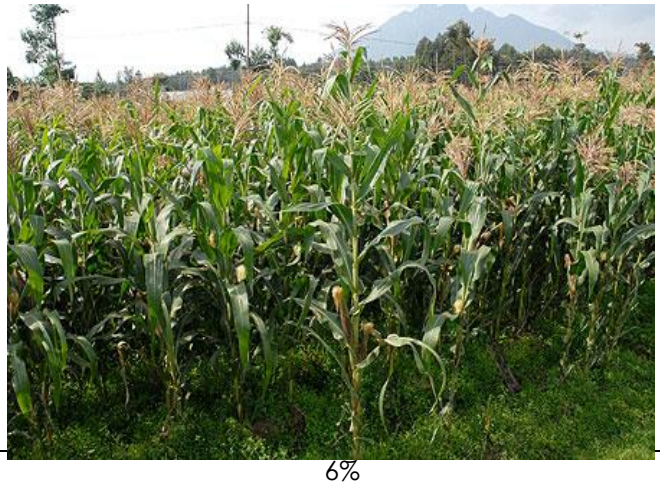
COLUMBIA UNIVERSITY, SCHOOL OF SOCIAL WORK
International Centre for Child Health and Asset Development (ICHAD)
BRIDGES TO THE FUTURE RESEARCH PROJECT, Uganda

INCOME GENERATING ACTIVITIES COMPONENT

Report on Home Visits Conducted to Homes of Study Participants and Their Caregivers

53%

34%



6%

4%

Others: 2%

By Abel Mwebembezi
In Country Co Investigator and IGA training team leader
March 6, 2016

Acknowledgment

Home visits were conducted to the home of study participants and their care givers under Bridges to the Future Research Project (PI: Prof Fred M. Ssewamala) with the support of Columbia's International Centre for Child Health and Asset Development (ICHAD). The contents in this report are the responsibility of the In-Country Co-Investigator (Abel Mwebembezi) and do not necessarily represent the official views of ICHAD.

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Abel Mwebembezi- Lead Trainer/ In Country Co-Investigator

Extension Workers Who participated in the home visit exercise

Rogers Mawanda	Kalungu District
Josephine Mukasa	Masaka District
Moses Lutasingwa	Rakai District
Lubinga Martin	Rakai District

Extension Workers (Training Team): Sessions II and III.

Rogers Mawanda	Kalungu District
Ssesanga Ibrahim	Kalungu District
Josephine Mukasa	Masaka District
Moses Lutasingwa	Rakai District
Nabukeera Justine	Rakai District
Lubinga Martin	Rakai District
Kyagaba James	Lwengo District

ICHAD Staff- For Logistical Support/Compiling of Participants Lists

Bettina Nabisere	Research Assistant
Francis Ssemuju	Research Assistant

Data Analysis

Joshua Kiyingi - Reach The Youth Uganda, Kampala, Head Office

Districts and schools

District	Total No. of schools	No. of study participants		
		Treatment	Control	Total
Masaka	14 (Treatment 9)	207	119	326
Rakai	27(Treatment-18)	558	246	804
Lwengo	3(Treatment- 1)	32	52	84
Kalungu	4(Treatment- 4)	117	79	196
Total	**48 (Treatment 32)**	**914**	**496**	**1410**

Source: ICHAD Data base

Definition:

Study Participants: Primary pupils recruited by the ICHAD to participate in the five year research project

Contents

Acronyms

AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immuno Virus
ICHAD	International Centre for Child Health and Asset Development
IGA	Income Generating Activity
RTY	Reach The Youth –Uganda

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Executive Summary

This home visit report presents findings from the Income Generating Activities (IGA) component of Bridges to The Future Study. The report presents an overview of the performance of IGAs started by the study participants, with the support of their caregivers and other family members, following an in depth training support by the project. The trainings started in 2013 and were completed in 2015. The study participants together with the caregivers underwent three training session with each session lasting half day. The sessions were conducted in local language (majority of care givers are not English literate) by Reach the Youth Uganda, an implementing partner to the International Centre for Child Health and Asset Development (ICHAD). The training sessions were conducted with support of agriculture and veterinary extension workers in the greater Masaka region.

Bridges to the Future is a 5 year research project that started in 2011 under the leadership of Prof Fred Ssewamala as its principal investigator and the Director of ICHAD. The research is implemented in four districts of the Greater Masaka region. Historically, this region is known to have one of the highest HIV prevalence rates in Uganda. Currently the prevalence rate is 1.2% (Eugine Ruzagira, Andrew Abasa, 2912), much higher than the national average of 7.3% (Uganda AIDs Commission, 2012). The research is implemented in 48 catholic based and government aided primary schools. A total of 1,410 study participants were enrolled in the study at the beginning of the project. The study has control and treatment arms. Out of the 48 schools, 16 are in the control while 32 are in the treatment arm. The IGA component is implemented in the treatment arm which has a total of 914 (500 boys and 414 girls) study participants

The main aim of the study is to evaluate the efficacy and cost effectiveness of an innovative family based economic empowerment intervention for orphans and other children made vulnerable by AIDS intending to enhance education and career aspirations. The project designed a training manual that was utilized for training sessions. The IGA component had four training sessions organized at different times, each session lasting half day. Session I introduced study participants and caregivers to the concept of IGA while session II trained them in crop and animal husbandry practices with the support of agriculture/ veterinary extension workers. Session III was a followed up of sessions I and II to establish whether study participants had in fact started any IGAs. This session was also used to address challenges participants had experienced in managing IGAs through questions asked by study participants. Session IV was the last phase and involved conducting home visits to the homes of study and their care givers to assess the impact of IGAs on the lives of study participants and their families.

