



# **GUIDE to selecting income generating activities in rural contexts ANNEX. TOOLS**



*Photos taken by the Livelihoods Centre during the process of selecting the IGA activities of the Mothers' Clubs in Maradi, Niger (2019).*

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## Introduction

This document compiles **tools for the process of selecting Income Generating Activities (IGAs) in rural contexts**. In particular, the approach enables us to identify IGAs aimed at groups (including **Mothers' Clubs**).

The document is divided into stages:

- Stage 1: Secondary and primary information gathering
- Stage 2: IGA selection process

Key components for the selection and development of collective IGAs are:

- Identify **potential channels/sectors** in the intervention area.
- Learn about the **interests and previous experience** of the **target groups in regards to** developing IGAs, and identify the resources and capacities they have available and the main challenges they face.
- Identify **potential partners** (technical, commercial, etc.).
- Identify and **define potential IGAs** to be developed by the group.

**Income generating activities (IGAs) include:**

- **Primary production activities** (agriculture, livestock, etc.).
- **Processing and trading activities.**
- **Provision of services** (catering, tool/equipment/tableware hire, etc.).
- And in general, any type of economic or productive activity that can **provide income.**

The guide and tools presented in this document are adapted from the document drawn up by the IFRC Livelihoods Resource Centre (<https://www.livelihoodscentre.org/>).

## General. IGA selection process report template

### TOOL 0. IGA SELECTION PROCESS REPORT TEMPLATE

**Objective:** To provide a guide for outlining the results obtained from the process of selecting the Income Generating Activities for the target group(s).

The report template is a Word document consisting of the following sections:

#### EXECUTIVE SUMMARY

#### INTRODUCTION

- Project context
- Scope
- Evaluation team
- Methodology
- Constraints / limitations of the process

#### IGA SELECTION PROCESS

- Mapping of potential economic sectors (and sub-sectors)
- Preferences and socio-economic situation of the target group
- Other information on the socio-economic context of the target area
- List of potential IGAs by target group

The main outcome is a **shortlist of potential IGA for each target group**.

#### **Shortlist of potential IGAs by target group**

#### BUSINESS PLANS FOR SELECTED IGAS

#### CONCLUSIONS

## Stage 1. Phase 1. Gathering and analysis of secondary information

In Stage 1, Phase 1, secondary information is gathered. This document presents two checklists (Tool 1 and Tool 2) which explain the secondary information that should be obtained and reviewed before the field visit. The second tool (Tool 2) also includes some primary information to be obtained through the experience/knowledge of the project team (or local committees) in order to **understand the context of the intervention area** and to **enable the field visit to be planned**.

Also included are tools for compiling the secondary information obtained (Tool 3 and Tool 4) and a short guide to planning the field visit (Tool 5).

### Expected results:

- Mapping of potential sectors (and sub-sectors).
- Identification of missing information.
- Planning of the field visit (selection of communities and markets to be visited, selection of institutions and key persons to be interviewed).

### TOOL 1. CHECKLIST: GENERAL/REGIONAL CONTEXT

**Objective:** Checklist of general "macro" contextual information. This information can also be obtained from economic reports and development plans of governments and national or international institutions (WB, WFP, FAO, etc.), specialist websites (FEWS NET<sup>1</sup>, HEA-Sahel,<sup>2</sup> Reliefweb<sup>3</sup>), etc.

Operation reports and National Society/IFRC/ICRC evaluations related to the topic of livelihoods can be used.

#### Context and opportunities. General / regional.

- National and regional socio-economic context.
- Livelihood zones. Socio-economic profiles.
- Main livelihood activities, natural/economic resources available.
- Main economic sectors of the region and the potential for economic growth in the short and medium term. Main products/industry/services of the target area (primary, secondary and tertiary sectors).
- Basic market information and market trends. Main flows of goods and services (agriculture, livestock, etc.) to and from other regions of the country.
- Public policies and economic development plans (national and regional in the intervention area) including development plans for each target group - women, young people, refugees, etc. - including the empowerment of women.
- Socio-economic context focusing on gender: women's roles in economic activities, access to and/or ownership of productive resources, type of economic activities, opportunities and limitations, etc.
- Socio-economic context focusing on other target groups (young people, refugees, etc.).
- List of key state actors and organisations (national and regional level), including those involved in training/education.
- List of key reference documents.
- Financial services (formal and informal).

<sup>1</sup> <https://fews.net/>

<sup>2</sup> <https://hea-sahel.org/>

<sup>3</sup> <https://reliefweb.int/>

## TOOL 2. CHECKLIST: LOCAL CONTEXT/TARGET AREA

**Objective:** Checklist of information from the target area. This information is necessary to obtain an initial understanding of the characteristics and capacities of communities, and to be able to assist in the **selection of the communities, markets and key respondents** to be visited during primary information gathering.

This information can be obtained, prior to **primary information gathering**, via the **pre-existing knowledge of the project team** and local RC committees, existing baselines, as well as reports from other projects (internal or from other organisations) implemented in the target communities.

