

1 - TREND ANALYSIS

The trend analysis shows the development of key criterias for social development over the past 5 years in the village. Specific criterias have been selected for each one of the four dimensions of poverty (DFID 1995), that might be affected, among other influences, by the use of improved firewood stoves. For the assessment, a range from 1 (= very bad) to 5 (= very good) is available for each year.

YEAR	2003	2004	2005	2006	2007	General trend * 2004-2007
Living standards (1st dimension)						
Agricultural yields						□
Family income / Income of women						++
Health of children / Health of mothers						+
Clothing						
Housing						
Access to resources (2nd dimension)						
Firewood						
Land for planting trees						
Knowledge (3rd dimension)						
Education of girls						
Skills for women						
Rights and power (4th dimension)						
Participation of women in village meetings						
Participation of women in decision making of Village Comittees and in leadership positions						

KEY : □□□□□ = Very positive, □□□□ = positive, □□□ = So so/Medium, □□ = Negative, □ = Very Negative

* To be filled out by the facilitators in the end: Positive trends: ++ or + ; Negative trends: -- or - ; Neutral : - +

Start by drawing a table on the ground with locally available material (sticks, leaves, seeds). Use some cards for the years (2003 – 2007) placed on top, as well as other cards with the translated criteria placed on the left side of the table. Explain the table and the task to the women. Please, don't ask them questions, just ask them to evaluate themselves the situation for each criteria (e.g. for the agricultural yields) in the village for the specific year. The participants will discuss among themselves and put a certain number of seeds or stones in the respective field. Please, note whatever they are discussing (e.g. 2003 was a bad year, as the village experienced some drought and the yields were very low and were not enough to feed the families or in 2005 they managed to yield a lot of maize due to the improved varieties and planting methods). Let the women discuss and fill out one year after the other for each criteria.

2 - ACTIVITY LIST

Development activity	Organization	Relevance for daily life	Beneficiaries	Percentage of population benefiting

KEY

□□□□□ Very relevant, □□□□ Relevant, □□□ Medium relevance, □□ Little relevance, □ No relevance

First, the actual or past development activities carried out in the community as well as the respective organizations, are listed by the participant. (Don't forget to ask for villagers own development activities)

Second, the appreciation of these activities and their relevance for daily life of villagers is done by the participants using a range from 1 = no relevance to 5 = very relevant.

Third, the beneficiaries will be named by the participants (women, men or children). Don't ask closed questions such as "And the children? Do they benefit?" The participants themselves discuss whether they want to consider men, women or children as beneficiaries or not)

Fourth, the participants will discuss on the percentage of population benefiting from each of these development activities.

ACTIVITY LIST - Example

Development Activity	Organization	Relevance for daily life	Beneficiaries	Percentage of population benefiting
Health station	Government	□□□□□	Men + Women	100%
School	UNESCO	□□	Children	
Poultry	WORLD VISION	□□□	Women	10%
HIV-AIDS	UNDP	□□□	Men	
Passion fruit	PSDA-GTZ	□□	Women	
Stove project	GTZ	□□	Women	50%

3 - INFLUENCE MATRICE

Shows the impact of development activities on the criteria of poverty and the assessed strength of influence. Again a range from 1 to 5 is used (Very weak influence to very strong influence). Negative effects are marked with a negative sign (e.g. -3) thus direct and indirect, positive and negative influences can be shown. The sums are included in the final row and at the bottom and show the key activities influencing the criteria

Influence of factor a on criteria b	e.g. dispensary	e.g. school	e.g. poultry	e.g. improved stoves	e.g. water	Sum
Increase or decrease of Living Standards						
Agricultural yields						
Family income / Income of women						
Health of children / Health of mothers						
Clothing						
Housing						
Access to or exclusion from Resources						
Firewood						
Land for woodlots						
Increase or decrease on Knowledge						
Education of girls						
Skills of women						
Access to or exclusion from Rights and Power						
Participation of women in village meetings						
Participation of women in decision making of village committees and in leadership positions						

KEY: □□□□ = Very strong influence, □□□ = Strong influence, □□ = Medium influence, □ = Weak, □ = Very weak influence

When arranging the table for this third tool, take the criteria from the first table and put them on the left side. Then use the cards with the identified development activities and put them on the top. Ask the participants to evaluate the influence of each one of the development activities on the criteria by using between 1 to 5 stones or seeds. If they find that there is no influence at all of some development activities on one of the criteria, they may use 0 stones. Please, note all the relevant arguments they provide during their discussion among themselves. At the end, copy all the tables that the participants have filled in on the ground.