

Actogramme

Objective To make an image of the institutional setting showing relevant actors and their relations — it shows all relevant actors, all relevant relations, the intensity of relations, and the adequacy of relations. An actogramme helps to achieve the following goals:

- understand the complexity of the environment;
- identify opportunities and limitations for improvement of relations; and
- gain common understanding between actors.

Material Papers, meta-cards, pens, markers, and flip charts

Time Half-day

Process

1. What is your basic question for making the actogramme?
 - identifying where to position a project;
 - identifying opportunities for strengthening cooperation between actors; and
 - identifying opportunities for expansion of services.
2. Define the field of analysis:
 - the sector (for example, enterprise development);
 - the geographical area; and
 - present or future operations
3. Define the orientation:
 - project centred (focus on relations between a project/organisation and other actors); and
 - relation centred (focus on relations between all the actors)

4. Define the type of actors to include:
 - organisations (public/private, sectoral);
 - level of analysis (officer, unit, department, organisation, clusters of organisations); and
 - clients/target group (entrepreneurs, farmers, etc.)
5. Define the type of relations to look into:
 - hierarchical lines (who give orders to whom);
 - cooperation (who cooperates with whom);
 - operational (who provides inputs/services to whom); and
 - financial (who finances/pays who)
6. Draw the map indicating the actors involved using different types of lines for different types of relations.
7. Indicate the quality of relations (intensity/importance).
8. Analyse the network.
 - What are the opportunities for improving relations between actors in order to improve the quality, effectiveness, and/or efficiency of services?
 - What are the threats to the present quality, effectiveness, and/or efficiency of services offered?
 - What can be done about these threats?

Comments and Application

- It is recommended to use the actogramme together with other tools (coverage matrix, factogramme) to create a comprehensive picture of institutional setting.
- A variety of actors should participate in the exercise in order to get a balanced picture.

Analysis Group Discussion

Objective To introduce the concept of analysis group discussion

Material Large sheets of paper and markers

Time 20 minutes

Process

1. Involve the field team and outsiders with skills and experiences (for example, village worker, teacher, mid-wife).
2. Introduce the concept of analysis group discussion.
3. Let the participants choose four to six different projects which they would want to discuss and compare.
4. Allow them to focus and express their ideas.
5. Allow community members to express their priorities and choices and do their own analysis.
6. Rank the projects according to feasibility.
7. The feasibility scores are compared and, if necessary, weighed.
8. Discuss the steps for further action.
9. Review and summarise the results of the appraisal in the form of diagrams and tables for presentation.
10. The team evaluates the findings and the methods used.

Rules for Analysis Group Discussion

1. Listen
2. Learn
3. Facilitate
4. Don't dominate
5. Don't lecture
6. Don't interrupt
7. Respect other people's opinion
8. Set agenda and prepare discussion by summarising findings beforehand

Comments and Application

- Analysis group discussion on the basis of a priority matrix is a good way to generate a higher level of participation.
- After deciding projects, the team completes an innovation information sheet (refer to table 2) for each innovation answering key questions.

Table 1: Example of a Priority Matrix

| Least + good ++ Best +++ | | | | | | | | | |
|--------------------------|-----------------------|-------------------------|------------------------------|-------------------|-------------------|-----------------|-----------------------|-------------------|----------|
| Innovation or project | Benefit for community | Community participation | Sustainability of innovation | Equity of benefit | Cost to implement | Time to benefit | Technical feasibility | Feasibility score | Priority |
| Clinic | +++ | ++ | ++ | +++ | ++ | +++ | +++ | 18 | A |
| Preschool | ++ | +++ | ++ | ++ | ++ | +++ | ++ | 16 | C |
| Well repair | +++ | --- | ++ | +++ | + | ++ | +++ | 17 | B |
| Credit programme | ++ | ++ | + | ++ | + | + | ++ | 11 | D |

Table 2: Innovation Information Sheet

| | |
|-----------------|--|
| What? | |
| Why? | |
| Where? | |
| When? | |
| Who implements? | |
| Who benefits? | |
| How? | |
| Cost? | |

Table 3: Innovation Assessment

This is the final stage of analysis group discussion, and helps to assess and prioritise possible options for development activities based on the following aspects:

- amount of benefit for the community;
- degree of community participation;
- sustainability of the project;
- equitability of distribution of benefits;
- cost to implement;
- time it takes before community benefits; and
- technical feasibility.