### Context and opportunities. Target area

- Local context. Number of communities, size (number of inhabitants; if possible broken down by age and gender), distance to main towns, transport connections with other villages.  
Most representative communities, explaining why.
- Local socio-economic context (target communities), main livelihood activities, availability of resources (land, water/irrigation, etc.), availability of markets (distance to main markets), presence of other groups (women's or otherwise).
- Socio-economic context focusing on gender: women's roles in economic activities, access to and/or ownership of productive resources, type of economic activities, opportunities and limitations, etc.
- Socio-economic context focusing on other target groups (young people, refugees, etc.).
- Changes and trends (relating to livelihoods).
- Main disruptions and vulnerabilities (impact), seasonal activities and trends (e.g., transhumance), migration (youth migration, male migration, etc.). History and changing context, particularly with regard to disasters.
- Market information: list and frequency (days) of markets in the intervention area. Size and type of markets (e.g., livestock market), distance of markets from target communities (approximate).
- Information on how people (targeted and non-targeted) normally use the markets.
- Production services (veterinarians, warehouses, equipment, inputs, processing machinery, etc.) that are close to the communities.
- Main training/educational institutions including existing training programmes and technical services.
- Existence of financial services at the local level; accessibility of these services for the target groups.
- List of key actors.
- Available reference documents (baselines, reports from other projects, etc.) in the communities/project areas. Include actions/activities to be implemented under the project that may have a positive (or negative) impact or create synergies vis-à-vis the creation of IGAs.



When gathering and analysing secondary information, it is recommended to consider the **previous experiences of the National Society** at the national and local (branch) levels in implementing IGAs. This should include existing capacities and skills, successes, constraints and lessons learned in the implementation of IGA projects/programmes.

### TOOL 3. COMPILATION AND RECORDING OF KEY INFORMATION

**Objective:** To provide evaluation teams with a **template for compiling and recording**, in an organised manner, the secondary information gathered, according to the above checklists.

Tool 3 is an Excel document with the following sections (tabs):

- Socio-economic context. General / Regional / Departmental.
- Local context.
- Local socio-economic context (study area).
- Socio-economic context focusing on gender.
- Socio-economic context focusing on the target group(s) (young people, refugees, etc.).
- Changes and trends (in livelihoods).
- Main disruptions and vulnerabilities (impact).
- List of markets in the study area.
- Services available.
- List of key actors.
- Existing reference documents.
- Previous experience in setting up IGAs.

### TOOL 4. POTENTIAL SECTORS AND MARKET FLOWS

**Objective:** This tool provides a simple template for **summarising the potential areas** for IGA development that have been identified following the analysis of **secondary information**, allowing maps and/or flow charts to be added.



All team members should be involved in drawing up this summary of key market opportunities and flows, so that knowledge and a common understanding of the context can be shared.

#### Summary of potential sectors and market flows

1. "Macro" information on the **main economic sectors of the region** in which the community is located (list of sectors and relevant information).

2. Existing opportunities for economic growth in the short and medium term (main livelihood activities, available natural/economic resources).

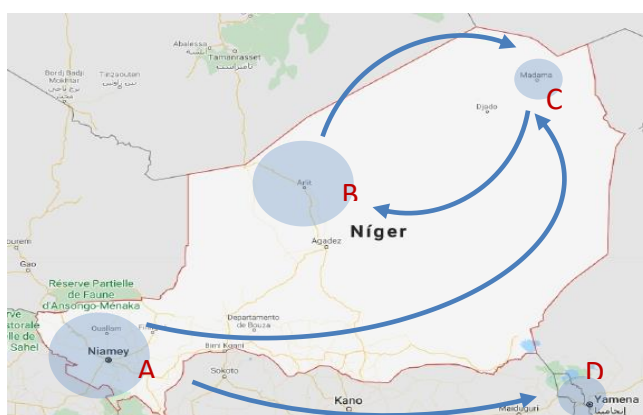
List of identified opportunities ( <i>examples</i> )	Short term	Medium term
Ruminant farming	X	X
Cereal storage	X	X
Opportunity for exchange with the neighbouring country (border area)		X
Lack of food processing		X

**Summary of potential sectors and market flows**

**Main flows of goods and services** (timber, livestock, grain, labour, etc.) with other regions of the country (in both directions). If possible, show the main flows on a map and/or in a diagram:

List of goods / services (example)	In / Out	Origin / Destination
Livestock (small ruminants)	Out	Region B
Wood	Out	Region B
Labour force	Out	Region C, neighbouring country
Sanitary products	In	Neighbouring country
Sanitary products	Out	To the whole country

Example of maps and diagrams



**TOOL 5. PREPARATION FOR THE FIELD VISIT**

**Objective: To prepare for primary information gathering in the field.**

For each intervention area, and on the basis of the background information, develop a plan including:

- **Localities, communities to be visited.** It is generally not possible to visit all the communities in the designated target area. Therefore, criteria for selecting the representative sample will need to be established, such as: accessibility/proximity to markets, community population, livelihood areas, etc., choosing at least one of each type (near/far from markets, small and large communities, etc.).
- **Key markets to visit.** The team will need to find out which are the **key markets for the target communities** as well as **for the potential products**, and as many as possible should be visited at times when there is the most trade. In some countries, the women may not be able to access the markets, and an alternative market may exist. If this is the case, this market should also be visited.
- **Key actors.** Depending on the context, some actors will be more pertinent than others. As there is not enough time to interview all of them, the team should hold a discussion in order to decide who it might be most beneficial to talk to. It is a good idea to talk to staff members with field experience.



If necessary, and especially if some members of the field team were not involved in the development of the tools or in the initial phase, **include in the planning a training session** that



covers: the objectives of the assessment and the process (stages); the use of the tools; and the testing of the tools.

**Preparation for the field visit (example)**

Time	Day 1	Day 2	Day 3	...	Day N
9-10	Presentation	Meeting with the president of the municipality	Interview with community leaders	...	
10-11	Training in the process	Focus group women	Focus group women and men		
11-13	Training in the tools	Market visit	(in parallel)		
...	...	...	...		
16-17		Pooling	Pooling		Pooling

Other recommendations:



- Include **debriefing (pooling) sessions** at the end of the day (or at the beginning of the following day) to share key lessons learned from the field visit, any required changes to the plan or tool review. See "3.1.3. Phase 3. Pooling and summarising primary information".
- When **planning focus group discussions**, we need to, divide the groups into male and female, target group, etc.
- Ensure planning (duration, number of villages/actors, etc.) is consistent with the **resources available** (people, vehicles, etc.)

