LUTHERAN WORLD FEDERATION: A COMMUNION OF CHURCHES

POVERTY AND THE MISSION OF THE CHURCH IN AFRICA

Guidelines and tools for participatory poverty studies by Churches in Africa

March 2010

TACKLING POVERTY, FOOD INSECURITY AND HUNGER

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TACKLING POVERTY, FOOD INSECURITY AND HUNGER

1. **Background**

Following the resolutions of the LWF Tenth Assembly (2003) and the Consultation on poverty and the Mission of the Church in Africa (Arusha, Tanzania 2006), the African Lutheran Church Consultation (ALCLC) held in Lund, Sweden (2007), resolved to set up an LWF Task Force on Poverty (TFP) and the Mission of the Church in Africa[1]. The Arusha consultation called on Churches to act in concert with others, by witnessing against all forms of corruption, social and economic injustice …."*So the poor have hope and injustice shuts its mouth*" (Job 5:16). The purpose of the TFP was to facilitate joint reflection and efforts by the churches for effective contribution to addressing the root causes and consequences of poverty in Africa.

Poverty is a complex issue that is multidimensional and, therefore, requires that Churches listen to people living in poverty in order to better understand their situations, aspirations and expectations. In recognition of this, the TFP was especially mandated to *"develop and provide guidelines for participatory research involving the poor themselves in order to further clarify and understand the root causes of poverty in Africa. The guidelines shall facilitate efforts by member churches to address poverty at the grassroots and national levels"*.

To this end, the TFP developed tools and guidelines to help the Churches in Africa collect and analyse information on poverty from the perspectives of those living in poverty. Draft questionnaire and guidelines were tested in the three regions, namely: East Africa, Southern Africa and West Africa. The test reports of the three regions were discussed during the TFP meeting held in Johannesburg, South Africa on the 3-5 July 2009, leading to their fine tuning. The revised tools and guidelines were presented to and well received by the representatives of the Lutheran Council in Africa during the October 2009 Nairobi consultation on climate change, food insecurity and poverty.

A package comprising the tools and guidelines has been developed for the Churches to use in tackling poverty, food insecurity and hunger with their communities. The package comprises: (1) background statement; (2) the rationale for the theme of poverty, food security and hunger; (3) guidelines on how to conduct participatory poverty studies; (4) guidelines on how poverty study teams should conduct themselves; (5) the structured questionnaire; (6) the focus group discussion guide; (7) the life stories guide; and (9) the key informants interview guide.

The package is available in hard and soft copy versions. Churches are encouraged to reproduce copies for use by their congregations and parishes.

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2. Why Poverty?

The theme of poverty and the attendant food insecurity and hunger summarises emerging issues from the various deliberations of LWF gatherings. The October 2009 Nairobi LWF African Regional consultation on climate change recognized climate change as an anthropogenic, justice, human rights, ethical and moral issue impacting on food security. When God put man and woman in the Garden of Eden, He told them to live on it and to take care of it. We are not reflecting the image of God when we fail to protect the environment (Genesis 2:15).

The Nairobi consultation was a response to the resolution of the LWF Council in its meeting of 25 – 30 June 2008, in Arusha, Tanzania, calling upon member churches to engage in and deepen their theological and ethical reflection on the human contribution to climate change and food insecurity, and to move beyond lamentation to urgent and effective action.

The women, youth and men representatives at the Nairobi 2009 consultation flagged the following pressing issues for Africa with which the Church has to engage:

1) **Climate change**: Developing nations are the most vulnerable, most affected and least capacitated to cope with the effects.

2) **Food insecurity and hunger**: These are result of climate change and other factors. There is also a lack of information on the impact of climate change on food security and poverty among the poor.

3) **Intra- and extra regional migration** especially of the youth in search of greener pastures and the reality of human and especially child trafficking

4) **The HIV and AIDS** scourge leading to orphaned and vulnerable children and a rise in child headed households.

