

Participant checklist for group assignment

Facilitator's name													
Date of the workshop													
Group member assigned 1=MEN, 2=FHH,3=MHH													
Gender (man or women)													
Age: <25, 26-35, 36-45,46-55,56-65,>65													
Highest level of education completed: No formal education, primary education, SI-4, S5-6, Diploma, University													
Marital status (Married, Not yet married, Widowed, other)													
Are you the head of the household?													
If you are not the head of the household, is the head a man or women?													
A .Do you have children? How many sons? How many daughters? B. Do they participate in household farming activities? How many sons do? How many daughters do?													
Does anyone else live in your household? List who they are e.g. niece, mother and how many)													
How many pigs do you take care of? (Write the number beside each type of pigs)	<table> <tr> <td>Piglets</td> <td>()</td> <td>gilts</td> <td>()</td> </tr> <tr> <td>Weaners</td> <td>()</td> <td>sows</td> <td>()</td> </tr> <tr> <td>Finishers</td> <td>()</td> <td>Boars</td> <td>()</td> </tr> </table>	Piglets	()	gilts	()	Weaners	()	sows	()	Finishers	()	Boars	()
Piglets	()	gilts	()										
Weaners	()	sows	()										
Finishers	()	Boars	()										
Do you own the pigs or do you manage them for some else?													
Do you keep other kinds of livestock? (List species and number?)													
How much land do you own?													
Can you personally sell it or get a bank loan with it as collateral (if yes, how many cares)													
Do you have land in your own names (kibaanja)													
What size of land your household													

cultivated in this current season? (Number with unit)	
What crops are you growing this current season? (to include trees, fodders, perennial, annual crops etc)	
Are you a member of farmer group?	
Distance from where you keep your pigs to the nearest shopping center where fresh produce, maize bran etc are available (number of kilometers and time to walk and take a boda boda ¹)	

¹ Motorcycle-common means of one or two passenger's transportation in Uganda

Tool for “men only” and “women only” focus group discussions

Appreciation and acceptance of diets

Facilitator signpost: We are going to talk about how the diets are the same or different from what you feed your pig now, if you’ll try them, and if you might change them somehow.

1. Let’s compare the diet we learned about today, to the one we give each day. You can even think about how you fed your pig before you came here today.

- A. Do you mix or combine
- B. Do you chop feeds?
- C. Do you give the same amount of feed?
- D. Do you give different proportions of different ingredients?
- E. Do you give the same types of feed we mentioned?
- F. Are there any other differences or similarities you see between the new diets and how you currently feed your pig?

2. Who will try the new diets to feed their pigs (hands up)? Note taker will count and record.

3. What aspects do you like about the diets?

4. What aspects don’t you like about the diets?

List of aspects you don’t like about the diet	Is it enough to make you not use the diet?(Yes/No)	Reason

Note: probe for reasons, for agreement or disagreement

5. If you said no, you won’t use the diets, could the diets be changed in some way so that you would try them? This question won’t be asked if everyone said yes they would use the diets.

6. As you make and use the diets, what constraints or challenges do you think you will experience?

Facilitator signpost: Now we will talk about possible benefits to families and the community

7. At the family level do you see any possible benefits of using the new diets?

8. At the community level do you see any possible benefits of using the new diets? *Be sure to probe about how that answer is a benefit. For instance “There will be more pigs”. Probe about how does that benefit the community?*

Appreciation and acceptance of water recommendations

Facilitator signpost: Now we will talk about water and if you will try doing what we heard about in the training.

- 1. Are you able to estimate the amount of water needed for your pigs based on what we learned about in the training?**
- 2. Right now do you give your pigs the same amount, or more water or less water than we heard about in the training?** *Facilitator will probe since some people may not know how much water they give their pig. Do a headcount of who gives equal, less, more.*

Equal(#)	Less(#)	More(#)

- 3. Will you try giving your pigs the amount of water we heard about during the training?**
- 4. What aspects do you like about the water recommendations?**
- 5. What aspects don't you like about the water recommendations?**

List of aspects you don't like about the water recommendation	Is it enough to make you not use the water recommendation? (Yes/No)	Reason