## Stage 1. Phase 2. Gathering of primary information

In Stage 1, Phase 2, primary information is gathered. This document presents tools for gathering information from different **key respondents** (Tools 7, 8, 9, 10, 11, 13), as well as tools for **observing communities** (Tool 6) and **observing markets** (Tool 12).

In addition, there are tools for recording primary information obtained through interviews (Tool 14) and focus groups (Tool 15).

### Primary information sources:

<b>Target groups</b>	<p>Interests of the members of the targeted groups.</p> <p>Experiences and skills. Cost-effectiveness.</p> <p>Available resources.</p> <p>Limitations and capacities.</p>
<b>Village chiefs and traditional leaders</b>	<p>Potential industries/sectors in the intervention areas.</p> <p>Potential industries/sectors in the intervention areas geared towards women.</p> <p>Limitations and opportunities for the target groups.</p> <p>Specific support that can be given to the target groups (land, shop, space in the market...).</p>
<b>State institutions</b>	<p>Potential industries/sectors in the intervention areas.</p> <p>Potential industries/sectors in the intervention areas geared towards women.</p> <p>Development plans geared towards the target group/area.</p> <p>Experiences, lessons learned and recommendations.</p>
<b>State technical services and federations of women/youth groups/etc.</b>	<p>Potential industries/sectors in the intervention areas.</p> <p>Potential industries/sectors in the intervention areas geared towards women.</p> <p>Similar experiences, lessons learned and recommendations.</p> <p>Specific support that can be given to target groups (resources available and resources needed).</p>
<b>Other organisations</b>	<p>Potential industries/sectors in the intervention areas.</p> <p>Potential industries/sectors in the intervention areas geared towards women.</p> <p>Similar experiences, lessons learned and recommendations.</p>
<b>Markets</b>	<p>Observation: size, type of products (and their origin), type of vendors/traders (volume of products, space in the market, etc.), role of women and target groups.</p>
<b>Market actors</b> (market representatives, large traders, etc.)	<p>Local supply.</p> <p>Unmet demand (reasons, seasonality, etc.).</p> <p>Presence of wholesalers (buying local products).</p>

## TOOL 6. OBSERVATION IN COMMUNITIES

**Objective:** Triangulate and verify information.

The idea is that you walk around the village and try to take note of the things you see associated with the infrastructure, services, livelihood activities, roles of men, women, young people, etc. The list gives you an idea of the kind of things to observe.



NB. The information obtained from this mapping exercise can be useful for the rest of the interviews in the community, allowing specific questions to be asked in relation to the type of activities observed and the people carrying them out, the existing infrastructure (and its condition), etc.

<b>Village/Town:</b>	<b>Municipality:</b>
<b>Department:</b>	<b>Region:</b>
<b>Researcher:</b>	<b>Date:</b>

### OBSERVATION CHECKLIST

- Type of access to the community (transport routes to other localities).
- Access to electricity, telephone coverage, internet access.
- Access to water. Type of access.
- Is there a market? What about small shops in the community? Who runs these establishments (men, women etc.)?
- Visible assets (latrines; carts/motorbikes/cars; donkeys/horses/camels, granaries).
- List existing IGA activities.
- Are there small animals in the house (e.g., chickens, goats)? Condition of the animals (care)?
- Situation concerning the land and cultivation: large tracts of land (near / far from the community), house gardens, flood crops, etc.
- Types of community infrastructure (cereal banks, input warehouses, railway stations, financial services, access to telecommunications, etc.).
- What types of transport can be found in the community?
- Are there any other partners present?
- Other observations.

## TOOL 7. SEMI-STRUCTURED INTERVIEW: COMMUNITY LEADERS/TRADITIONAL AUTHORITIES

**Objective:** To identify the opportunities and main challenges relating to **income generating activities in the target areas for the target groups**. Develop an understanding of the supply and demand for products and services at the local level. Determine whether or not there is scope for some form of community support.

<b>Village/Town:</b>	<b>Municipality:</b>
<b>Department:</b>	<b>Region:</b>
<b>Last name/first name:</b>	<b>Contact:</b>
<b>Researcher:</b>	<b>Date:</b>

QUESTIONNAIRE
<p><b>Q1. What is the population of your community?</b>            Percentage of women/men:            Percentage of the target group (<i>young people, refugees, etc.</i>):</p>
<p><b>Q2. What are the main economic and income generating activities (IGA) in the community?</b> Specify (if possible, estimate % per activity).</p>
<p><b>Q2b. Which economic activities and IGAs are the most cost-effective?</b> Explain.</p>
<p><b>Q3. What are the main economic activities and IGAs carried out by the target group?</b> Specify.</p>
<p><b>Q4. What economic and IGA opportunities do you think can be developed in your community?</b> Specify.</p>
<p><b>Q5. Which (of these) are most appropriate for the target group? Why?</b></p>
<p><b>Q6. What are the key markets frequented by the majority of the population?</b> Specify the locality, type, distance (in time or km), frequency.  <b>And by the target group?</b>  <b>Are there any community shops? How many? What kind of shops?</b></p>
<p><b>Q7. What are the main food and non-food products and services most in demand throughout the year (at least five)?</b></p> <ul style="list-style-type: none"> <li>- Food products:</li> <li>- Non-food products:</li> <li>- Services:</li> </ul> <p><b>And seasonally (festivals/events, start of school, livelihoods - seed, feed, etc.)?</b></p> <ul style="list-style-type: none"> <li>- Food products:</li> <li>- Non-food products:</li> <li>- Services:</li> </ul>
<p><b>Q7b. Are any of these products and services available in your village? If not, where do you find them?</b></p>

