



# **Assessments and strategies for sustainable livelihoods**

## **Template, checklist and guiding principles**

Division of Programme Support and Management (DPSM)  
Operational Solutions and Transition Section (OSTS)  
Sustainable Livelihoods, March 2013



## **Assessments and strategies for sustainable livelihoods**

### *Template, checklist and guiding principles*

This document is a checklist with the guiding principles of the assessments and strategies of sustainable livelihoods. Staff and consultants are encouraged to use this document as a reference tool in the process of planning and implementing a sustainable livelihoods assessment and the development of a comprehensive strategy for sustainable livelihoods.

The template is based and includes examples of best practices in the field: Yemen (2008), Jordan (2009), Armenia (2009), Bangladesh (2008), Malaysia (2008), Zimbabwe (2008) and Eastern Sudan (2008).

The template has been divided into eight sections to facilitate the process of documentation. Each section gives a brief description of what is to be included, followed by a more detailed breakdown of the specific requirements of that section. Existing examples to help understand the types of assessments and the information required can be found throughout the document.

The essential definitions are highlighted in the document, and can also be found in the annex.

**For specific issues related to this document or sustainable livelihoods issues in general, please contact the Livelihoods Unit of UNHCR:**

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## 1.0 Executive summary

*This section should be a non-technical summary designed to provide a brief overview of the entire report on which it is based.*

## 2.0 Acknowledgments

*Note of appreciation to (and the names of) the most relevant sources, community leaders, external partners in the assessment, administrative and logistical support, reports reviewers, etc.*

### 3.0 Introduction

*What is the report about, how should be used and by whom.  
Length: 1 paragraph*

## 4.0 Background

*General context in which the assessment and planning were carried out.*

*Length: 3 pages*

- Host country (social, economic, legal and political context)
- General profile of the population (ongoing): legal status, age, gender, ethnicity, education, professional training, average time in exile...
- Key prospects for durable solutions:
  - Local integration (number and profile of the refugees that could be locally integrated).
  - Repatriation (number and profile of the refugees who have shown interest with the explicit intention of return). Set time frame for the proposed duration of certain activities, including vocational and professional training.
  - Resettlement (number and profile of refugees under consideration/with the explicit intention of return). Set time frame for the proposed duration of certain activities, including vocational and professional training.
- Brief review of what UNHCR is doing by itself or with others to support **sustainable livelihoods**\* (details are presented in the Conclusions section), plus an overview of the lessons learned from previous interventions. Description of government programs that are available to refugees. Inclusion of an institutional matrix in the annexes.
- What originated the request of support for sustainable livelihoods.
- Objectives of the consultancy (if applicable) (ToR in annex)

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\* Sustainable livelihoods<sup>1</sup>

Sustainable livelihoods (SL) comprises the capabilities, resources (human, natural, capital, financial, physical and social) and activities required by a means of subsistence: sustainable livelihoods that enable an individual, family, a community cope and recover from stress and crises, maintain or improve their skills and resources, and provides opportunities for sustainable livelihoods for the next generation. It also provides net benefits to other sustainable livelihoods locally and globally, and short and long term. A sustainable livelihood consists of the following attributes: the possession of human capabilities (such as education, skills, health and psychological counseling), access to tangible and intangible resources, and the existence of economic activities.

## 5.0 Methodology

*Explain how and where the information used in the report was obtained, to enable readers to make their own opinion about the quality of the information of the report.*

*Length: 1-2 pages*

- Composition of the evaluation team.
- Summary of the methodology (the annex may include a summary of steps).
- Secondary sources used (full list in annex).
- Main sources interviewed.
- Number of areas/towns/sites chosen for sustainable livelihoods and the method used to select them (random or non-random selection). Explain the reason for choosing this method, for example, safety conditions, difficulty of access, time constraints, etc.
- Number of focus group interviews conducted with socio-economic groups or other (explain the characteristics of the group).
- Describe the difficulties that the team found in any aspect of the collection and analysis of data.



## 6.0 Conclusions of the assessment

### 6.1 Working in the country of asylum

- How is applied the legal/political framework with regard to labour matters? Number of cases of arrests and deportations due to work/income generating activities.
- Existing information/statistics on refugees who are currently employed or self-employed.
- Legal status (% of the refugee population with legal residence and/or work permits, if known).
- Cultural and social work-related norms (including gender roles) between refugees/**AS communities** and host communities.