5) Corruption, poor governance, human rights abuses, and gender inequity and injustice

An analysis of the position papers of the women, youth and men shows that the issues of climate change, HIV/AIDS, food insecurity, migration, and corruption and poor governance intersect and interact in ways that are mutually reinforcing, leading to poverty. Food insecurity and hunger are clear manifestations of the interactions and the presence of poverty. There is recognition that food is a basic human right and that the Church has a responsibility towards those living in poverty and are hungry. When God created human beings, He gave them food right from the beginning (Genesis 1:29). Our Lord, Jesus Christ, gave us the example of how we should conduct ourselves towards the hungry when he fed a multitude (Luke 9: 10 – 17). As believers and followers, Jesus' instruction to His disciples to *"feed them yourselves"* (Matthew 14:16) is a command to the Church of today in the face of increasing numbers of the poor and hungry in our midst. Jesus Christ further teaches us that when we feed the hungry we are giving to our living God who and the noble action will be acknowledged on judgement day (Matthew 25: 35 – 40).

The strong message coming from the viewpoints of women, youth and men is that the Church should take the lead in taking care of the environment and feeding the hungry. It should set the examples for the world to follow in the manner of its conduct and for an effective prophetic role. God blessed Africa with all forms of natural resources, a Garden of Eden, and Churches have, among their members, people with expertise, knowledge and faith for the harnessing of the resources for the blessing of all people and for His Glory.

The theme is also in line with that of the LWF Eleventh Assembly in Stuttgart, Germany, July 2010 which is, "***give us today our daily bread***". The Eleventh Assembly follows a series of consultations which, among other things, settled on the theme.

References:

a) A Statement from the Lutheran World Federation Africa Regional Consultation on Climate Change, Food Insecurity and Poverty in Africa: Nairobi Kenya, 5 – 10 October 2009
b) Women Perspectives on Climate Change, Food Crisis and Poverty, Nairobi, 8 October 2009
c) African Youth Perspective on Poverty, Climate Change and Food Insecurity, Nairobi, October 2009
d) What do we as men do? Action Now! Nairobi, October 2009
e) Meeting of the LWF Council 2009, Resolutions and Actions

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3. <u>Guidelines on how to conduct a poverty study</u>

3.1 Study Populations

The study should cover communities on the basis of a spatial, socio-economic and physical division of given countries or regions. In order to guarantee the qualitative representativeness and cover the realities and diversities of situations, each country should involve Churches in rural, peri-urban and urban zones. Churches participating in the study should take the parish or some other manageable geographical division as the study area and population. The study population should include both members and non-members of the Church and believers and non-believers in the designated area.

3.2 Targeting and Sampling

Poverty as a state of deprivation of human rights can be absolute or relative and varies from area to area and community to community in the same country and or region. If the Church is going to listen to and project the voices of the poor, it is essential that the study targets the poor and marginalized. The Churches involved should identify the poverty criteria that are to be used in selecting interviewees. These criteria should be informed by local values as these differ between pastoral communities, communities living mainly out of crop production, agro-pastoral communities, peri-urban and urban communities, etc. The pilots conducted in 4 countries suggest that poverty criteria include marginalisation with respect to: access to essential social services such as health, water, sanitation and education; limited or lack of basic assets such housing, household properties; etc.

On the basis of available official demographic information on the designated areas, a sample of between 5 - 10% of households should be selected for the study. The study samples absolute numbers will vary from designated area to area on the basis of population sizes and structures.

Random sampling techniques should be used. One way is for the deployed research assistants to first approach local leaders to introduce themselves and the study and to obtain information on the settlement patterns which they can use for random selection of households for interviews. Random samples can be achieved through different sampling methods including: simple random sampling; stratified sampling; cluster sampling; quota sampling; or systematic sampling.

3.3 Study Methodology and Tools

The study on poverty aims at obtaining statistical as well as qualitative information using two different methodologies outlined below.