<p><b>Q8. What are the problems faced by the target group when it comes to developing IGAs (access to credit, land for cultivation, socio-cultural issues, time availability etc.)?</b></p>
<p><b>Q9. What kind of support or assistance could the community provide to the target group (land, water, storage, use of the community centre, etc.)?</b></p>
<p><b>Q10. Do you think the following IGAs have the potential to be developed by the target group?</b> <b>Are they cost-effective?</b></p> <p><i>Optional. Ask if you have a pre-selection of IGAs and economic activities.</i></p> <p><i>NB: The options identified during the analysis of secondary information, during the community observation exercise or focus groups, etc., should be mentioned in order to determine the potential support or otherwise of community leaders for certain IGAs.</i></p> <p><i>Example 1: Small ruminant stockbreeding</i></p> <p><i>Example 2: (Others identified during the interview)</i></p>
<p><b>Other information</b></p>

## TOOL 8. FOCUS GROUP DISCUSSION (FGD): TARGET GROUP

**Objective:** To identify the interests of members of the target group (women, young people, migrants, returnees, etc.) in relation to the development of individual or collective IGAs.

Gather information on experiences, availability of resources and main limitations.

Recommendations:



- The tool should be applied with the **different target groups** and preferably **individually**. For example, if the target groups are women and young people, separate FGDs should be conducted with women and young people.
- When the beneficiary group is defined (i.e., when the beneficiaries have already been selected), organise focus groups with each of the target groups.
- If the beneficiary group has not yet been defined (and we only know that the activities will be aimed at one or more types of groups - i.e., women, young people, migrants, etc.), the FGDs should be organised with these target groups in different localities, seeking to obtain a representative sample.

<b>Name of the target group:</b>	
<b>Village/Town:</b>	<b>Municipality:</b>
<b>Department:</b>	<b>Region:</b>
<b>No. of participants:</b>	<b>Contacts:</b> Full name and phone number
<b>Researcher:</b>	<b>Date:</b>

*Introduction: Overview of the context of the mission, the objectives of the project (including the creation of collective IGAs for the target groups). Red Cross guidelines.*

*What are IGAs? They are income generating activities. They include:*

- *primary production activities (agriculture, livestock, etc.)*
- *processing and trading activities*
- *provision of services (catering, rental of tools/equipment/tableware, etc.), and in general any type of economic or productive activity that can provide income.*

QUESTIONNAIRE
<b>Q1. What are the most common economic activities and income generating activities in your locality?</b>
<b>Q2. What are your experiences in relation to developing economic activities and IGAs?</b>

**Q3. Which are the most cost-effective? Specify.**<sup>4</sup> *First list all the most cost-effective activities and then ask for details.*

IGA	Purchase costs (note units)  A	Supply market	Operating costs (transport, fuel, etc.)  B	Selling price (note units)  C	Sales market	Frequency / duration of the IGA cycle	Demand	Seasonal activity (month /period)	Limitations / length of time needed	Cost- effectiveness per unit  <i>(Calculated by the researcher) C-(A+B)</i>

<sup>4</sup> *If it is not possible to expand on this answer, the information should be sought in the market.*

<p><b>Q4. Do you have resources</b> (for common or individual use) <b>that you can use to carry out IGAs</b> (own or rented land, tools, specific knowledge, working area, etc.)? <b>If yes, what are they?</b> (<i>Note whether they are for common or individual use.</i>)</p>
<p><b>Q5. Which markets do you go to the most? How many times a week?</b> <b>How far away are they</b> (in time or km)? <b>How do you get there</b> (form of transport) <b>and how much does it cost?</b></p> <p><b>Are there any community shops? How many?</b></p>
<p><b>Q6a. What are the most purchased products/services throughout the year that you <u>cannot find</u> in the community?</b></p> <ul style="list-style-type: none"><li>- Food products:</li><li>- Non-food products:</li><li>- Services:</li></ul>
<p><b>Q6b. What are the most purchased products/services on a seasonal basis</b> (e.g., for parties/events, for agricultural activities, etc.) <b>that you <u>cannot find</u> in the community?</b></p> <ul style="list-style-type: none"><li>- Food products:</li><li>- Non-food products:</li><li>- Services:</li></ul>
<p><b>Q7a. What type of IGA would you like to develop? Why?</b> <i>NB. Indicate / specify whether they are individual or collective.</i></p>



**Q7b. Outline the following characteristics for each individual/collective IGA:**

IGA (Product / service offered)	Supply market (and purchase costs)	Operating costs (transport, fuel, etc.)	Customers	Sales market (and sales price)	Competition and limitations	Demand	Seasonal activity (period)	I/C <sup>5</sup>

<sup>5</sup> I: IGAs with individual management/operation; C: IGAs with collective management/operation

**Q8. What are the main challenges/obstacles you face in regards to engaging in economic activities / IGAs (access to credit, access to land for cultivation, cultural barriers, training / capacity, etc.)?**

**Q9a. How much time can you dedicate to implementing a new IGA (individual or collective) during the year?**

**Q9b. Is there a time during the year when other activities prevent you from working on the new IGA (individual or collective)? IF YES, when?**

**Q10. Are there individuals, groups or structures that are engaged in productive activities or IGAs? What type of productive activity and/or IGA is carried out by these groups?**

## TOOL 9. SEMI-STRUCTURED INTERVIEW: STATE INSTITUTIONS

**Objective:** To identify opportunities for **income generating activities in the target areas geared towards the target group.**

To find out what the government (at regional/local level) is doing on the ground to help people/groups start IGAs, and what their experience and lessons learned are in this regard.