### 6.2 Areas of sustainable livelihoods

- Number of identified areas of sustainable livelihoods and location. A map of the region highlighting the boundaries of the areas of sustainable livelihoods may be shown.
- Identify the homogeneity of the areas, and pockets/groups of different vulnerability or welfare which may exist within each area.
- Other significant information about the place and its people (social, economic, environmental and political trends), events or major crises that have happened recently, where relevant, such as natural disasters, influx of people, conflict, unexpected rise/fall in the prices of primary commodities in the market.
- Description of each area of sustainable livelihoods and their resources; see the example below:

**Example:**

<b>Population</b>		40,000-50,000 inhabitants, including 14,000 refugees (2006 data), Yemeni citizens and Yemeni returnees from Somalia since 1991.
<b>Sustainable livelihoods</b>		Microenterprises (market stall, homemade food, childcare), work in services (transport fare collection, cleaning, trading companies), plan of benefits with UN/NGO, remittances, breeding of small livestock
<b>Resources</b>	<b>Natural capital</b>	<ul style="list-style-type: none"> <li>• No land/property free</li> <li>• Lack of access to other resources (water and aquatic resources, fisheries)</li> </ul>

	<b>Physical capital</b>	<ul style="list-style-type: none"> <li>• Availability of water, sanitation and electricity but in poor working conditions</li> <li>• Housing of variable quality (huts of straw, wood and tin roofs, concrete blocks), with 3 to 5 people in each</li> <li>• Market based</li> <li>• Proximity to markets in Aden</li> <li>• Proximity to main trade routes</li> <li>• Infrastructure to house community facilities (school, health care)</li> <li>• Telecommunications (mobile and fixed) based networks</li> <li>• Traditional technology of textile clothing for men and women (e. g. textile Mouazé)</li> <li>• Equipment and livestock for sewing and weaving</li> </ul>
	<b>Human capital</b>	<ul style="list-style-type: none"> <li>• Refugees and host communities with a wide range of semi-skills, few of them possess skills to carry out vocational and skilled occupations</li> <li>• Available skills: <b>women</b> in sewing/fabric, health care and nursing, social services, hairdressing; <b>men</b> in electricity/mechanics, foreign languages, carpentry, computer skills</li> <li>• Adults with experience in Somalia (teaching, engineering, carpentry, sewing, etc.)</li> <li>• About 50% of the population is literate, nearly 17% have pre-secondary and higher education diploma. 50% of refugees have good knowledge of Arabic and nearly 7.7% of English</li> <li>• Dynamic and motivated youth groups</li> <li>• Young population, about 50% &lt; 18 years</li> <li>• Functional community leadership structures</li> <li>• Available training for skill development, such as sewing, embroidery, computer programming, auto mechanics, electricity, hairdressing</li> </ul>
	<b>Social/cultural/political capital</b>	<ul style="list-style-type: none"> <li>• Strong ties to family and relatives</li> <li>• Low social status, particularly among Somali and Ethiopian communities</li> <li>• Community services available (language learning and tutoring, educational, social and communication activities, vocational training and social orientation)</li> <li>• Formal and informal groups associations available (Somali Women Association and Somali Youth Union )</li> <li>• Kindergartens available (day care in a home)</li> <li>• A participatory mechanism (participatory assessment tool) for decision-making</li> <li>• An active committee of leaders</li> </ul>
	<b>Financial capital</b>	<ul style="list-style-type: none"> <li>• Low wages for refugees (in particular payment of incentives)</li> <li>• Revolving funds available through local NGOs (87 women had access to micro credits to date)</li> <li>• Exchange offices for money transfer (3 available offices)</li> <li>• Remittances and savings</li> </ul>
<b>Coping strategies*</b>	<ul style="list-style-type: none"> <li>• Prostitution</li> <li>• Begging</li> <li>• Car wash</li> <li>• Child labour</li> <li>• Garbage collection (mostly children)</li> <li>• Domestic work (seems to be declining in Basateen)</li> </ul>	
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>• Opportunities for legal employment in specific fields: health care, information technology, textiles and clothing, footwear,</li> </ul>	

	<p>telecommunications, crafts and engineering sectors</p> <ul style="list-style-type: none"> <li>• Increased activity and presence of private companies and NGOs employing local workers with incentives</li> <li>• Increased vocational training through local and international NGOs (InterSOS and Al-Tadamoun)</li> <li>• Interest from NGOs/legal entities and quality micro-institutions to work in the area (Yenemi Women Association, Social Fund for Development (SFD), and Small Enterprise Development Fund (SEDF) of Aden)</li> <li>• Motivated and dynamic young refugees</li> <li>• Access to the market, traders and services of Aden</li> <li>• Cultural and religious ties with the Yemeni society and relative homogeneity of the Somali culture (language, religion)</li> </ul>
<b>Challenges and difficulties</b>	<ul style="list-style-type: none"> <li>• Legal employment limited to specific skills for non-Yemenis, high unemployment rate in Yemen (37% in 2006)</li> <li>• No legal framework/rules and regulations for business registration, property rights and labour protection of refugees has been adopted</li> <li>• Training is not always in demand</li> <li>• Lack of marketing / sales / business knowledge</li> <li>• Inadequate water, electricity and sanitation supply</li> <li>• Limited access to micro-loans or subsidies</li> <li>• Early school dropout and marriage for girls</li> <li>• Increased cost of food</li> </ul>

### 6.3 Groups and sustainable livelihoods resources

*This section presents information from discussions with focus groups held with representatives from each socioeconomic/sustainable livelihoods group. It was verified and validated through several focus group discussions within each group and the information of the key persons interviewed and secondary sources. The number of groups of sustainable livelihoods and the definition of the group must adjust to different environments. As in the following example, a table may be useful to present the information clearly, especially if more than one area of sustainable livelihoods has been identified, and sustainable livelihoods groups are composed differently in each of the areas.*

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#### \* Coping strategies

The coping strategy refers to the various options available to respond to trauma with capabilities that each person has available (productive and non-productive resources, human capital, income and social capital) and the ability to use a wide range of resources. People affected by slow-onset disasters (shortage of food/crisis) respond with a progression of coping strategies, using all available options in many possible ways.