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3.3.1 **Methodology of the statistical component**

- A light questionnaire to be administered to 5 – 10% representative household heads of the target population (to include women, men and children)
- The questionnaire covers the wide questions linked to causes and manifestations of poverty, the mechanisms to fight poverty, the roles and perceptions of institutions, the intervention priorities and finally, people's perception on their living conditions.
- The questionnaire also includes information on the level of human and physical capital and assets of the household.
- The questionnaire is designed for analysis on computer spreadsheets or statistical packages. Simple analysis can also be done manually.
- Where any national, regional (i.e. provincial/district, etc) or local level statistics exist on human and physical capital and assets, that information should be taken into account for the analysis of this component.

A structured questionnaire for household interviews is included in this package. It is most likely that enumerators will ask questions in local languages and translate the answers back into English on the questionnaire. Where it is appropriate, the questionnaire can be translated into the commonly used local language or other official language e.g. French, for ease of administration.

3.3.2 **Methodology of the qualitative component**

Qualitative information will be used in support and corroboration of the statistical data collected through the questionnaire. Moreover, it will provide deep information on poverty perceptions by those who live it. The collection of qualitative information allows the participation of those living poverty to be players in the analysis of their own situation and in sharing local expertise and know-how of tackling poverty. Accordingly, the qualitative component centres on the following:

- Poverty conceptualization from within in trying to answer three fundamental questions:
  - How do people define poverty?
  - What are the root causes of poverty as perceived by the poor people?
  - What are the manifestations and consequences of poverty from the viewpoint of the poor?

- Impoverishment processes analysis based on experiences lived by the communities;
- Attitudes, relationships and socio-cultural perceptions of poverty;
- Response strategies of the people as they face poverty in terms of spatial mobility, innovation, adaptation and adoption, behavioural changes and practices, activities and organization;

3.4 Sources of Qualitative Information

Qualitative information will be collected from and through the following sources and methodologies: focus group discussions, life stories, key informants interviews and observations.

3.4.1 **Focus group discussions**: These will involve meeting and holding discussions on poverty and coping strategies and mechanisms with small groups of members of study populations. As the main qualitative survey tool, the focus group is a technique that allows deep discussions with a group of persons on a given theme. Focus groups should be organized for female and male adults together where socio-cultural circumstances permit, and for child-headed household groups separately. In

certain socio-cultural setups, it may be necessary for adult female and male focus group discussions to be conducted separately and for female group discussions to be facilitated by female members of the study team. Judgment on this is left to the Churches participating in the study and their study teams who best know local circumstances. The criteria for inclusion in focus group discussions should be simple and inclusive as follows:

Inclusion criteria for the male focus groups are, to:
- be a household head,
- live in permanence in the area,
- be 18 years and above,

Inclusion criteria for the female focus groups are, to:
- be a household head,
- live in permanence in the area,
- be 18 years and above,

Inclusion criteria for the child-headed house focus groups are, to:
- be household head,
- live in permanence in the area,
- be under 18 years and unmarried,

In most countries and/or regions there are some local authorities or leaders, elected or traditional, with clear jurisdiction areas. It is suggested that at least one focus group discussion each for adult female and male and child heads of households be conducted per local authority jurisdiction area. Where there are no distinct local authority jurisdiction areas, it is suggested that the focus group discussions be based on the congregation zones of participating Churches but being inclusive of members and non-members of the Church and believers and non-believers.

3.4.2 **Historical profile (for rural and peri-urban areas):** The study teams should take advantage of focus group discussions to conduct historical profiling. Historical profiling of communities allows the capturing of important events or steps in the history of a village or an area. In this specific case, it is about focusing on important events for a selected poverty theme and its processes. This tool is also administered to poor families for understanding, illustrating and enriching life stories. It allows the study to obtain historical profiles of communities and families and to provide the basis for comparative analysis.

A focus group discussion guide is included in this package.

3.4.3 **Case studies or life stories**: This will involve collecting life stories of a sample of female, male and child heads of households. Every effort should be made to ensure that a diverse range (with respect to circumstances) of women, men and girls and boys are sampled for case studies.