BDS Matrix

Objective To analyse business development services by identifying constraints and opportunities related to different categories of services and analysing the existing provision of services

Material Papers, meta-cards, pens, markers, and flip charts

Time Half-day

Process

1. Identify the categories of services to be analysed.
In general, the following categories of BDS can be distinguished:
 - market access;
 - training and technical assistance;
 - input supply;
 - technology and product development;
 - infrastructure and logistics;
 - policy/advocacy; and
 - financing.
2. Formulate for each category of service the following aspects:
 - constraints and opportunities;
 - required services and target of those services;
 - existing provision of services;
 - constraints to the provision of services; and
 - comments on the (mis) match between required services and existing services.
3. Analyse the matrix and draw conclusions.

Comments and Application

- In order to focus the analysis, it is helpful to focus on a specific sector and, if needed, repeat the exercise for other sectors.
- As much as possible, the information in the matrix should be supported by other studies.
- Involvement of all the key stakeholders in the service delivery from the government, private sector, NGOs, and users is essential and will contribute to the validity of the analysis.

Example of a BDS Matrix

| Category | Constraints/ opportunities | Service and clients | Existing provision of service | Constraints to the provision of service | Comments |
|---------------------------------------|-------------------------------|------------------------|----------------------------------|---|----------|
| Market access | | | | | |
| Training and technical assistance | | | | | |
| Input supply | | | | | |
| Technology and product development | | | | | |
| Infrastructure & logistics | | | | | |
| Policy/advocacy | | | | | |
| Financing | | | | | |

Brainstorming and Cluster Techniques

Objective - To quickly develop an unconstrained and non-evaluated list of issues, topics, and questions using the collective insights of a group for later discussion, grouping, clustering, sorting, and prioritisation
- To help in team building

Material Flip charts, small sheets of cards or paper, tape, white board, and pens

Time 30 to 45 minutes

Process

1. Ask the group to appoint a recorder who will not participate in the session, but will make a note of all the proceedings.
2. Ask the group to think of the different issues and topics related to the particular subject of the day.
3. Encourage the group of participants to think adventurously. Everything must be noted, even the wildest of ideas. Encourage the quantity of ideas on the issue/topic rather than the quality — the more ideas generated, the better.
4. Two options for recording brainstorming
 - People call out their ideas and the recorder writes them down each on a flip chart or white board. It is basically a collection of all the ideas — no evaluation or comments on the ideas are provided.
 - People write down the issues, their ideas, and questions on pieces of the cards provided earlier. These are then collected and pasted on the board.
5. The cards that are pasted on the board are grouped according to broad topics. Exact duplicates may be removed, but all other cards must remain on the board — even the most outrageous.
6. Participants can join in to cluster the different cards according to the broad topics.

Comments and Application

- The brainstorming and cluster techniques' tool is quite flexible and can be used for a variety of purposes. It is a very useful way of involving all the trainees in almost all the discussions. Even the most reserved participants feel bold enough to let their ideas flow (ideas are generated on a focused issue/ topic, which makes the process very quick).

Snowballing: A Variation to Brainstorming

1. Divide the whole group into pairs, and each pair is asked to brainstorm and write down ideas on cards/pieces of paper.
2. After a few minutes, two pairs join and compare lists and prepare a list that captures the ideas of four people. This process is repeated in a larger group.
3. After a few minutes, the group of four members becomes eight, and brainstorming and listing continues.
4. Continue the formation or 'snowballing' of larger groups every few minutes, until you have a master list of the whole group.
5. This process needs to be relatively quick with groups joining every few minutes (use a bell to move people along).