<b>Institution:</b>	
<b>Village/Town:</b>	<b>Municipality:</b>
<b>Department:</b>	<b>Region:</b>
<b>Last name/first name:</b>	<b>Contact:</b>
<b>Researcher:</b>	<b>Date:</b>

QUESTIONNAIRE
<b>Q1. What economic opportunities and income generating activities do you think can be developed in the target area? Specify.</b>
<b>Q2. Which are the most suitable for the target group?</b>
<b>Q3. Which are the most cost-effective? Explain.</b>
<b>Q4. What are the main products or services that need to be imported from elsewhere (region, department, municipality) and which could constitute a market opportunity? Are they seasonal?</b>
<b>Q5a. What are the main economic activities and income generating activities that government policies or initiatives are encouraging through Development Plans (CDP, ESDP, RDP)? How/with what specific actions?</b>
<b>Q5b. Which of these are geared towards the development of IGAs?</b>
<b>Q5c. Which ones are for use by the target group?</b>
<b>Q6. What are the challenges/obstacles involved in the development of economic activities and income generating activities (skills, natural resources, equipment)? Are there particular obstacles with regards to specific IGAs? And for the target group?</b>
<b>Q7. What are your experiences and lessons learned in developing economic activities and income generating activities geared towards the target group?</b>
<b>Q8. Are the following services available in the region/department/municipality? Do women and/or the target group have access to these services?</b>

- Microfinance institutions.
- NGOs that support the development of IGAs and/or women's groups and/or other target groups.
- Production-related services (veterinary, sale of equipment and inputs, etc.).
- Training/educational institutions (agricultural, processing, etc.).

**Q9. Do you need to obtain specific authorisations in order to develop IGA activities? If YES, which ones?**

**Q10. Do you think the following IGAs have the potential to be developed by the target group?**

**Are they cost-effective?** *Optional. Ask if you have a pre-selection of IGAs and economic activities.*

*NB: The options identified during the analysis of secondary information, during the community observation exercise or focus groups, etc., should be mentioned in order to determine the potential support or otherwise of state structures for certain IGAs for the target groups.*

*Example 1: Small ruminant stockbreeding*

*Example 2: (Others identified during the interview)*

**Other information (e.g., potential partners / actors, etc.)**

**TOOL 10. SEMI-STRUCTURED INTERVIEW: STATE TECHNICAL SERVICES / FEDERATIONS OF GROUPS OF PEOPLE WHO ARE MEMBERS OF TARGET GROUP COLLECTIVES (WOMEN, YOUNG PEOPLE, REFUGEES, ETC.)**

**Objective:** To identify opportunities for income generating activities in the target areas for the target groups. To find out what kind of support technical services can provide.

<b>Organisation:</b>	
<b>Village/Town:</b>	<b>Municipality:</b>
<b>Department:</b>	<b>Region:</b>
<b>Last name/first name:</b>	<b>Contact:</b>
<b>Researcher:</b>	<b>Date:</b>

QUESTIONNAIRE
<p><b>Q1. What economic opportunities and income generating activities do you think can be developed in the target area? Specify.</b></p>
<p><b>Q2. Which are the most suitable for the target group?</b>  <b>Q3. Which are the most cost-effective? Explain.</b></p>
<p><b>Q4. What are the main economic activities and income generating activities that government policies or initiatives are encouraging through Development Plans (CDP, ESDP, RDP)? How/with what specific actions?</b>  <b>And for the target group? Note whether this is for individual or collective IGAs.</b></p>
<p><b>Q5. What type of technical support do you provide to support the creation and sustainability of economic activities and IGAs for the target group?</b></p>
<p><b>Q6 What are the challenges/obstacles involved in the development of economic activities and income generating activities (skills, natural resources, equipment)?</b>  <b>Are there particular obstacles with regards to specific IGAs?</b>  <b>And for the target group?</b></p>
<p><b>Q7. What are your experiences and lessons learned in regards to developing economic activities and income generating activities geared towards the target group?</b></p>
<p><b>Q8. Do you think the following IGAs have the potential to be developed by the target group? Are they cost-effective? Optional. Ask if you have a pre-selection of IGAs and economic activities.</b>  <i>NB: The options identified during the analysis of secondary information, focus groups, etc. should be indicated in order to determine the potential support or otherwise of structures, federations, etc. for certain IGAs.</i>  <i>Example 1: Small ruminant fattening</i>  <i>Example 2: (Others identified during the interview)</i></p>
<p><b>Other information (e.g., potential actors/partners, etc.)</b></p>

## TOOL 11. SEMI-STRUCTURED INTERVIEW: OTHER ORGANISATIONS

**Objective:** To identify opportunities for **income generating activities in the target areas for the target groups**. To learn about their similar **experiences** and recommendations.