The study team member is to understand through monitoring, observation and informal conversations, the day to day life of a poor family. Through a conversation guide, the floor is given to the household head to tell his/her story, how he/she has rebuilt it and how he/she analyses his/her own situation. Moreover, the researcher has a journal on which he/she takes down notes, during his/her stay on everything that goes on in the family: its demographic profile, the socio education situation, furniture, activities, work organization, housing, etc.

It is recommended that at least one life story each of a female headed, male headed, girl child headed and boy child headed households be conducted in each local authority jurisdiction area or Church congregation zone. The selection of households for life stories can be done in two ways. The first is to ask the respective focus group discussions to recommend some of the poorest and marginalized households to tell their life stories. The second is for the study team member to identify such households that project themselves as the poorest and excluded in their communities during the administration of the structured questionnaire.

A case study guide is included in this package.

3.4.4 **Key informants interviews**: Key informants (KIs) are people that are knowledgeable about the study area and/or population. These may include, but are not restricted to: government officials; officials of non-governmental organisations (NGOs) operating in the area; leaders of faith based organisations (FBOs) operating in the area; elected and traditional local leaders; etc.

KIs are useful sources of demographic information, official positions on projects and programmes, socio-economic and political infrastructure, and general community/societal dynamics in a study area. However, they usually talk from official perspectives, especially if they are in government, are elected local leaders and to some extent are in the NGO sector. KIs from the FBOs, traditional leadership and to some extent NGO sector are likely to look at reality and issues from a perspectives different from official positions.

In view of that KIs talk at level that address whole communities, areas or zones, it is strongly recommended that these be interviewed, if possible, at the start and also at the end of the study in their respective areas. This allows for triangulation of information gathered from different sources.

A KIs interview guide is included in this package.

3.4.5 **Observations**: Study team members are strongly encouraged to use observations to complement qualitative information from the various sources. There is no guide to observations except that one needs to be very alert and observant during household interviews, focus group discussions, case studies and KIs interviews and write notes on observations that have a bearing on poverty that may be used to substantiate, or otherwise, information from the various sources.

3.5 Data Collation, Analysis and Interpretation

A lot of quantitative and qualitative information will be gathered during the study. Such information will only be able to tell the story about poverty and how best to fight it from the perspective of those living in poverty if it is all brought together (collated) and analyzed in a systematic manner that enables conclusions to be drawn and recommendations made (interpretation). It is upon these that the poor themselves and the Church can formulate projects and programmes that address poverty from the viewpoint of the poor and marginalized people.

For data collation, analysis and interpretation to happen, it is recommended that all participating Churches should select their study teams with this in mind. In each study team the team leader and

at least a couple of team members should have the skills and know-how to collate, analyse and interpret the data in a simple manner that it can be used by the Church and the communities.

The structured questionnaire has been designed in a way that is not only easy to administer but also to analyse using statistical packages such as the Statistical Package for Social Scientists (SPSS). The use of computer statistical packages to analyse quantitative data enables analysis of relationships between different variables, which is very difficult, if not impossible to do manually. It is strongly recommended that poverty perceptions on causes, manifestations, consequences, means of alleviation, etc, be done on basis of age groups (i.e. generation), gender, household sizes and other individual and household characteristics. This will be important in designing and especially the targeting of poverty eradication programmes and projects.

It is recommended that at the end of the field work, the study team produces a draft report on "*the state of poverty, how to address it and role of the Church*". The draft report should be presented at a stakeholders' workshop for feedback and verification of issues emerging from the analysis and interpretation and the conclusions and recommendations of the study team. The stakeholders here are: representatives of the participating Church; members of the communities including some ordinary women, men, girls and boys; and KIs representing FBOs, government ministries/departments, NGOs, and local elected authorities and traditional leaders.

The feedback and verification is imperative if the studies are going to result in poverty eradication projects and programmes meaningfully involving the poor and marginalized alongside the Church and other stakeholders. Without feedback, the studies face the risk of being academic and extractive by getting information from communities without benefiting them in any way. It is also expected that the feedback and verification exercises will also be a way of setting in motion the participatory processes of planning and implementing projects and programmes that address poverty.