Buyers and Sellers' Game

Objective To raise awareness on strategies for pricing and on positive and negative aspects of competition

Material

- Fake money (photocopies of local currency) in bills of 100 and 20 — if the group consists of three buyers and 12 sellers, prepare a total of 1,500 (currency) for each buyer with a combination of 10 bills x 100 currency = 1,000 (currency) and 25 bills x 20 = 500 (currency).
- For each seller, prepare meta-cards with each meta-card representing one kg and give five kg to each participant.
- Two prizes

Time One hour

Process

This game can be played with participants from various backgrounds. It can be used with village collectors, facilitators, and programme staff.

1. For a group of 15 participants, select three buyers and 12 sellers (if there are men and women, make sure at least one woman is a buyer). If there are traders amongst the participants, then make sure that they are all playing the game as sellers, not as buyers.
2. The maximum playing time is 10 minutes. Explain that the objective of the game is for the sellers to earn as much income as possible with their product, and the buyers have to buy as much product as possible within the time limit. The winning seller is the one who has earned the most cash, while the winning buyer is the one who has bought the most 'kg' of product.
3. Before the game begins, you can separate the buyers and sellers and facilitate a discussion with each group in order to encourage them to try to work out a strategy to meet their objectives.
4. Start the game. Have the three buyers set up their booths separately from each other. When time is beginning to run out, call out five minutes, three minutes, and then one minute in order to speed up transactions and introduce the element of last minute closing of deals.
5. After the game, ask the buyers how much they sold and determine who the winner is. Similarly, ask the sellers who earned the most cash. Most importantly, ask the winners what strategy they used. Also ask other participants about their strategies. Make sure you ask some of the women about their methods.
6. Finally wrap up the game by testing the understanding of participants by encouraging them to talk about how competition can result in higher prices in some cases and lower prices in other cases.

Coverage Matrix

Objective To analyse the involvement of various actors in different enterprise support services — it shows all relevant actors, all relevant support services, and involvement of actors in providing those services. It helps to identify gaps and concentrations/overlaps for identifying possibilities for improved referral, coordination, and collaboration.

Material Papers, meta-cards, pens, markers, and flip charts

Time Half-day

Process

1. Formulate a question for analysis.
2. Define your field of analysis
 - the sector and the geographical area of operation.
3. Choose your focus — activities or target group:
 - list activities in the sector (products/services delivered);
 - select around 10 major activities;
 - cluster the activities and give a heading to each cluster; and
 - order the cluster and mark the most important ones with an asterisk (*).
4. List organisations related to your field of analysis:
 - cluster the organisations and give a heading to each cluster; and
 - order the clusters.
5. Draw the matrix.
6. Indicate the involvement of the different actors:
 - no involvement;
 - + limited involvement;
 - ++ substantial involvement; and
 - +++ major involvement.

If there are many actors/activities, indicate involvement per cluster.

7. Analyse the matrix:
 - identify gaps and constraints/overlaps; and
 - identify possibilities for improved referral, coordination, and collaboration.

Comments and Application

- It is recommended to use the coverage matrix together with the other tools (actogramme, factogramme) to create a comprehensive picture of the institutional setting.
- A variety of actors should participate in the exercise in order to get a balanced picture.

Observations

- There are various organisations involved in information services.
- There are various organisations involved in technical training and advice and business management training and advice.
- Limited attention is given to the organisation of the target group.
- Limited attention is given to institutional development.
- There is a limited number of banks providing credit.