<b>Organisation:</b>	
<b>Village/Town:</b>	<b>Municipality:</b>
<b>Department:</b>	<b>Region:</b>
<b>Last name/first name:</b>	<b>Contact:</b>
<b>Researcher:</b>	<b>Date:</b>

QUESTIONNAIRE
<p><b>Q1. What economic opportunities and income generating activities do you think can be developed in the target area? Specify.</b></p>
<p><b>Q2. Which are the most suitable for the target group?</b>  <b>Q3. Which are the most cost-effective? Specify.</b></p>
<p><b>Q4. What similar experiences do you have in the target areas (development of economic activities geared towards the target group)?</b>  <b>What are the main lessons learned from these experiences?</b>  <i>Note whether this is for individual or collective IGAs.</i></p>
<p><b>Q5. What are the challenges/obstacles involved in the development of economic activities and income generating activities (skills, natural resources, equipment)?</b>  <b>Are there particular obstacles with regards to specific IGAs?</b>  <b>And for the target group?</b></p>
<p><b>Q6 What are your recommendations for the development of IGAs for the target group?</b></p>
<p><b>Q7. In your opinion, are there synergies between your projects and the target groups at local level?</b></p>
<p><b>Q8. Do you have any documents (evaluations, lessons learned, etc.) from similar experiences that you can share with us?</b></p>
<p><b>Q9. Do you think the following IGAs have the potential to be developed by the target group? Are they cost-effective? Optional. Ask if you have a pre-selection of IGAs and economic activities.</b>  <i>NB: The options identified during the analysis of secondary information, focus groups, etc., should be mentioned in order to determine the potential support or otherwise of community leaders for certain IGAs.</i>  <i>Example 1: Small ruminant stockbreeding</i>  <i>Example 2: (Others identified during the interview)</i></p>
<p><b>Other information (e.g., potential actors/partners, etc.).</b></p>

## TOOL 12. OBSERVATION OF MARKETS

**Objective:** To identify the type of products and services which are most and least commonly available in the market, type of products/services offered by the target group, presence of wholesalers and type of goods bought/sold.

Visit the local market and/or the town centre where the majority of shops are located. Observe the activities taking place in the market. Take note of the buying and selling of goods and services and the most and least successful types of shops by answering all the questions below.



Repeat (if possible, for larger markets) the observations at different times of the day - morning, afternoon and evening.

<b>Market:</b>	
<b>Village/Town:</b>	<b>Municipality:</b>
<b>Department:</b>	<b>Region:</b>
<b>Last name/first name:</b>	<b>Contact:</b>
<b>Researcher:</b>	<b>Date:</b>

### INFORMATION GATHERING

Take photos of the market. Ensure that the photos reflect the size and diversity of the market.

<b>Q1. Frequency:</b> <input type="checkbox"/> daily market <input type="checkbox"/> weekly market <input type="checkbox"/> other (specify):	
<b>Q2. Size of the market/number of traders.</b> <i>Mark/cross-reference, for each type of product, the number of traders present in the market.</i>	
<b>Type of product / service</b>	<b>Number of traders (estimate)</b>
Food products	<input type="checkbox"/> zero <input type="checkbox"/> less than 5 <input type="checkbox"/> between 5 and 20 <input type="checkbox"/> more than 20
Non-food products	<input type="checkbox"/> zero <input type="checkbox"/> less than 5 <input type="checkbox"/> between 5 and 20 <input type="checkbox"/> more than 20
Livestock	<input type="checkbox"/> zero <input type="checkbox"/> less than 5 <input type="checkbox"/> between 5 and 20 <input type="checkbox"/> more than 20
Livestock feed	<input type="checkbox"/> zero <input type="checkbox"/> less than 5 <input type="checkbox"/> between 5 and 20 <input type="checkbox"/> more than 20
Agricultural inputs	<input type="checkbox"/> zero <input type="checkbox"/> less than 5 <input type="checkbox"/> between 5 and 20 <input type="checkbox"/> more than 20
Catering	<input type="checkbox"/> zero <input type="checkbox"/> less than 5 <input type="checkbox"/> between 5 and 20 <input type="checkbox"/> more than 20
Other (specify) _____	<input type="checkbox"/> zero <input type="checkbox"/> less than 5 <input type="checkbox"/> between 5 and 20 <input type="checkbox"/> more than 20
Other (specify) _____	<input type="checkbox"/> zero <input type="checkbox"/> less than 5 <input type="checkbox"/> between 5 and 20 <input type="checkbox"/> more than 20
<b>Q3a. Which food products are <u>most commonly available</u> in the market?</b> <i>List five products (specify)</i>	<b>Q3b. Which food products are <u>least commonly available</u> in the market?</b> <i>List five products (specify)</i>
<b>Q4a. Which non-food products are <u>most commonly available</u> in the market?</b> <i>List five products (specify)</i>	<b>Q4b. Which non-food products are <u>least commonly available</u> in the market?</b> <i>List five products (specify)</i>

<p><b>Q5a. What type of livestock is <u>most commonly available</u> in the market (specify)?</b>  <i>List five types of livestock (specify)</i></p>	<p><b>Q5b. What type of livestock is <u>least commonly available</u> in the market (specify)?</b>  <i>List five types of livestock (specify)</i></p>
<p><b>Q5c. What type of livestock feed is available in the market (specify)?</b></p>	
<p><b>Q6 Which agricultural inputs are most commonly available in the market (specify)?</b>  <i>List the four most commonly available types of inputs (e.g., seeds, shovels, hoes, seedlings, etc.).</i></p>	
<p><b>Q7a. What types of catering services are <u>most commonly available</u>? Specify.</b>  <i>List five types (specify)</i></p>	<p><b>Q7b. What types of catering services are <u>least commonly available</u>? Specify.</b>  <i>List five types (specify)</i></p>
<p><b>Q8a. Which merchant types have the <u>most customers</u>?</b>  <i>State the type of products/services they provide</i></p>	<p><b>Q8b. Which merchant types have the <u>fewest number of customers</u>?</b>  <i>State the type of products/services they provide</i></p>
<p><b>Q9a. What products or services are mainly offered by the target group?</b></p> <p><b>Q9b. Who are the buyers of these products or services? For example: mainly women/young people/refugees, same number of women as men, mainly men, etc.</b></p>	
<p><b>Q10. Are there any wholesalers in the market?</b> <input type="checkbox"/> YES <input type="checkbox"/> NO</p>	
<p><b>Q10a. What products do they buy? Specify.</b></p>	<p><b>Q10b. What products do they sell? Specify.</b></p>



### TOOL 13. SEMI-STRUCTURED INTERVIEW: TRADERS

**Objective:** To identify the type of products and services most and least commonly available in the market, type of products/services offered by the target group, presence of wholesalers and type of goods bought/sold.