3.6 Study Teams

It is recommended that each participating Church should select a gender balanced study team that comprises a team leader, field supervisors and research assistants (i.e. enumerators). The team leader should be someone that has the skills and know-how to train the rest of the team members in the conduct of the study including KI interviews, administration of the structured questionnaire, focus group discussions and life stories/case studies. He/she should also be experienced in conducting action oriented participatory research and studies and can manage the study field work and data collation, analysis and interpretation. Below the team leader should be people who participate in the field work and with an added responsibility of overseeing the work of enumerators. Enumerators should be people that have a level of formal education that enables them to administer a structured questionnaire and conduct life story interviews.

The size of the team should be a function of a number of factors including: sample size; geography of the area and settlement patterns and their implications on movement of enumerators; time allocated for the study; budget (where team members are paid or given allowances); etc.

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4. Guidelines on how study team should conduct itself

During fieldwork, members of the study team will administer the structured questionnaire, conduct focus group discussions, interview key informants and record life stories. On meeting with respondents and during the interactions, a member of the study team should:

a. observe necessary signs of respect, e.g. greetings, in meeting with interviewee(s)

b. introduce him/herself and explain the purpose of the study to the interviewee(s)

c. assure interviewee(s) that personal information is confidential and any information given will only be directly attributed to her/him where permission has been sought and granted

d. encourage openness in the interview

e. where quotation is going to be attributed to interviewee by name or by position in a way that enables her/him to be identified, ask the interviewee for permission to use her/his name on the quotation in the report, and

f. complete the structured questionnaire or conduct a discussion or interview as per the appropriate guide

5. <u>The Structured Questionnaire</u>

Interviewer:	Name of respondent:
Date of interview:	Place of interview: e.g. name of village, suburb name & house number :
Start time:	End time:

<table>
<tr><td colspan="2" align="center">ABOUT HEAD OF HOUSEHOLD

(Circle the number depicting correct answer & specify on dotted line whenever you circle against "other" or where a dotted line is provided for you to insert an answer which can be a numerical or in words)</td></tr>
<tr><td>Q1. Sex: 1= male   2= female.</td><td>Q2. Age ....years.</td></tr>
<tr><td>Q3. Marital status?
1= single   2= married   3= separated
4= widowed 5= divorced 6= other………………………</td><td>Q4. Occupation status
1= formal   2= informal   3= crop farming
3= Livestock 4= other……………………………………………</td></tr>
<tr><td>Q5. Has head of household attended school
1= yes;   2= no</td><td>Q6 Highest level of school completed
1= N/A   2= primary   3= secondary
4= tertiary (post-secondary)   5= other …………………</td></tr>
<tr><td colspan="2" align="center">HOUSEHOLD PROPERTY AND HOUSEHOLD CHARACTERISTICS</td></tr>
<tr><td>Q7. Household size (number of people that has stayed together continuously in the last 3 or more months) ……….</td><td>Q8. Does household posses a radio or TV?
1= yes   2= no</td></tr>
<tr><td>Q9. Does household posses some farm implements?
1= yes   2= no</td><td>Q10. Does household posses a fridge/freezer?
1= yes   2= no</td></tr>
<tr><td>Q11. Does household posses a bicycle or push-bike?
1= yes   2= no</td><td>Q12. Does household posses a telephone(s)?
1= yes   2= no</td></tr>
<tr><td>Q13. Main type of housing?
1= tent   2= cabin   3= shack
4= banco/mud house 5= stone or brick house
6= other………………………………………………………</td><td>Q14. House ownership?
1= lease   2= freehold   4= title deed
4= other...</td></tr>
<tr><td>Q15. Main source of lighting?
1= electricity   2= gas   3= kerosene
4= candle/torch   5= solar   6= other…………….</td><td>Q16. Source of household water?
1= tap 2= borehole 3= protected well 4= open well
5= stream/river 6= other…………………………………………</td></tr>
<tr><td>Q17. Main source of fuel for heating and cooking?
1= wood 2= charcoal 3= electricity
4= gas   5= kerosene 6= other………………………….</td><td>Q18. Sanitation?
1= flushing toilet 2= latrine 3= bucket system 4= bush
5= other…………………………………..........................</td></tr>
</table>