Example of Coverage Matrix Small and Medium Enterprise (SME) Development

| | Chamber of Commerce | Community development | SME agency | Institute for innovation | Technology development projects | Credit project | Banks | Church dev. organisations | SME project |
|------------------------------|---------------------|-----------------------|------------|--------------------------|---------------------------------|----------------|-------|---------------------------|-------------|
| Business support | | | | | | | | | |
| Business promotion | | XX | | | | X | | XX | XXX |
| Management training + advice | | X | XX | | X | | | X | XXX |
| Technical training + advice | | | XX | XX | XXX | | | X | X |
| Savings and credit | | | X | | | XXX | | X | X |
| Information services | X | | X | X | X | | X | X | |
| Export promotion | X | | X | | | | | | |
| Institutional development | | | | | | | | | |
| Training of trainers | | X | | | | | | X | |
| Training of materials | | | | | | X | | | |
| Training of credit officers | | | | | | X | | | |
| R & D | | | X | X | X | X | | | |
| Promotion associations | | X | X | | X | X | | | |

Daily Activity Charts

- Objectives**
- To help understand how local people spend their day doing different activities — i.e., how time is divided for different household chores.
 - To have a comparison of the daily activities of different groups of people like men, women, children, and elderly people at different times of the year

Material Flip charts, markers, pencils, and chalk

Time 45 minutes to one hour

Process

1. Assign roles of interviewer, recorder, and observer among the team members.
2. Introduce the session to the participants stating that the daily activities of the local people will be traced to find out for what purposes they are busy in a day.
3. As with other diagrammatic tools, participants should select whatever materials they feel comfortable using — not necessarily pen and paper.
4. Begin the exercise by asking the key informants when they start their day in the morning. Ensure that all detailed activities are captured in the discussions. Specific questions may be posed to women and men differently.
5. Ensure that each activity is dealt with one at a time. After having completed one topic, go on to the next systematically.
6. Having completed the daily activity chart, discuss the opportunities and constraints the people face in their daily schedule work.

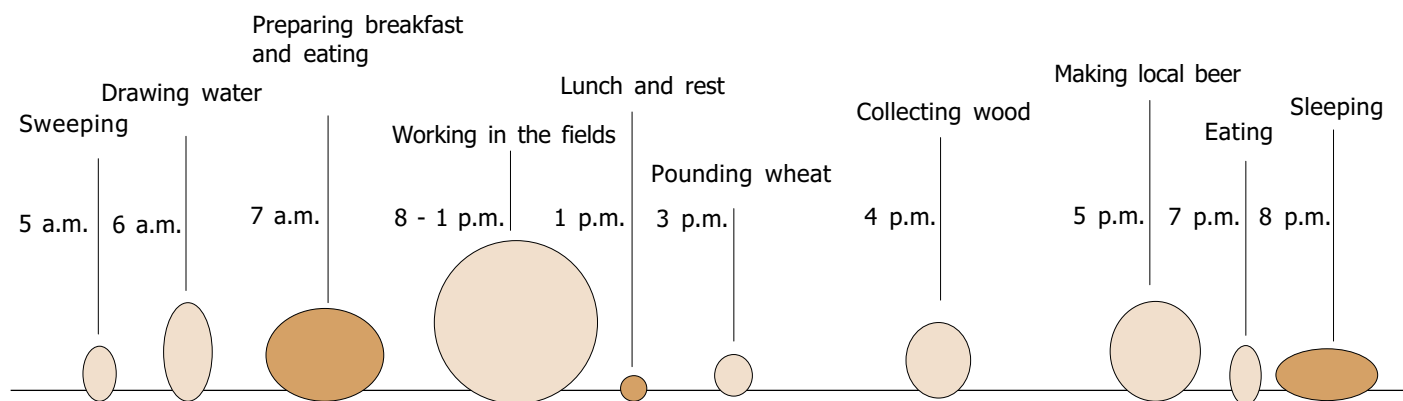
Questions to Ask

- What time do they start their day?
- What are the special highlights of the day?
- Has the pattern of daily activities changed over time?

Comments and Application

- The charts are best done by a small focus group of people in the same general situation.
- To generate discussion about the various activities the local people do, a balanced representation of key informants and gender would be helpful.
- If comparing the charts of different focus groups, have representatives of each group present so that they can explain their diagram and discuss the reasons for the differences.
- Where possible, cross-check the information through direct observation and interviews.