When selecting the number and profile of traders to be interviewed, ensure that there is representation of all product/service sectors (retail, catering, etc.), of men/women and other groups (e.g. young people, refugees), small traders and if possible wholesalers. A representative sample of the total number of traders should be ensured: at least 5% of the estimated total number of traders.

<b>Market:</b>	<b>Village/Town:</b>	<b>Municipality:</b>
<b>Department:</b>	<b>Region:</b>	<b>Date:</b>

#### INFORMATION GATHERING

**Take photos.** Ensure that the photo shows the main products.

**Q1. Type of trader:**  retailer  wholesaler  other (specify):

**Q2. Products most in demand. What are they? How much do you sell (per day on average)? At what price? Where do they come from? Who are the main customers?**

Product (specify)	Average quantity sold per day (units)	Sales price (note units)	Origin of the products	Main customers (retailers, wholesalers, general public)?
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

**Q3. Most cost-effective products. What are they? How much do you sell (per day on average)? At what price? Where do they come from? Who are the main customers?**

Product (specify)	Average quantity sold per day (units)	Sales price (note units)	Origin of the products	Main customers (retailers, wholesalers, general public)?
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

**Q4. Can you list some of the challenges you face with regards to selling these products/services?** (Competition/market saturation; supply limitations; price; transport; financing; purchasing power of customers; other)

<b>Product</b> ( <i>specify</i> )	<b>Challenges</b> ( <i>specify</i> )
1.	1.
2.	2.
3.	3.

## Stage 1. Phase 2. Recording primary information.

### TOOL 14. SUMMARY OF INTERVIEWS

**Objective:** This tool can be used to summarise the key takeaways from the interviews, in relation to the opportunities and challenges for the target group's potential IGAs.

<b>Organisation / Actor:</b>			
<b>Town/City:</b>		<b>Department:</b>	
<b>Region:</b>			
<b>Potential IGAs</b>	<b>Description or key elements</b> <i>Cost-effectiveness, type of demand, availability of resources, time/availability needed, etc.</i>	<b>Challenges</b> <i>Problems regarding acceptance or management, necessary training, specific problems related to the target group's collective, etc.</i>	<b>Other:</b> Individual or collective IGA
<b>Specific support and/or synergies identified:</b>			
<b>Other relevant information:</b> <i>(potential partners, other actors engaging in the same type of activity, other groups, etc.)</i>			

### TOOL 15. SUMMARY. TARGET GROUP

**Objective:** This tool can be used to summarise the key takeaways from the interviews/focus groups with the target group(s), in relation to the opportunities and challenges for the target group's potential IGAs.

<b>Target group:</b>			
<b>Village:</b>		<b>Department:</b>	
<b>Region:</b>			
<b>Interests:</b>			
<b>Potential IGAs</b>	<b>Description or key elements</b> <i>Cost-effectiveness, type of demand, availability of resources, time/availability needed, etc.</i>	<b>Challenges</b> <i>Problems regarding acceptance or management, necessary training, specific problems related to the target group's collective, etc.</i>	<b>Other:</b> Individual or collective IGA
<b>Specific support and/or synergies identified:</b>			
<b>Other relevant information:</b> <i>(potential partners, other actors engaging in the same type of activity, other groups, etc.)</i>			

## Stage 2. Phase 1. Drawing up the comprehensive list of IGAs

### TOOL 16. TABLE OF POTENTIAL IGAS BY LEVEL

**Objective:** The template enables you to list the identified IGAs **by level of analysis (from more general to more specific)**: region/department, municipality/community and target group(s).

At the **more specific** level (last row), you can include a column for each of the target groups (*see table*).



It is recommended that you work with flip charts and post-it notes (of different colours). One option is to indicate groups of IGAs (or IGAs in the same sector) using the same colour.

**Table of potential IGAs by level**

IGAs Regional/Departmental level ( <i>source: secondary information</i> )				
IGAs Regional/Departmental level ( <i>source: key respondents</i> )				
IGAs Municipality level		IGAs Community level	IGAs Community level	IGAs Community level
IGAs Target group level	IGAs Target group level	IGAs Target group level	IGAs Target group level	IGAs Target group level

**TOOL 17. COMPREHENSIVE LIST OF POTENTIAL IGAs BY TARGET GROUP**

**Objective:** To obtain a comprehensive list of potential IGAs for each of the target groups.

To obtain a **comprehensive list of potential IGAs for each target group**, the IGAs identified at each of the higher levels (*as shown in the table/image*), i.e., the IGAs identified at the municipality, department and regional level, will be added to the IGAs identified by the target group members.

**List of potential IGAs**

IGAs Regional/Departmental level (source: secondary information)				
IGAs Regional/Departmental level (source: key respondents)				
IGAs Municipality level		IGAs Community level	IGAs Community level	IGAs Community level
IGAs Target group level		IGAs Target group level	IGAs Target group level	IGAs Target group level

At this point, the identified IGAs will be transferred to the level of each target group. It may be useful to keep track of how many times an IGA is repeated (for each target group), so you can add a post-it note for each time the IGA was repeated, or indicate the number of repetitions.

IGAs Target Group 1	IGAs Target Group 2	IGAs Target Group 3	....	IGAs Target Group n



In this section, it is useful to note whether the IGA can be developed **collectively** or **individually**, as this information may be needed in the subsequent shortlisting process. Make a visual note in the same table or on the post-it, with an "i" for individual or a "c" for collective.