ECONOMIC INDICATORS	
Q19. Does household have access to land? 1= Yes 2= No	Types and number of livestock owned? <u>Type</u> <u>Number</u>
Q20. Land ownership? 1= lease 3= communal 3= title deed 4= other..	**Q22**. Cattle .... **Q23**. Sheep .... **Q24**. Goats .... **Q25**. Camels ....
Q21. Does household own any livestock? 1= Yes 2= No	**Q26**. Donkeys .... **Q27**. Pigs .... **Q28**. Rabbits .... **Q29**. Chicken .... **Q30**. Other …………………………………………

PERCEPTIONS
We would like to have respondent's opinion on his/her family living standard over the past three years or less depending on how far back the respondent can recall, e.g. Children who may have shorter recall period.   (*In these questions, "adequate" means that the household's minimum needs are satisfied, no more and no less*)

Q31. Which of the following affirmations is true for the household with respect to household food consumption? 1= less than adequate 2= adequate 3= more than adequate 4= other………………………..	**Q32**. Which of the following affirmations is true for the household with respect to household housing? 1= less than adequate 2= adequate 3= more than adequate 4= other………………………..
Q33. Which of the following affirmations is true for the household with respect to members clothing? 1= less than adequate 2= adequate 3= more than adequate 4= other………………………..	**Q34**. Which of the following affirmations is true for the household with respect to healthcare accessed? 1= less than adequate 2= adequate 3= more than adequate 4= other………………………..
Q35. Which of the following affirmations is true for the household with respect to children schooling? 1= less than adequate 2= adequate 3= more than adequate 4= other………………………..	**Q36**. Looking back (no more than 3 years), would you say your household standard of living has: 1= remained stable 2= improved 3= diminished 4= other………………………………………………..

WEALTH RANKING: SIGNS OF POVERTY: COMMUNITY PRIORITIES

Q37. From your point of view, people in this community generally belong to the category of people who are: 1= rich 2= middle 3= poor 4= very poor 5= other……………………………………………	**Q38**. Which category do you think **you** belong to? 1= rich 2= middle 3= poor 4= very poor 5= other
From your point of view, generally what are (in order of importance) the four main signs of poverty? **Q39**. …………………………………….……… **Q40**. …………………………………………. **Q41**. ……………………………………….. **Q42**. …………………………………………	**Q43**. Do you think that in this community, during the past 3 years, poverty has: 1= decreased 2= remained stable 3= has aggravated 4= other………………………………………………………
	Q44. Do you think that in this community, in the next 3 years, poverty will? 1= decrease 2= remain stable 3= aggravate 4= other……………………………………………..

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In your opinion, what are the 3 best means to fight against poverty in this community (in order of importance)?	In your view, what are the 4 main priorities of your communities (in order of importance)?
Q45. ……………………………………………. **Q46**. ……………………………………………. **Q47**. …………………………………………….	**Q48**. ……………………………………………. **Q49.** ……………………………………………. **Q50.** ……………………………………………. **Q51.** …………………………………………….