- Presentation of the “sustainable livelihoods resources” which are accessible to different groups of sustainable livelihoods. The sustainable livelihoods include human, physical, natural, financial and social resources. The definitions of each resource can be entered in each sub-section or in the annexes. This section is the centerpiece of an evaluation exercise of sustainable livelihoods. The main differences in how families from different socioeconomic categories/sustainable livelihoods have access to these resources can be highlighted in particular.
  - a) Human:
  - b) Physical:
  - c) Financial:
  - d) Social (including cultural and political):
  - e) Natural:
- Describe the limitations in the availability/reliability/relevancy of the data.

**Example:**

Relatively few data on the financial capital of the Iraqis have been collected. Currently, information on family income and expenses is reflected in the assessment of eligibility for financial assistance, but so far these data have not been recorded and analyzed. In addition, the context of the collection of information is likely to add distortions in reporting. The Iraqis have various sources of financial capital, being the most prominent labour and financial assistance. Less is known about savings, remittances, pensions and loans.

There is a need to understand whether the prevalence of non-work-related sources of financial capital creates disincentives to work. The issue of social capital among the Iraqi refugees has not been properly understood. Most population studies have focused on individual vulnerabilities that in social structures. Natural capital is less relevant to the urban refugee population in Jordan. However, it is worth noting that most Iraqis in Jordan have no access to land nor water resources to engage even in small-scale agriculture or gardening.

- Resources for sustainable livelihoods found in each group of sustainable livelihoods can be included in a table like the following example:

**Example:**

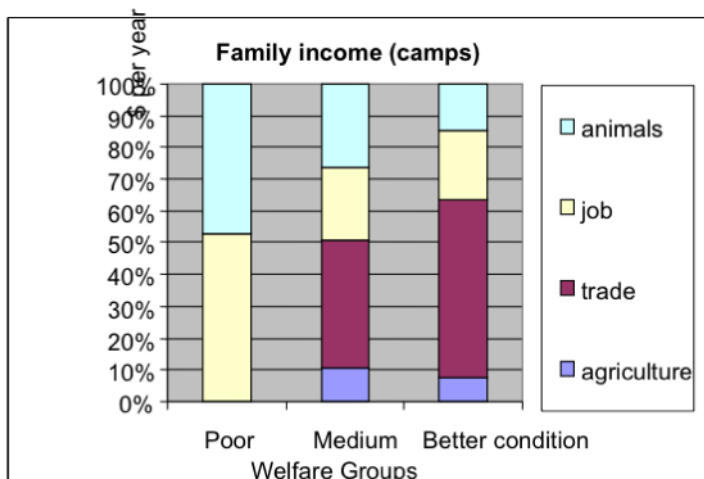
SL group	Extreme poverty	Poverty	Average	In better conditions
Proportion of households by category	20-30% (most single-parent households)	30-35%	20-25%	10-15%
Family size	7-8	6-7	6-7	3-4
<b>Human resources</b>				
Education	Most parents are illiterate. Most do not attend school.	Most illiterate 50% attend primary school from 6 to 9 years of age and then drop out to help the family. Some parents have primary-secondary education.	Literate parents and most educated. All attended primary school, and between 30-50% completed secondary education. 15-20% completed high school.	All children go to school. All attend primary school. Between 50-80% attend secondary school and between 50% and 60% continue to higher education.
# Adults who work	0-1 Most are engaged in domestic work and begging.	1-2 (day labourers and child labour) mainly engaged in car washing, domestic work and garbage collection.	1-3 Most have paid employment or are engaged in trade.	2 Most merchants (shops, restaurants, offices of communication, private transport companies) or have a relatively high wage employment.
Skills	Very low skills profile	Some sew, knit, are auto mechanics or plumbers.	Drivers, mechanics, hairdressers, sewing, secretarial work for women. Skills as interpreters. Negotiating skills.	Computer and language skills. Teaching. Trade and business skills. Carpentry. Mechanical/plumbers. Repair and maintenance of electrical appliances.
<b>Physical resources</b>				
Housing / Accommodation	A room with plywood structure with corrugated tin roofs or straw huts. Some of them are homeless (sleep in nearby farms).	1-2 rooms with plywood structure with corrugated tin roofs	Concrete block houses with an average of 2-3 rooms, kitchen and bathroom	Concrete block houses with an average of 3-5 rooms, kitchen and bathroom.
Productive resources	NA	NA	1-2 sewing machines. 1-2 goats .	Carpentry tools and equipment. - Kitchen equipment (restaurants). 2-4 goats.
Access to infrastructure	Access to local market.	Access to local market.	Access to local market.	Access to local market. Connection to a land

	Access to water well.	Inadequate access to water and electricity.	Between 50% and 70% have access to water and electricity grid.	communication phone line. Everyone has access to water and electricity grid.
<b>Social resources</b>				
	There is no participation in self-help groups or community organizations activities. Limited financial support from relatives.	A small percentage is involved in community organizations (youth groups, committees of leaders).	Active members in community-based organizations (youth groups, committees of leaders).	Between 10% to 20% are active members of community organizations (youth groups, committees of leaders). They transfer money to relatives abroad.
<b>Financial resources</b>				
Average income	NA	5,000-10,000 YR per day.	10,000-15,000 YR per day.	20,000-30,000 YR per day.
Sources of income	<u>Women</u> Begging  <u>Men and children</u> Car wash	<u>Women</u> Domestic work Selling clothing door to door <u>Child labour</u> Garbage collection <u>Men</u> Occasional employees Other jobs in services	<u>Women</u> Sewing, social and community activities Labor subsidies <u>Hombres</u> Sale of vegetables and food, sale of clothing Labor subsidies	Microenterprise / self-employment, mostly in mechanical and electrical work. Teachers
Savings	0	0	Cash (50% hhs)	Cash (100% hhs)
Remittances	0	Of relatives	Of relatives	Remittances abroad
Pension income or income of the country of origin	0	0	0	About 10%
Loans	0	0	Access to micro credit	Access to micro credit
Assistance	Charity/donations	Charity/donations	0	0

**Examples:**

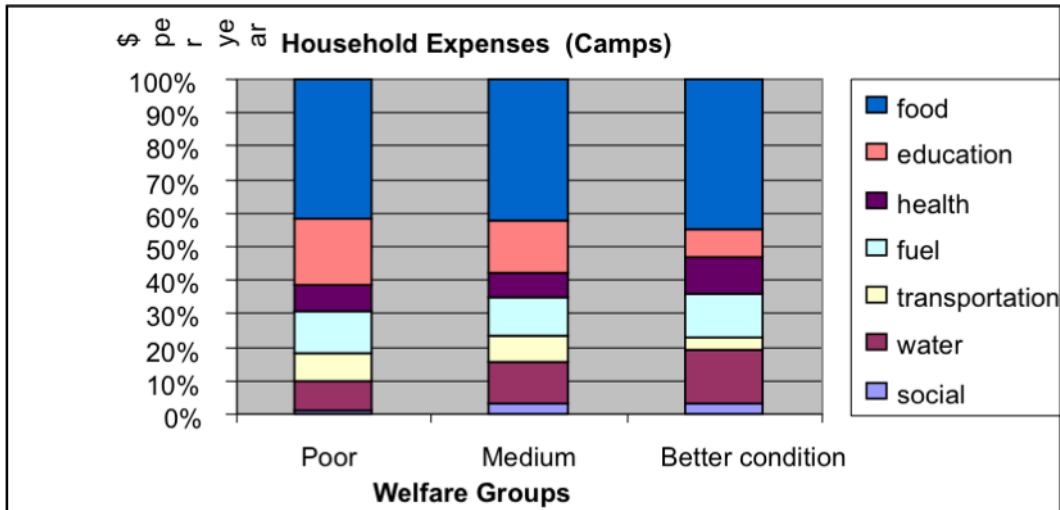
1. Distribution of income per family / groups of sustainable livelihoods

Household income (camps)			
\$ per year			
	Poor	Medium	Under the best conditions
Agriculture	0	250-280	230-250
Trade	0	1060-1000	1800-2000
Work	1000-1050	550-650	650-700
Animals	920-950	650-700	460-500
	<b>1900-2100</b>	<b>2400-2700</b>	<b>2900-3300</b>



2. Distribution of expenses per family / groups of sustainable livelihoods

Husehold Expenses			
USD per year			
	Poor	Medium	Under the best conditions
Social	10-20	60-80	90-110
Water	-150	-300	-550
Transport	120-150	150-200	110-130
Fuel	170-200	250-300	420-460
Health	100-130	250-200	350-370
Education	300-320	340-380	260-290
Food	600-700	900-1100	1300-1550
	<b>1500-1700</b>	<b>2200-2600</b>	<b>3000-3500</b>



#### 6.4 Groups of sustainable livelihoods and protection risks

- This table can be used to summarize and analyse the different protection risks that were identified within each group of sustainable livelihoods. It is also useful to analyse the potential future protection risks relating to the possible social, economic, legal and political development in the host country.

Groups of sustainable livelihoods	Existing protection risks		Potential development of protection risks
	Men	Women	
Extremely poor			
Poor			
Medium			
Solvent			



## 6.5 Sustainable livelihoods strategies

- **Key strategies for sustainable livelihoods**  
The differences between socio-economic groups/sustainable livelihoods and the roles of men and women should be emphasized. For example, Jordan's report provides little information on each groups of sustainable livelihoods, but focused on the analysis of strategies for sustainable livelihoods around gender issues. Ideally, both the socio-economic status and gender roles will be analyzed.
- **Patterns of income and expenses**  
The annual aggregate data on households income and expenditure can be presented in "pie charts" or "% stacked bar graphs" with a brief analysis. For example, Eastern Sudan (% stacked bar graph).
- **Coping strategies**  
Refer to the definition in the annex. Coping strategies used by different socio-economic groups and by both men and women can be described here. Importantly, this represents only strategies applied in times of crisis or unusual changes in household composition and resources. Coping strategies are specific reactions to sudden and unexpected changes, and usually negative, in the area of sustainable livelihoods; they are not the usual strategies that displaced households apply once they have settled in the country of asylum (once the emergency phase of new displacements ends).