Transfer the **resulting comprehensive list for each target group** to a digital format. Include the information obtained from the scoring process (IGAs, group/individual, etc.). You can use **Tool 15**.








## Stage 2. Phase 2. Drawing up the shortlist of IGAs


### TOOL 18. IGA EVALUATION TABLE

**Objective:** To compare the IGAs in the comprehensive list in order to draw up the shortlist of IGAs for each target group.

- 1) Conduct the analysis by criteria (vertically).
- 2) Include the result of the criterion evaluation (1 - 5) and annotate the evidence that explains the result (e.g., on a post-it note).
- 3) The result for each IGA is calculated as the sum of the results for each criterion (horizontally), once all the criteria have been assessed.
- 4) Once the evaluation is complete, indicate which IGAs could be "complementary IGAs".

#### Analysis of IGAs by target group

Target group "X":					
	Criterion 1	Criterion 2	...	Criterion n	Result (total)
IGA 1 	3 	Evaluation of criteria 			$\sum (c1, c2... cn)$ = 3 + 4 + 3
IGA 2 	1 				$\sum (c1, c2... cn)$
IGA 3	4 				$\sum (c1, c2... cn)$
...					
IGA n	2 				$\sum (c1, c2... cn)$

 Calculated result



Example of criteria could be: beneficiary preference, economic performance, durability.

If the criteria vary significantly in terms of importance/relevance, you can **weight them** and include the weight of each criterion in the calculation.

## TOOL 19. SHORTLIST TEMPLATE (BY TARGET GROUP)

**Objective:** To record / obtain the shortlist for each of the target groups.

This table is a template which can be used for denoting and describing the shortlisted IGAs for each target group.

Target group "X":			
Type of IGA (specific)	Evidence and information to support the choice	Available resources and resources/actions needed	Other information
IGA1			
IGA2			
...			

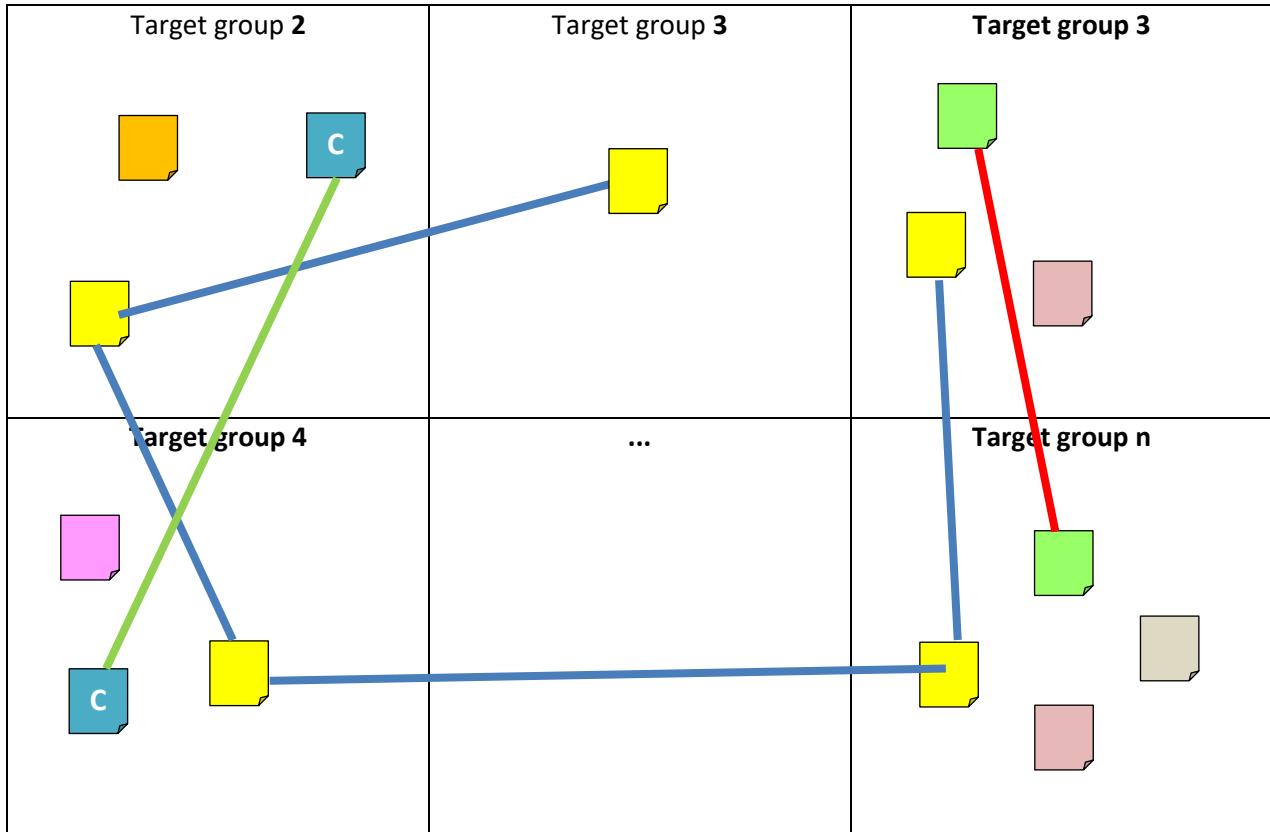


## TOOL 20. CROSS-ANALYSIS OF THE IGAS

**Objective:** To cross-analyse the shortlists for each target group.



This exercise is only necessary when the target groups are **close enough to each other** to be able to **create synergies** or **competition between them**.



The **lines showing the relationship** between IGAs can be in different colours to denote different situations:

