

## GENDER TIP SHEET FOR LIVELIHOOD AND SKILLS DEVELOPMENT SECTOR

**Purpose:** Identify entry points for humanitarian actors working in the Livelihoods and Skills Development Sector (LSDS) in Cox's Bazar to accelerate gender equality

1. The Business Case for focusing on gender in livelihoods and skills development.
  - Women and men have the right to equal opportunity in livelihoods and employment.
  - Diversified livelihood options can cushion the vulnerability of women and marginalized groups to shocks and stresses.
  - Investing in transferrable skills and vocational training for young women and men can increase their employability and market access.
  - Integrating gender considerations into livelihoods and skills development programs ensures that both women and men benefit equally from economic opportunities and social resources.



Questions to discuss with your team when doing gender analysis:

**Differentiated Impact:** What are the livelihoods roles of women and men, boys and girls prior and after the crisis? What livelihoods and trade skills were lost and gained during the crisis and post-recovery?

**Norms and Attitudes:** What are the gendered norms in trades and occupations? What livelihoods and trade skills were lost and gained during the crisis and post-recovery? Are there social or cultural restrictions affecting livelihoods choices of women and men, and persons with diverse genders?

**Barriers and Gaps:** What are the barriers for women and men, girls, and boys, and persons of diverse genders and with disabilities to participating in livelihoods and enterprises or occupational entry? What are the critical gender gaps in your livelihoods and skills development for women and girls?

**Access and Resources:** What are the levels of skills, work experience and market access available to women and men in the community? What is the different impact of the crisis on women and men on their access to and control of resources?

**Trends:** What is the impact of drought and other climate-related emergencies on livelihoods? Are there opportunities in the private sector to support women-led enterprises?

## 2. Entry points (include examples of good practice)

<b>Governance and policy</b>	<p>Develop and implement gender-responsive policies for livelihood programs, including workforce inclusion, training, and job creation.</p> <p><b>Good practices can include:</b> Gender-specific quotas or preferences in certain livelihood programs (e.g., Cash for Work (CfW)) to encourage female and gender-diverse participation.</p>
<b>Access and Opportunities</b>	<p>Provide equal access to livelihood opportunities, training, and employment opportunities by ensuring a specific focus on marginalized women and girls.</p> <p><b>Good practices can include:</b></p> <ul style="list-style-type: none"> <li>• Access to livelihood interventions, such as vocational training, is provided to women, persons with disabilities, and gender-diverse populations, considering practical challenges (e.g., childcare, transportation, etc.).</li> <li>• Childcare support in training centers, flexible training schedules, and promoting men's involvement in domestic care work.</li> <li>• Ensure market access (e.g., separate seating place for women, toilet arrangements)</li> </ul>
<b>Agency and Empowerment</b>	<p>Strengthen the agency and empowerment of women and girls, as well as gender-diverse groups and persons with disabilities by offering leadership opportunities (e.g., women role models) in economic activities and community initiatives.</p> <p><b>Good practices can include:</b></p> <ul style="list-style-type: none"> <li>• Audit skills and livelihoods, and develop entrepreneurship training that helps women gain control over income and contribute meaningfully to family and community decision-making, are promoted</li> <li>• Promote financial literacy for women and men, including supporting HH budget management</li> <li>• Develop a leadership course for women in entrepreneurship with business planning and seed grants</li> </ul>
<b>Financing</b>	<p>Ensure that financing opportunities such as savings schemes (e.g., VSLA), microloans, and income-generating activities are accessible to women, men, and gender-diverse populations equally.</p> <p><b>Good practices can include:</b></p>

	<ul style="list-style-type: none"> <li>• Review vocational training designs to identify gender-specific barriers and stereotypes for occupations and skills</li> <li>• Develop cash transfer and post-training seed grants and support to develop women-led businesses/enterprises</li> <li>• Initiate partnerships with the private sector to enhance promising skills (e.g., creative industries)</li> </ul>
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### 3. Data sets to look for enable SADD and gender analysis

Example of Data sets
Types livelihood trainings for women and men, disaggregated by sex and training type
Number of vocational and trade skills assessed by humanitarian partners
% of employment in trades and occupations (e.g., construction, agriculture, creative industry, services, etc.), disaggregated by sex
% of youth ages 18 – 24 who have basic literacy and numeracy, disaggregated by sex
% participation rate in the labor force (informal/formal), disaggregated by sex
Number of members of multi-Purpose Women's Center, disaggregated by sex
Basic literacy among refugee populations, disaggregated by sex
Employment rate of working age populations ages 18-59, disaggregated by sex