## 6.6 Current interventions to support sustainable livelihoods

- Who are the main actors in place? (Governments, UN, NGOs, CBOs, local associations).
- What are they doing in the areas of interest and for the persons of interest to UNHCR?
- How and to whom they assist?
- Lessons learned and results of impact assessments in the past.

## 7.0 Analysis

(Main challenges and opportunities for self-reliance, by general topics)

*This chapter consolidates and lists the main challenges and opportunities identified in the previous section. Issues that relate specifically to each area and each group of sustainable livelihood, and to the men and women in particular, should be carefully outlined, as they will determine the strategy of targeting and the priorities framework. Recommendations or options for interventions that address the challenges and seize the opportunities identified can be listed under each heading. These elements will form the basis of the strategy proposed in the next section.*

Topics can be classified into main sectors affecting sustainable livelihoods of people and self-reliance strategies, for example:

- Access to education, **vocational and professional training\***, basic services and adequate housing (human capital and physical capital):
  - Challenges
  - Opportunities
  - Recommendations
- Access to social support networks, job placement and counselling services, information (social capital):
  - Challenges
  - Opportunities
  - Recommendations
- Access to job opportunities and self-employment opportunities:
  - Challenges (including in countries of asylum with limited rights of work or movement of refugees, the dangers of working in the informal sector, such as arrest and detention, deportation, economic exploitation, unemployment ...)
  - Opportunities
  - Recommendations
- Access to savings and other financial services (financial capital):
  - Challenges
  - Opportunities
  - Recommendations

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### \* Vocational training

Vocational training refers to the formal transfer of skills (technical) and knowledge, following programmes accredited with subsequent certificates or diplomas recognised by the relevant authorities (usually national councils of Training, Ministry of Education or Ministry of Labour). Vocational training may be offered by institutions or companies and is generally accessible to young people with formal education (primary or secondary studies certificate).

### Skills development

Skills development refers to the usually not formally transfer of skills and knowledge (technical), following core curriculum. Skills development qualifies primarily as semi-skilled level. Upon completion, students will receive an internal certificate of participation that rarely is recognized by the authorities of vocational training. Skills development may be based on courses or have business nature and is usually accessible without any formal education certificate.

- Access to land, animals or other productive natural resources (natural capital):
  - Challenges
  - Opportunities
  - Recommendations
- Access to protection/security in the host country, legal advice:
  - Challenges
  - Opportunities
  - Recommendations

## 8.0 Recommended strategy

*This chapter presents the recommended strategy to improve the options for sustainable livelihoods of displaced populations (and as members of the host community). It seeks to address the challenges identified in the analysis and build on the opportunities and capacities of refugees/host communities in each of the locations of the operation (areas), according to the capabilities of each group. This section presents the scope, key principles underpinning the strategy, strategic objectives (the what) and recommended activities (the how).*

### 8.1 Purpose or overall goal

**Example:** “Ensuring an enabling environment for refugees to improve their skills and family income and ensure higher protection of their rights and productive resources during the asylum and in preparation for durable solutions.”

**Example:** “Ensuring an enabling environment for social and economic self-reliance and integration of the refugee population, and strengthen their livelihood strategies through relevant, comprehensive and coordinated interventions.”

### 8.2 Scope

Here becomes clear the duration and location of the strategy, the population groups involved and/or to whom strategies are directed.

### 8.3 Core principles

**Example:**

- **Build on the skills of refugees**  
“[T]he most effective response should be based on existing strategies and work to create opportunities that allow refugees to channel their energies toward solutions.”<sup>1</sup>
- **Participatory approach**  
Refugees should be involved in developing the strategy.
- **Diversification of strategies**  
Given that diversification is a common strategy to deal with all kinds of risks, the sustainable livelihoods strategy should “offer so many options and sustainable livelihoods as possible.”<sup>1</sup> Diversification also recognizes that the refugee population is not a homogeneous group.

- **Social cohesion**  
SL activities should promote social cohesion of local communities and refugee populations.
- **Sustainability**  
The partners will consider whether it is appropriate to incorporate the principles of trade-related sustainability in the provision of services related to SL. For example, some training programmes may require a small admission fee or copayment.
- **Comprehensive approach**  
The SL strategy must take into account the economic, social, political, legal and environmental rights.
- **Partnerships**  
Many actors and donors with diverse skills, knowledge and experience will be required to implement the SL approach. Coordinate planning and implementation will strengthen the links between all activities that are mutually reinforcing.
- **Accountability**  
The partners are accountable to the refugee population by measuring progress towards the agreed goals, through strict monitoring and evaluation.
- **Rights-based approach**  
The SL strategy should contribute in human rights compliance.
- **Age, gender, and diversity mainstreaming**  
Assessing the implications of risks and protection strategies and activities of the sectoral programme for women and men of different ages and backgrounds.