6. **If you will not give the pigs the recommended amount of water, how much will you try giving them?** *This will not be asked if everyone says yes they would give the recommended amount.*
7. **If you try giving your pigs the amount of water as we heard about during the training, what constraints or challenges do you think you will experience?**
8. **At the family level do you see any possible benefits of giving the pigs the amount of water we heard about during the training?**
9. **At the community level do you see any possible benefits of giving the pigs the amount of water we heard about during the training?**

Distribution of pig-feeding labour

Facilitator signpost: *Now we will talk about who does the work involved in feeding pigs. Here is the list of tasks related to pig keeping that we came up with. Have we missed anything you want to add?*

Across the topic will be the headings men, women, girls, boys. We will have sticky notes prepared with the words “usually/ emirundi egisinga” “occasionally/ oluusi” “never/cannot/ takikola”

	Men	Women	Girls	Boys	Why is it that person who does it?	Why is it not the other people who do it?
Pick jackfruit						
Chop vines						
Go to feed mill						

1. Who usually does each of these pig-feeding tasks in your household or community (men, women, girls, boys)? *Probe. Why is it these people who do these tasks?*

2. Who occasionally does each of these pig-feeding tasks in your household or community (men, women, girls, boys)? *Probe. Under what circumstances do they occasionally do these tasks?*

3. Who never or can not do each of these pig-feeding tasks in your household or community (men, women, girls, boys)? *Probe. Why do they never/why can't they do the tasks?*

Risks from pig-feeding/keeping labour

Facilitator signpost: *Now we will talk about if there are any health risks, dangers, or personal problems related to doing pig-feeding tasks.*

1. Do any of these pig-related chores expose the person doing them to any health problems, injuries, dangers or other personal problems?

2. Are there ways that you decrease those risks with your pigs now?

3. Are there other things that could be done to decrease those risks? *Probe. What else and who else could help decrease the risks for example government, other family members*

Time spent on daily activities

Facilitator signpost:

1. *Now we are going to do an activity where you can show us how your day is divided up into various activities.*

2. *When you get up in the morning what time do you get up. What do you first. Okay you've been to the garden. Then what do you do. etc.*

3. *Let's make a list of activities that you do each day. If needed the facilitator will probe and, (eg. sleep, school, fetch water, take livestock to graze, feed pigs, work in garden, rest, cook, do work away from the farm, go to market) and write these on the flip chart.*

4. *With the participants input, put into main categories of most important/major activities.*

5. *Note taker will write categories on paper in English and Luganda and put one in each basin.*

6. The participants will be given 24 beans each. Each object will indicate 1 hour of the day. Invite them to come up and put their beans in the basins to show how many hours they spend each day doing that activity. Example if they sleep for 6 hours put 6 beans in the basin labeled "Sleep".
7. When the group is finished the number of beans in each container will be counted and recorded.
8. Make a list of activities involved in making the new diets just to refresh the participants' minds. Then group those into the main categories we made before. If you need to add a new activity it is okay.

If you try the new diets will it change at all how you spend your day?

Facilitator will hold up the pieces of paper with the bean values written on them.

Will this value this change? Group will discuss. What number should it be change to? Then what will be do with those extra beans (hours of the day) instead or where will we get the extra beans (hours of the day) from. Which activity do the beans get moved to and from?

If you try giving the amount of water we heard about in the training will it change at all? Group can discuss as needed. Only do this if they say water fetching is an activity they do.

Land Access and Ownership

Facilitator signpost: Now we are going to shift a little and talk about access to land. There are many different arrangements in the community with regard to land and we want to learn about what you have seen in the community or even your own experience. Feel free to speak about the community in general terms or about your own experience.

Note to facilitators: we want to know what happens among their peers for instance if you are talking to men you want to know about the experiences of men only, if you are talking to members of female-headed households you want to know about the experiences of members of female-headed households etc.

1. Do you have access to any public land where you can just go and freely take the fruit from trees as you wish?
2. Are there trees located on family land that you can just go and freely take the fruit from, or would there be someone you would want to consult with before taking that fruit?