Daily Activity Chart of a Village



Daily Activity Profile and Diagram

Objective To find out a person's mobility during a typical day — this allows easy comparison between different people and illustrates their movement in and around the community.

Material Papers, pens, markers, and flip charts

Time 45 minutes

Process

1. Split the group into two or more sub-groups according to gender, profession, or age.
2. Ask each participant to construct a daily routine chart or daily activity for herself/himself.
3. Compare the individual charts in your sub-group and identify common patterns.
4. Prepare one representative daily routine chart for each sub-group.
5. Present the diagram/chart of each sub-group to the large group.
6. Discuss the results.

Comments and Application

- Such an exercise provides a useful insight into the nature of work done by people and their time spent for the same work.

Daily Routine Record Sheet

Name:

Male: Female:

Age:

Profession:

Season:

Note: continued on the next page

| AM | | | | | | | | | PM | | | | | | | | | |
|---------------------------|---|---|---|---|---|----|----|----|----|---|---|---|---|---|---|---|---|----|
| | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Work in home | | | | | | | | | | | | | | | | | | |
| Income generation in home | | | | | | | | | | | | | | | | | | |
| Income generation outside | | | | | | | | | | | | | | | | | | |
| Time for self/relaxation | | | | | | | | | | | | | | | | | | |

Daily Activity Profile

| | | | | | | | | | | | | | | | | | | |
|----|------|---------|-------|------|-------|--------|--------|--|--|--|--|--|--|--|--|--|--|--|
| PM | Time | | | | | | | | | | | | | | | | | |
| | 9 | | | | | | | | | | | | | | | | | |
| | 8 | | | | | | | | | | | | | | | | | |
| | 7 | | | | | | | | | | | | | | | | | |
| | 6 | | | | | | | | | | | | | | | | | |
| | 5 | | | | | | | | | | | | | | | | | |
| | 4 | | | | | | | | | | | | | | | | | |
| | 3 | | | | | | | | | | | | | | | | | |
| | 2 | | | | | | | | | | | | | | | | | |
| | 1 | | | | | | | | | | | | | | | | | |
| | 12 | | | | | | | | | | | | | | | | | |
| | 11 | | | | | | | | | | | | | | | | | |
| | 10 | | | | | | | | | | | | | | | | | |
| | 9 | | | | | | | | | | | | | | | | | |
| | 8 | | | | | | | | | | | | | | | | | |
| | 7 | | | | | | | | | | | | | | | | | |
| | 6 | | | | | | | | | | | | | | | | | |
| | 5 | | | | | | | | | | | | | | | | | |
| AM | | Kitchen | House | Yard | Field | Forest | Market | | | | | | | | | | | |

District Mapping

Objective To prepare a district overview based on the following goals:

- to determine the existing social and economic status of men and women in the district (social survey), and
- to assess the marketing environment for micro-enterprises in the district (market survey)

Material Paper, pens, and reports

Time Depends upon the given situation

Process

1. Carry out a social survey and prepare a report on it. The social survey provides information on the social and economic status, local needs, and existing skills of potential micro-entrepreneurs. Although a comprehensive list of reports has been suggested here (refer to comments and application), the social survey should not be large and time-consuming, as it should be based mainly on existing data from secondary sources. The consultant and action research team will; therefore, have to judge accordingly when planning their strategy to determine if additional information is needed from primary sources. The social survey report should have findings and recommendations on the following topics:

- existing social and economic status for men and women in the district Village Development Committee (VDC);
- suitable sites for programme locations according to project criteria;
- identification of potential target groups in the district VDC (skilled producers, interested entrepreneurs, groups which have received social mobilisation training, marginalised and disadvantaged groups of women and men, etc.);
- composition of VDC population, ethnic groups, land ownership, wealth, etc.;
- trends in employment, education, health, and spending in each VDC;
- governmental and non-governmental agencies operating in the district and their existing programmes in the VDC; and
- previous training given in the district and list of participants in social mobilisation and savings and credit.