SOCIAL ORGANISATIONS

Q52. What social, religious & political organisations exist in your community (leave out central & local government ministries and departments)? ……………………………………………………………………… ……………………………………………………………………… ……………………………………………………………………… …………	**Q53**. Which organisations existing in your community do you belong to (leave out central & local government ministries and departments)? ……………………………………………………………………………… ……………………………………………………………………………… …………………………………………………………………
Q54. From your point of view, which organisations are desirable in the community (think of existing & non-existent) ……………………………………………………………………… ……………………………………………………………………… …………………………………………………………………	**Q55**. From your point of view, which **2** organisations have been most helpful in alleviating poverty (leave out central & local government ministries & departments)? ……………………………………………………………………………… ……………………………………………………………………………… ………………………………………………………………………
Q56. Do you think the poor are given priority in state policies (i.e. central & local government)? 1= very much 　 2= adequately 　 3= slightly 4= not at all 　 5= other……………………………….	**Q57**. In your opinion, who benefits the most from the state's programmes (i.e. local & central government)? 1= the most educated 　 2= the less educated 3= everybody 　 4= the wealthier 5= the poor 　 6= the city dwellers 7= the rural dwellers 　 8= politicians 9= other………………………………………………..........
Q58. In your opinion, who benefits the most from Church & other religious organizations' development programmes? 1= the most educated 　 2= the less educated 3= everybody 　 4= the wealthier 5= the poor 　 6= the city dwellers 7= the rural dwellers 　 8= politicians 9= other………………………………………………..........	**Q59**. In your opinion, who benefits the most from Development Agencies, e.g. NGOs, programmes? 1= the most educated 　 2= the less educated 3= everybody 　 4= the wealthier 5= the poor 　 6= the city dwellers 7= the rural dwellers 　 8= politicians 9= other………………………………………………..........

Q60. Observations by enumerator…………..……………..……………………………..…...

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6. Focus Group Discussion Guide

The enumerator/facilitator starts by taking down venue and date of meeting, identity of group (e.g. village/chief's names under which the group falls, suburb, etc) and numbers of participants (disaggregated by gender). He/she then asks questions to enable group to engage in discussion on the following themes:

Theme 1: **Perception of poverty**

- How does the group define poverty?
- Group's understanding of the causes of poverty?
- How does poverty manifest itself and what are its consequences?

Theme 2: Wealth/poverty ranking

- How does group rank community members? .....criteria for ranking?
- What is each category numerical importance?
- To which category do the members of the group belong?

Theme 3: Impoverishment process

- During the last 5 years, has poverty in the community diminished, stabilized or aggravated? …….what has been the causal factors?
- Is it easier or more difficult to bear poverty today or five years ago?
- How do you perceive future poverty trend in your area?

Theme 4: **Response strategies to poverty**

- What coping strategies have been used against poverty in the community?
- What actions have so far been carried out by the community to alleviate the poverty?
- What additional actions are needed to solve the poverty problem?
- Would the realization of additional actions need external assistance? ….what kind of assistance? ……and from who?

Theme 5: Priorities and solutions

- As regards the fight against poverty, what are the priorities of community?
- What solutions does the group recommend to fight poverty in their community?
- What are the risks that the group envisages for the recommended solution? …how can the risks be managed?

Theme 6: Organizations and their roles in the fight against poverty

- Different social, religious, political and administrative organisations/structures operating in the area/community?
- Roles played by different organisations in fighting poverty? …how effectiveness have they been in alleviating poverty?
- Who benefits the most and how from policies, programmes and projects of the state, business and civil society organisations? ……who is marginalized or excluded, how and why?
- How can the policies, programmes and projects of different players be made more sensitive to the needs of the poor people who are currently marginalised?

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7. Life Stories Guide

The enumerator should start by taking down the name, sex and age of respondent and the date and venue of interview. He/she then should ask the respondent to discuss in his/her on way and words:

1) Her/his family/household situation/ circumstances

2) Why does the family/household consider itself poor

3) Causes of poverty as identified by the family/household

4) Coping strategies? ……how does the family live the precarious situation

5) Analysis of impoverishment process, factors and trend

6) The main challenges faced by family: economic, social, psychological, etc

7) Perception of the future

8) How and by who can the family/household be best helped out of poverty?

8. <u>Key Informants (KI) Interview Guide</u>

The enumerator should start by taking down the name, sex, age and position in organisation or community of the respondent and the date and venue of interview. He/she then should ask the KI about:

1) Demographic information of the area

2) How is poverty defined in the area

3) Who (categories of people) is poor in the area/zone and why

4) Causes of poverty and the impoverishment process

5) Poverty trends in the area/zone

6) Main players in addressing poverty….the state, civil society, Churches, business, etc

7) What are the players doing about poverty….policies, programmes and projects?

8) Who is benefiting from the programmes of different players and how?

9) Who is excluded and why?

10) Main challenges in fighting poverty?