goats – sheep and goats are taken to graze by men only	20% have 7–50 goats and sheep
	Better off		30% of wealth group has 25–50 goats – sheep and goats are taken to graze by men only	None
Sheep owned	Very poor	Approx. 5% of people have some sheep or goats across all groups – how many is not known		None
	Poor		50% of wealth group has 6–10 sheep – sheep and goats are taken to graze by men only	None
	Middle		50% of wealth group has 10–30 sheep – sheep and goats are taken to graze by men only	20% have 7–50 goats and sheep
	Better off		50% of wealth group has 25–50 sheep – sheep and goats are taken to graze by men only	None
Chickens owned	Very poor	0–20		5% have 5–6 chickens
	Poor	?	80% of HH in the village have chickens for eggs and meat – between 5–25 chickens owned – HH level, not farming on large scale. Chickens are usually tended by women	20% have 5–10 chickens
	Middle	?		70% have 5–15 chickens
		?		None



		Urban	Rural	Rural
Livestock sharing ( <i>pahuptan</i> )in/out (under what type of arrangement )	Very poor			
	Poor			
	Middle			
	Better off			
Other cases of difference production	Very poor	Cannot buy new clothes		
	Poor	Can buy some clothes	Bicycle, or some- times motorcycle	
	Middle	Can buy more expensive clothes	Tractor, water pump, one or two wells	
	Better off	Can buy more expensive clothes (e.g., can spend 60,000 Iraqi dinar (IQD) on clothes	Two tractors, three deep wells	
Other produc- tive household assets (ploughs, hand trac- tors, sewing machine, etc.)	Very poor			Bicycles – mainly for children
	Poor	Some have car, motorcycle or tricycle		50% have a car and/or tractor
	Middle	Have a car	Have an old or used car	30–40% have a car/jeep
	Better off	Have a car	Have fish ponds, one to two cars, have a factory	70% have a car
Other major distinction between groups	Very poor	Receive welfare payments, e.g., widows, people with no income/ salary, elderly/ retired people		
	Poor	Mostly laborers, or elderly/ retired govern- ment workers on pensions, or have only 1 salary/income in the HH	Not all of the group own land – about 50%	

		Urban	Rural	Rural
Other major distinction between groups (cont.)	Middle	2 or more incomes/ salaries in the family, mostly salaried work	Have similar livelihoods but wealthier groups have more land, more animals etc.	
	Better off	Politicians, several HH members have a good salary, or own many properties (houses/ restaurants, etc.)		
Type of household	Very poor	Mud brick house, only 1 house		Half concrete, half mud brick or mixture
	Poor	Some have mud brick houses, some have concrete houses. Some have 2 houses	Own mud brick house	Good quality concrete house
	Middle	Concrete house, more than 1 house	Own mud brick house, but larger	Good quality concrete house
	Better off	Concrete house, more than 1 house	Own concrete house	Good quality concrete house
Income sources	Very poor	Government welfare system (100\$ a month) PDS, selling eggs		
	Poor	Salary (low), pension for retired 400,000/ month	Selling livestock, crops sales, farm laborer wages	Farming – mainly watermelon and nuts
	Middle	Gov. salary, Army, teachers, traders, laborers, farming crops/crop sales	Selling livestock, selling crops, salaried work (e.g., teacher, Asayish, police, army, government worker etc.)	Laborers: loading and offloading concrete hollow blocks from local factories, have work every day (before the crisis), they get good money.

		Urban	Rural	Rural
Income sources (cont.)	Better off	Gov. position, senior parliament staff, oil workers, crop sales	Factory for animal products, fish ponds, livestock & crop sales	Government salaries
Average monthly income	Very poor	125,000 IQD/month		120,000 IQD welfare payments approx. (based on number of children)
	Poor	400,000 IQD/month	100,000–300,000 IQD/month	Approx. 3–4 million IQD/year
	Middle	1.5 million – 6 million HH/ Month	250,000–500,000 IQD/month	450,000 –1,050,000/month
	Better off	2–8 million IQD salary/month or more (individual salaries, not including crop sales or other incomes)	750,000– 3,000,000 IQD/month	From 800,000 to more than 1 million IQD/month
Sources of credit	Very poor	No formal access to credit. Can sometimes get shop credit, or borrow money from neighbors/ friends		Borrow from friends and neighbors.
	Poor	Can get shop credit, borrow from friends & relatives		Borrow from friends and neighbors.
	Middle	Can access credit from banks		Sometimes they can borrow from truck drivers or friends or relatives.
	Better off	Can access credit from banks		

		Urban	Rural	Rural
Bad year response strategies	Very poor	Borrow money		
	Poor	Borrow money		
	Middle	Use savings		
	Better off	Use savings		
School levels attained by children	Very poor			
	Poor			
	Middle			

# Annex E: Seasonal Calendar – North Diyala/Garmian Region

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec
<b>Seasons</b>												
rainy season												
dry season												
<b>Cropping</b>												
Wheat												
Barley												
Watermelon												
Cucumber												
Tomatoes												
Peppers												
Peanuts												
Onion												
<b>Trading</b>												
Trading												
<b>Livestock</b>												
lambling/kidding/ calving												
Milking												
Selling animals												
Chicken diseases												
<b>Labour</b>												
Hollow-block labour (Husseini)												
Irrigation canal clearing												
Farm labour												
Construction												
<b>Other</b>												
School Year												
<b>Income</b>												
Income patterns												

rain  
dry season

land prep  
sowing  
weeding  
fertiliser  
harvest  
pesticides

Trading

lambling/kidding /calving  
milking  
High season for selling animals  
Chicken diseases

High season for labour

Mid season for labour

Low season for labour

High income (sale of crops)  
Using savings  
Borrowing money/get credit



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