Reports on population, natural resources and their uses, economy, and institutional environment in the district should help to prepare the social survey report. They are described as follows.

Population

- total population in the district (individuals and households) and breakdown by VDC;
- population distribution by ethnicity;

- distribution of households (or individuals) by occupation (and by VDC); and
- educational status of the district population such as levels of literacy and numbers of girl and boy children enrolled in school.

Natural resources and their uses

- land-use patterns (agriculture, forest, settlement, and others);
- number of micro and other electricity-generating plants, power capacity, and locations with power (by VDC);
- availability of motorable roads, transport network (for example, bus routes), and communications in each VDC;
- water resources and irrigation network (% of total land in each VDC which is under irrigation and which kind);
- mineral resources; and
- status of ecological balance.

Economy

- numbers (expressed as percentage of the total population) with ownership of different size of land holdings;
- numbers (expressed as percentage of the total population) of landless households;
- household distribution by income level by VDC;
- total income (in Nepalese currency and percentage) for the district and per VDC for each major sector (agriculture; fishery; livestock; live animals sale; trade; wage labour; cottage industry; small, medium, and large industry; tourism; remittances; and others);
- consumption and saving: food situation, household income, and expenditure (for example, food, clothing, medicines, education, religious ceremonies, etc.), household credit, credit system, uses of credit, levels of annual indebtedness; and
- food sufficiency of the population and numbers (expressed as percentage of the total population) with insufficient food.

Institutional environment in the district

- registered NGOs and their programme categories (health, water, agriculture, irrigation, micro-finance, etc.);
- international non-government organisation (INGO) programmes with development programmes in the district and type of activity;
- His Majesty's Government (HMG) district offices and agricultural and livestock support offices;
- agricultural and livestock research institutions and farms;
- District Development Committee (DDC) and VDC activities;
- Chamber of Commerce activities (sister city agreements and exhibitions);
- legislative environment supporting marketing in the various economic sectors; and
- existing formal and informal credit institutions.

2. Conduct a market survey and prepare an audit on it. This contains all the elements of marketing and development for micro-enterprises, which will be used to determine opportunities and constraints. It provides additional information for selecting programme locations. Also, micro-enterprise sub-sectors, which indicate market opportunities, will be prioritised to recommend to entrepreneurs.

Reports on the following four broad areas (four main areas of enterprise development) which influence marketing and development of micro-enterprises should help to prepare the audit. They are described as follows.

Market/Economy

- relative importance of the different economic sectors;
- status of the infrastructure for facilitating marketing activities;
- existing formal sources of credit;
- trade associations;
- potential partnerships with the private sector; and
- previous training given in the district and list of participants in cottage industry production and enterprise development.

Environment/Resource Management

- analysis of the present situation of raw materials which offer potentials for use in micro-enterprises; and
- past and existing programmes in agriculture, forestry, or natural resource management.

Social/Institutional

- legislative and regulatory environment for enterprises in the district.

Technology

- research institutions in appropriate technology;
- existing appropriate technology in use with micro-enterprises; and
- previous training given in technology improvements.

Comments and Application

The following reports should help with developing the social survey report.