### 4. Performance indicators and discussion

LSDS	Suggested Minimum indicators for ensuring gender equality and WE Actions	Key Discussion Questions
Vocational skills and literacy	<ul style="list-style-type: none"> <li>• % increase in working age populations that have access to vocational skills and skills development training, disaggregated by sex</li> <li>• % increase in populations that have passed basic literacy and numeracy, disaggregated by sex and age</li> <li>• % of the working age population who are admitted to the accelerated adult literacy (AAL) program, disaggregated by sex and age.</li> <li>• Number of persons who are certified TVET trainers and educators, <b>disaggregated by sex and age</b></li> </ul>	<ul style="list-style-type: none"> <li>• What is the proportion of the working-age population, including young men and women who have basic literacy and numeracy?</li> <li>• Is there a 'glass ceiling' for some occupational sectors?</li> </ul>

	<ul style="list-style-type: none"> <li>• % of trainees who completed competency-based training (CBT), disaggregated by sex and occupational sector.</li> </ul>	
Sustainable livelihoods and support services	<ul style="list-style-type: none"> <li>• Number of populations that received livelihood training, <b>disaggregated by sex and age</b></li> <li>• % of participants that have been hired or placed in work programs, <b>disaggregated by sex and occupational type</b></li> <li>• % increase of training participants who are generating an income after the training are qualified in training courses, disaggregated by sex and occupational type</li> <li>• % of populations participating in cash-for-work and food-for-work programs, disaggregated by sex</li> <li>• % of participants who say they can access support and capital to start a small business, <b>disaggregated by sex</b></li> <li>• % of participants who report an increase in their assets (cash and non-cash) after the training, <b>disaggregated by sex</b></li> </ul>	<ul style="list-style-type: none"> <li>• What are the changes in assets that women have and can acquire (land, seed, livestock, equipment, access to markets, education) before and during the crisis?</li> <li>• What are the gender number changes in skills and occupations after the crisis?</li> <li>• Are there instances of outmigration for seasonal work or an increase in child labor? Are there protection risks as a result?</li> </ul>
Employability and Market Access	<ul style="list-style-type: none"> <li>• Number of participants who have been placed in vocational training after completion, <b>disaggregated by sex</b></li> <li>• Number of programs that train and employ persons with disabilities or gender-diverse persons</li> <li>• % of self-employed persons who reported having regular income after the training or support, <b>disaggregated by sex</b></li> <li>• % of participants who reported shifting occupations and trades after the training, disaggregated by sex</li> <li>• % of trained participants who are employed in trade and are receiving an income, disaggregated by sex</li> <li>• Number of programs that train and employ persons with disabilities or gender-diverse persons.</li> <li>• % of self-employed persons who reported having regular income after the training or support, <b>disaggregated by sex</b></li> <li>• % of participants who reported shifting occupations and trades after the training, disaggregated by sex</li> </ul>	<ul style="list-style-type: none"> <li>• What are the changes in decision-making on productive assets and HH expenditures?</li> <li>• What is the market access of women engaged in trade or production?</li> <li>• How to include digital literacy, financial literacy, and the banking system in the capacity development initiatives for women in income-generating activities?</li> <li>• How does unpaid care work disproportionately limit women's participation in</li> </ul>

	<ul style="list-style-type: none"> <li>• Number of multi-purpose Women's Centers and workspaces that have a code of conduct and occupational safety measures</li> <li>• Number of private sector programs and external partners supporting entrepreneurship and/or market linkages</li> </ul>	
Leadership, Participation and Decision-making	<ul style="list-style-type: none"> <li>• % of working-age population who report being confident in joining the labor market, <b>disaggregated by sex</b></li> <li>• Number of HHs who report reduced hours spent on household care, <b>disaggregated by male/female-headed HHs</b></li> <li>• % of participants who report having more decision-making power in household expenditures, <b>disaggregated by age and type of expenditure</b> (e.g., food allocation, education, clothes)</li> <li>• % of HHs who report shifts in traditional household chores being redistributed on the level of unpaid household care, <b>disaggregated by female/male-led HHs</b></li> <li>• Number of persons with disabilities with increased participation in community and leadership positions, <b>disaggregated by sex</b></li> <li>• % of HHs trained that reported more shared responsibility for their households post-displacement, <b>disaggregated by female/male-led HHs</b></li> <li>• Number of HHs engaged through Self-Help Groups established in Multi-Purpose Women's Centers (MPWCs), <b>disaggregated by female/male-led HHs</b></li> </ul>	<p>vocational training and livelihood programs?</p> <ul style="list-style-type: none"> <li>• What are the GBV risks (e.g., harassment, exploitation) that may affect women's access to skills development and income-generating activities?</li> <li>• What are the ways to strengthen protection and security measures, training facilities, and complaint mechanisms on PSEA and GBV?</li> </ul>

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