**Example:**

- Use of local resources and assets (natural, social and human) to meet the local demand for goods and services.
- Empower and strengthen the capacity of young people, giving priority to young people in vocational training and skills development.
- The territorial approach should be encouraged to benefit both refugees and host communities to facilitate the local integration of refugees and strengthen links with the local community.
- Work with the Government as the main partner to ensure the coordination and joint planning and the exchange of information for the SL strategy.
- Ensure ownership and participation in the decision-making process; refugees should be involved in the planning and implementation of specific programme activities through a participatory approach.
- Ensure that the SL activities/programmes contribute to finding durable solutions for refugees.

#### 8.4 Strategic objectives and recommended activities at national level (Promotion, assistance, refugee legislation, etc.)

The objectives can be grouped thematically, in line with the groups of challenges and opportunities of the analysis section and the recommendations on each topic. It is useful to start with the highest objective at national level that aims to address political and legal issues through advocacy and awareness-raising, which lays the foundation for all other objectives and activities. Preferably, keep 4-5 objectives in total.

##### **Examples:**

##### **Objective 1: Institutional/political level**

Enhancing access to legal and financial services

1. Motivation
2. Indicative activities
  - a.
  - b.
3. Target population
4. Responsible partner
5. Impact indicators

##### **Objective 2: Title**

Increase percentage of refugees with residence and work permits, in accordance with national laws (*set percentage to be reached*)

1. Motivation
2. Indicative activities
  - a.
  - b.
3. Target population
4. Responsible partner
5. Impact indicators

##### **Objective 3: Title**

Increase percentage of young people with professional skills (*set target*)

1. x% of young people who have completed vocational/skills training programmes
2. % of young people who use their skills as a livelihood after completing VET programmes

## 8.5 Implementation agreements

*This section provides practical advice on targeted projects, partnerships, coordination and monitoring.*

### 1. Targeted projects

A more precise description of the targeting strategy can be developed here, with an orientation table to show activities that will make each of the groups of SL and how refugees with special needs or **vulnerable** persons without relatives will be supported.

	Most vulnerable	Poor	Medium	Better conditions
<b>Description of the welfare of the group</b>				
Proportion of households by category - Basateen urban area	<b>20-30%</b> (between 2,800-4,200 refugees)	<b>30-35%</b> (between 4,200-4,900 refugees)	<b>20-25%</b> (between 2,800-3,500 refugees)	<b>10-15%</b> (between 1,400-2,100 refugees)
Proportion of households by category - Kharaz camp	<b>35-40%</b> (between 3,500-4,000 refugees)	<b>30-40%</b> (between 3,000-4,000 refugees)	<b>10-15%</b> (between 1,000-1,500 refugees)	<b>1-5%</b> (between 500 refugees)
<b>Target groups by proposed intervention</b>				
Technical and vocational education (pre-high school graduates)	10- Basateen 10- Kharaz	30- Basateen 20- Kharaz	50- Basateen 50 -Kharaz	20- Basateen 20- Kharaz
Credit + business training package + GIA support	NO	NO	70 beneficiaries of Basateen + 30 in Kharaz	150 beneficiaries of Basateen + 50 in Kharaz
Training programme (professional and skills)	100- Basateen 80- Kharaz	70- Basateen 70- Kharaz	30- Basateen 70- Kharaz	30- Basateen 20- Kharaz
Vocational education and training (dropouts)	40- Kharaz 50- Basateen	30- Kharaz 30- Basateen	20- Kharaz 20- Basateen	NO
Job placement/internship services	50- Basateen & Kharaz	100- Basateen & Kharaz  20- Basateen interns	70- Basateen & Kharaz 40- interns (Basateen & Kharaz)	50- Basateen & Kharaz
Agricultural, livestock and fisheries	80- Kharaz	80- Kharaz	40- Kharaz	NO
<b>Total number of beneficiaries</b>	<b>420</b>	<b>450</b>	<b>490</b>	<b>340</b>
Special Services (education, health care and self-reliance) to physically and mentally disabled refugees	300-400 disabled refugees living with in the urban area and the Kharaz camp			

## **2. Partnerships**

Details on partnerships agreements

## **3. Coordination**

Given the interests and projects that many public sector stakeholders, agencies and donors may enter in the SL, close coordination and collaboration among all stakeholders to ensure that interventions and implementation are efficient and effective will be essential. Coordination will avoid overlapping of services and duplication of activities for the beneficiaries themselves. Some countries have proposed creating or **strengthening the role of platforms/existing coordinating groups** with additional responsibilities as follows:

### **Example:**

It is proposed that a Coordination Group of Sustainable Livelihood for Refugees:

- Facilitate the exchange of information
- Share experiences and lessons learned
- Ensure consistency in the design, selection and implementation of projects and fundraising
- Facilitate inter-agency referral of beneficiaries to take advantage of complementary services
- Avoids duplication and overlap of services; the Coordination Group will be composed of UN agencies, donors and NGOs
- Serve as a platform for promotion and fundraising
- Serve as a platform to promote the adoption and development of legislation on refugees and include refugees in other development programmes of the UN on SL
- Provide policy guidance to implementing partners regarding poverty alleviation, food crisis response and priorities of job creation
- Follow-up on programmes/activities of SL and assess their performance and synergies with other related activities
- Decide on the mechanism for reporting, evaluation and monitoring to ensure a high coordination between the actors in all SL activities targeting refugees



#### 4. Monitoring and evaluation

**Example:**

The financial monitoring of the projects will be carried out in accordance with the donor and the implementing agency of financial supervision regulations. For UNHCR, the verification and financial supervision will be conducted each quarter. Monitoring of activity and performance (measurable results) will be made quarterly, at least twice per year through visits to refugee homes and businesses, vocational training centres, and through observations and interviews with beneficiaries and implementing agency staff.