- Production, consumption, sale price, surpluses, and imports and exports into the district and VDC for agricultural products (current, five years ago, and 10 years ago)
- Production, consumption, sale price, surpluses, and imports and exports into the district and VDC for horticultural products such as fruit, vegetables, seeds, bee-keeping, etc. (current, five years ago, and 10 years ago)
- Production, consumption, sale price, surpluses, and imports and exports into the district and VDC for livestock products (current, five years ago, and 10 years ago)
- Production, consumption, sale price, surpluses, and imports and exports into the district and VDC for forestry products (current, five years ago, and 10 years ago)
- Export (and destination) of products from the district and VDC
- Import (and origin) of products from the district and VDC
- List (name and VDC) of registered small, medium, and large agro-based industries
- List (name and VDC) of registered small, medium, and large livestock-based industries
- List (name and VDC) of registered small, medium, and large forest product-based industries
- Availability of industrial raw materials (by type and quantity)
- Local technology and development potentials
- Trade structure in the district, national, and foreign markets (agro based commodities in food grains, cash crops, livestock, forestry products, and industrial products)
- Status of the tourism sector
- Total annual sales' volume of CSI in the district (by VDC)
- Annual sales' volume of CSI in each sector (by VDC)
- Number of CSIs that have current registration (by VDC)
- Locations of the past and current registered CSIs and enterprises (VDC, ward)
- Total numbers of people employed in each category of CSI
- Types of organisational structure for registered CSIs, i.e., sole proprietors, partnerships, and cooperatives
- Numbers of members in each registered cooperative
- Amount of training given in each category of CSI
- Current and past trends in the composition of bank portfolios for loans to each major sector of CSI
- Uses for which loans are destined for each major sector
- Length of loans and rates of repayment in each major sector of CSI
- Existing constraints in each sector

Decision-Making Matrix

Objective To indicate the role of men and women in decision-making processes

Material Paper, pens, markers, and flip charts

Time 45 minutes to 1 hour

Process

1. Introduce and decide on the products/issues to discuss and include in the matrix.
2. Divide the participants into small groups of three to five people (depending upon the number of participants) based on gender, job, and marital status.
3. Ask the groups to agree upon and list down their opinion/data on resources and their benefits (household, community levels, etc.).
4. Draw up two decision-making matrices (separate for men and women).
5. Ask each sub-group to compare the individual charts and identify common patterns.
6. Prepare one representative decision-making matrix for each sub-group.
7. Present the chart of each sub-group to the large group.
8. Discuss the results.

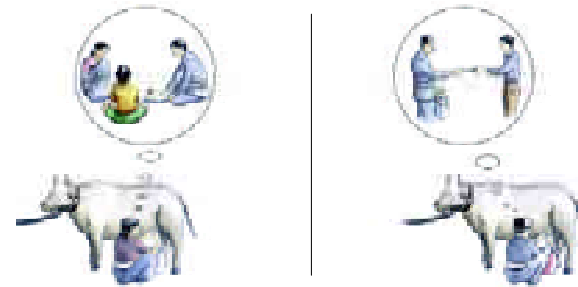
Comments and Application

- It is important to consider the type of group, as the role and position of women are changing or progressing.
- Too much variation in the group may not identify common patterns in the matrix.
- The group division should be done as per age, ethnicity, marital status, caste, and other socioeconomic variables that effect the decision-making process.

Sample of Decision-Making Matrix for Women

| Resources & benefits | Decision made by | |
|---|------------------|-----|
| | Woman | Man |
| <i>Khet</i> - type of crops - cultivation methods - use of products (food/sale/barter) - cash from products <i>Bari</i> - type of crops - cultivation methods - use of products (food/sale/barter) - cash from products Homestead gardening - type of crops - cultivation methods - use of products (food/sale/barter) - cash from products | | |
| Cattle - cattle husbandry (food, health) - use of milk - buying/selling cattle - cash from cattle (products) Goat - goat husbandry - buying/selling goat - cash from goat Pig - pig husbandry - buying/selling pig - cash from pig | | |

Use of Resources and Benefits: Cattle



| | | |
|--|--|--|
| <p>Non-timber forest products (NTFPs)</p> <ul style="list-style-type: none"> - how and when to use forest — use of honey (products) - cash from honey (products) - use of bamboo (products) - cash from bamboo (products) <p>Income generation/employment</p> <ul style="list-style-type: none"> - when and who will go to market - earned cash - labour: when & who (outside) - migration: when & who | | |
| <p>General issues</p> <ul style="list-style-type: none"> - sending children to school - clothes for children - taking loans with money lender — giving loans - how to spend <i>pewa</i> - buying household provisions - participation in development activities - participation in ceremonies | | |