3. Do you have access to land where you can make a long-term investment? For instance you might plant an avocado tree and feel that you could have the land long enough to harvest the avocados. Or you might put in piped water and feel safe that the land will not be taken from you.
4. Do you have a garden or gardens that you can make all the decisions about what to plant etc.?
5. Do you have a garden or gardens that you can control all the money if you sell some of what you grow?

Gender Norms and Decision Making

Facilitator signpost: For this final section we are going to tell you a story about a family who keeps pigs and then talk about if you see the same sort of situation in households around here.

Mr. and Mrs. Mbidde live in Luwero district. They acquired two pigs in 2013 and they are both involved in the management of the animals. Mrs. Mbidde goes to the feed store to purchase maize bran for their pigs after she asks Mr. Mbidde for the money to go.

Most days Mrs. Mbidde collects and chops all of the feeds like vines, jackfruit and avocado and then Mr. Mbidde feeds and waters the pigs. Their pig grows very well and they are both happy with their pig enterprise. School fees are due in a week. Mrs. Mbidde goes to Mr. Mbidde and says “School fees are due next week. Maybe we could sell the bigger pig to pay for the fees and with the leftover we could buy another pig to start saving for the next school fees. How do you see it”?

Mr. Mbidde says “Yes we need to pay the school fees. So let’s sell it. But the balance I want to use to buy a suit and new shoes to wear for functions”. Mrs Mbidde replies to him “But you just got new shoes a few months ago so do you really need to have the suit and more shoes? If we don’t get another pig to pay for school fees then how will we pay for them next term?” Mr. Mbidde makes some noise for a few minutes looking annoyed but then says “Okay we can buy another pig and I will be sure to buy the suit anyway”. “Wonderful” says Mrs. Mbidde. Then please would you start to move around tomorrow and bring some information about markets?” That week Mr. Mbidde works very hard and finds a

buyer for the pig. It is women in the next village who slaughters pigs for butchers. Mr. Mbidde sells the pig to her. The family pays for school fees, Mr. Mbidde buys a nice new suit, and Mrs. Mbidde buys a big piglet from her neighbor. They both feel happy about having sold their pig.

1. In the community have you seen situations like the one we heard about in the story? *For the members of female-headed households have them reflect on how this process would happen for them. For instance would they be the ones to move around and find markets or do they have someone do it for them? Is there someone else who might help them with the labor for instance some hired laborers or children at home?*

For Question 1 probe about these topics brought up in the story.

A. Mr. and Mrs. Mbidde are both involved in the management of the animals.

B. Mrs. Mbidde asks Mr. Mbidde for the money to go and buy feed.

C. Mrs. Mbidde collects and chops all of the feeds.

D. Mr. Mbidde feeds and waters the pigs.

E. Mr. and Mrs. Mbidde have different ideas on how to spend the money

F. Mrs. and Mr. Mbidde discuss for a while and agree on how to spend the money

G. Mr. Mbidde looks for a buyer

H. Mr. Mbidde sells the pig to a woman slaughterer

I. Mrs. and Mr. Mbidde spend the money in the same way they agreed to-transparency

2. Have you ever observed households or families when decision making is not as balanced as in the scenario? *Probe to get descriptions of those situations.*

3. Who normally buys the pig? How do they decide to buy one? *(Probe for decide alone, in consultation with spouse, other family member etc).*

4. Who normally feeds the pig? How do they decide what to feed it?

5. Who normally decides when to sell the pig? How is the decision made?

6. Who normally sells the pig?

7. Who normally decides how much to sell the pig for? How is the decision made? *(For questions 35 through 28 probe about does this mean women can never be the ones that sell pigs or decide where the money goes?).*

8. What is usually done with the money from selling the pig?

9. Who decides what to do with the money from the pig? How is the decision made? *Probe especially about who decides if another pig will be bought with the money? How do they decide?*

10. Does this mean sometimes the money from the pigs might be misused or spent in funny ways?

11 Does the way decisions are made matter? Probe about if some decisions are made only by men or women, all alone, or with input from others etc.

Intervention implementation

Facilitator signpost: Now for the very last question of the day.

1. We think that if the pigs are fed these diets and are given enough water they will grow faster than many pigs are growing right now. What can be done individually or in groups to make that happen?