Impact monitoring will be carried out by implementing agencies and UNHCR (multifunctional teams) at least once per calendar year through interviews with beneficiaries and home visits to assess levels of income and compare them with the level of income prior to enrollment in the project. Agencies will be responsible for measuring the impact in terms of employment, income, family/household budget and spending trends/priorities.

The assessment teams for the donors and the Coordination Group will be responsible for the overall evaluation of the projects and the impact assessment on completion of the project cycle. The terms of reference for this evaluation exercise will be agreed and drafted by the Coordination Group. Given the nature of the interventions of SL, it is clear that many of the desired effects may not be achieved in the short period of time. The immediate result could be the acquisition of skills, while the medium-term impact would be to ensure income and the long-term impact would be to improve the general well-being of the family and its protection.

## 9.0 Annex

### 9.1 Essential definitions

#### **Sustainable livelihoods**

A livelihood comprises the capabilities, assets (which include both material and social resources) and activities required to earn a living. A livelihood is sustainable when it can withstand stresses and shocks and recover from them, while maintaining and improving its capabilities and assets, both at present and the future without damaging the existing natural resources base. They also contribute to the net benefits of other sustainable livelihoods locally and globally, in the short or long term. A sustainable livelihood is formed of the following attributes: possession of human capabilities (such as education, skills, health and counseling), access to tangible and intangible resources, and existence of economic activities.

#### **Achievements of sustainable livelihoods<sup>1</sup>**

The achievements of sustainable livelihoods are the results of the SL strategies. We, from the outside, investigate, observe and hear the exact nature of the results that people pursue, instead of making hasty judgments. Especially, we should not assume that people are completely dedicated to maximizing their income. Rather, we must recognize and try to understand the potential of the objectives of sustainable livelihoods. This in turn may help us understand the priorities of the people, why they do what they do and where are the main obstacles.

#### **Coping strategy**

The coping strategy refers to the various options available to respond to trauma with capabilities that one has available (productive and non-productive resources, human capital, income and social capital), the ability to use a wide range of resources. People affected by slow-onset disasters (food shortage/crisis) respond with a progression of coping strategies, using all available options in many possible ways. Different socio-economic groups in different areas may have different resources and capabilities. This makes some socio-economic groups more vulnerable than others to certain threats.

#### **Self-reliance<sup>2</sup>**

Self-reliance is the social and economic capacity of an individual, family or community to meet their basic needs (including protection, food, water, housing, personal safety, health and education) in a sustainable manner and with dignity. Self confidence, as a programmatic approach refers to the development and strengthening of sustainable livelihoods of persons of interest and the reduction of their vulnerability and dependence on humanitarian or external long-term assistance. Within UNHCR operations, self-reliance is the basis for durable solutions, a foundation to work towards the Millennium Development Goals and the capacity to contribute to the implementation of the Agenda for Protection.

#### **Vulnerability<sup>3</sup>**

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<sup>1</sup> DFID (Department for International Development): Sustainable livelihoods guidance sheets.

<sup>2</sup> UNHCR 2005: Handbook for Self-reliance.

<sup>3</sup> Refugee livelihoods: A review of the evidence, Machtelt De Vriese, 2006.

Vulnerability is traditionally defined as the inability to deal with stress or crisis and, consequently, the likelihood of being affected by events that threaten sustainable livelihoods and security. Displacement situations generate many stresses and crises, therefore vulnerability is an important issue that must be addressed.

### **Financial capital**

Financial capital represents financial assets used by people to achieve their SL objectives. The definition used here is not economically rigid, as it includes both flows and stocks, and can contribute to both consumption and production. Financial capital includes significant structural units of SL, namely the availability of cash or the equivalent in resources that allow people to adopt different SL strategies.

### **Human capital**

Human capital represents the skills, knowledge, working capacity and good health, which, on the whole, helps people seek different livelihoods strategies and achieve their results. At the household level, human capital is a factor of the quantity and quality of the available workforce, which varies depending on family size, skill levels, education, leadership potential, health, etc.

Human capital appears in the generic framework as an SL asset, i.e. as an element or means to achieve SL. Its accumulation can also be an end in itself. Many consider poor health or lack of education as central dimensions of poverty, and overcome these conditions may be one of its primary SL objectives.

### **Natural capital**

Natural capital is the term used for the existence of natural resources from which flows of resources and services (e.g., cycling of nutrients and erosion protection) useful for SL are derived. There are a variety of resources that constitute the natural capital, from intangible public goods, such as the atmosphere and biodiversity, to divisible assets used directly in the production (e.g. trees and soil). Examples of natural assets include land, forests, marine resources, water, air quality, protection against erosion, waste assimilation and protection against storms.

### **Physical capital**

Physical capital comprises the basic infrastructure and productive assets required to support SL:

- Infrastructure consists of changes in the physical environment which help people to meet their basic needs and be more productive.
- Productive assets are the tools and equipment that people use to work more productively.

The following infrastructure components tend to be essential for SL:

- Means of affordable transportation
- Safe housing and buildings
- Adequate water and sanitation supply
- Clean, affordable energy
- Access to information (communications)

### **Social capital**

Social capital refers to social resources which people draw in pursuit of their SL objectives. These are carried out through:

- Networking and connectivity both vertically (between users or customers) or horizontally (between individuals with common interests) that increase the confidence and ability of people to work together and expand their access to larger institutions, such as political, civic or cultural bodies.
- Membership to more formal groups that often involves adherence to rules, norms, and sanctions mutually agreed upon or commonly accepted.
- Relationships of trust, reciprocity and exchange that facilitate cooperation, reduce transaction costs and provide the basis for informal safety nets among the poor. These issues are interrelated. For example, membership of groups and associations can expand the person's access to other institutions and influence them. Similarly, trust can be developed more commonly among people who are connected through kinship.
- Favourable image, control, power or influence which a person or a group has on individuals or groups within the refugee community. Also relates the group with a preconceived status in the host community, both locally and nationally.

#### **Business Development Services (BDS)<sup>4</sup>**

Business development services are designed to help micro, small and medium-sized enterprises and cooperatives to overcome barriers to increase profitability. This is done by improving their productivity and access to high-value markets. In this way, can create and maintain productive, paid and good quality jobs as well as reduce poverty and contribute to the development of local economies. These services include training, consultancy and advice, assistance in marketing, information, development and technology transfer, promotion of trade links and links to finance and financial services.

The SL area is defined by common characteristics, such as:

- Type of economic activities, welfare level, housing density, security.
- Proximity to important economic, social or political elements, such as markets, military units.
- Access to public services such as health, education and public transport system.

#### **Income-Generating Activities (IGA)<sup>5</sup>**

The IGA are a type of micro business activities, especially in rural areas, referring to the type of pre-enterprise, self-employment livelihood. Income-generating activities are an important source of income for households with additional family income. Usually they involve seasonal part-time activities, are based on traditional technologies, materials and local markets, often with a limited potential for growth and above all involves only women.

Micro-enterprises are slightly larger than income-generating activities, since they work with a few family workers, apprentices and sometimes with one or more (up to ten) permanent workers. IGA are a mixture of traditional technologies and “modern, but obsolete.” They often lack access to capital, have modest technical skills and limited management abilities. They relate more with local and nearby markets. Therefore, are often found in large rural towns and regional centres.

<sup>4</sup> ILO, Employment: Job Creation and Enterprise Development. IGA.

<sup>5</sup> Self-reliance and sustainable livelihoods for refugees in Dadaab and Kakuma camps, Alfred Dube, 2005.

**Microfinance<sup>6</sup>**

Microfinance refers to the provision of financial services to poor or low income microentrepreneurs, including consumers and the self-employed workers who do not have access to commercial banks or financial services. The term also refers to the practice of sustainability in the provision of financial services. More broadly, it refers to a movement that provides "a world in which as much as possible poor and near poor households have permanent access to an appropriate range of high quality financial services," including credit, savings, insurance and money transfers.

**Skills development**

Skills development refers to the transfer of skills and knowledge (technical) usually not formally, following core curriculum. Skills development qualifies primarily as semi-skilled level. Upon completion, students will receive an internal certificate of participation that is rarely recognized by the authorities of vocational training. Skills development can be based on courses or have business character and is usually accessible without any kind of formal education certificate.

**Vocational training**

Vocational training refers to the transfer of skills (technical) and knowledge formally, following accredited programs with subsequent certificates or diplomas recognised by the relevant authorities (usually national councils of Training, Ministry of Education or Ministry of Labour). Vocational training may be offered by institutions or companies and is generally accessible to young people with formal education (primary or secondary studies certificate).

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<sup>6</sup> UNHCR Micro-credit Hand outs?

## **9.2 Evaluation methodology**

*This is the method used to assess situations of sustainable livelihoods.*

## **9.3 Reference list of secondary sources/documents consulted**

*This is the list of all the secondary sources that were consulted. These lists can be used as a reference point.*

## **9.4 Institutional mapping**

*Institutional mapping refers to who does what functions and for whom. The mapping should cover existing programmes and previous programmes may serve as references only. This refers to programmes related to sustainable livelihoods.*

## **9.5 Summary of project**

*The summary notes are brief sketches of a project. They usually have a page in length and omit minor details. A comprehensive project proposal will be developed at a later stage in a separate document.*

## **9.6 ToR for consultancy/expertise**

*The Terms of Reference (ToR) will give a framework for sustainable livelihoods in relation to the consultancy/expertise, as well as the conclusions and expected results. A template is available for drafting the ToR document.*