From the 32 treatment schools, the project expected to train 914 pupils (400 boys and 514 girls) at each of the first three training sessions. However, attendances at session I was 687, session II, 581 and session III, 506. The reasons for non attendance varied at each training session ranging from participants having joined secondary and vocational education, dropped out of school etc. A total of 409 (238 females and 121 males) participants did not attend session III. This was a very critical session and it was during this very session, that extension workers provided technical responses to challenges experienced by study participants and more so in relation to the eight principles of crop and animal husbandry (animal selection, breeding/care for the young, housing, feeding, disease investigation and prevention, routine practices, record keeping and marketing. On the other hand agriculture/crop management principles include land preparation, seed selection, planting, wedding, routine practices, disease/pest control, harvesting, record keeping and marketing.

During session III training, out of the 506 who attended, only 364 participants self-reported starting IGAs (poultry only 192, piggery only 63, piggery and poultry 6; poultry and goat 1, passion fruit 1, rabbit only 9, goat only 1, poultry and rabbit 2, cattle 5, crops 65 and trade 13. Those who had not yet started and IGA pledged to do so.

Session IV involved home visits and were conducted by the project team with support of extension workers, visiting each study participant in his/her home. A total of 347 (156 males and 191 females) study participants were visited, out of which 37 (17 males and 20 females) were not found at home. Among those found at home (310), 72 (29 males and 43 females) no longer had IGAs. Hence 238 (110 males and 128 females) who still had IGAs are the basis of this report

Summary of findings

The following presents the highlights and key findings from the home visits which were conducted over a period of one month. The findings are grouped according to the training manual sections.

Selection and source of animals for IGAs

1.0 A total of 347 (156 males and 191 females) study participants were visited, out of which 37 (17 males and 20 females) were not found at home. Of the 310 found at home 72 (29 males and 43 females) no longer had IGAs. Hence 238 (110 males and 128 females) who still had IGAs are the basis of the analysis in the proceeding sections of this report.

2.0 According to field findings, poultry (local birds) is the most preferred IGA with 126 (48 males and 78 females) representing 52.9%, followed by piggery 80 (40males and 40 females) representing 33.6%; goats 10 (5 males and 5 females)-4.2%; maize 9 (6 males and 3 females); beans 6 (2 males and 4 females) and others 7 (males 3 and females 4).

3.0 The choice of a particular IGA was informed by ones' experience, interest, initial and running costs required, market, resistance or susceptibility to disease among other factors. It was noted that 142 (59.7%) chose their IGA on basis of easy to manage and only 8.4% considered profitability while 16.4% considered low capital investment. While we appreciate high returns as a major factor that should be considered, initial and running costs, and ability to manage the IGA are more crucial than the former for families in low resource settings.

4.0 Study participants consulted experienced farmers (2%), neighbors (12%), and used personal assessments (84%) to decide whether an animal was of good quality or not.

5.0 It was noted that 46.2% of the study participants bought animals from farmers already experienced in that business, 28% from the markets, 24% from neighbors and 23.9% from government institutions.

Initial capital and labor expenses

6.0 Almost 97% of participants used equal to or less than less than Uganda shillings 50,000 (US$ 14.00) to start an IGA compared to only 1% which used Shs 100,000 (US$ 28.00) to start an IGA and 2% which used between 50,000 and 100,000. This is understandable because a local bird that has reached laying age costs about 30,000 while a piglet that has weaned is costs about 50,000

7.0 Study participants were forced to hire extra labor and more so for constructing poultry and piggery units. These require specialized skills in terms of measurements, location, and ventilation among others.

Consultations for agriculture extension/technical services

8.0 According to the findings, 143 (60%) participants consulted on treatment when their birds and animals fell sick; and 92 (39%) on preventive measures (vaccination) in anticipation of disease outbreaks namely Newcastle and swine fever for poultry and piggery respectively among others and only 3 (1%) did not consult. As a project this is highly commendable and clear testimonies that study participants highly value their IGAs.

9.0 It was established that 6% consulted drug shops selling agriculture and veterinary drugs, 17% veterinary extension workers, 4% agriculture extension workers, 26% experienced neighbors, 25% family members while 45% did not consult any one.

10.0 In total 231 (97.1%) paid at least Shs. 30,000 and 4 (1.6%) paid 30,000 and above to extension workers to provide technical services while 3 (1%) did not pay any costs on consultations.

IGA running and maintenance costs

The cost of starting and running an agriculture project varies with animal species and breed (local versus exotic).

Feeding

11.0 Considering that the study participants keep local breeds, about 96.22% of the participants spent equal or less than 50,000 (US$ 15.15) on feeding while less than 1% spent 50-100,000 (US$ 15 t0 30) and only 2.94% spent 100,000 (US$ 30.00) and above. Study participants keep local breed's free range, especially poultry and tethering pigs.

Veterinary care and treatment

12.0 Responses are generalized and hence not broken down into treatment and other routine practices (dehorning, castration, etc.) Almost 97.48% had by the time of this home visit spent less or equal to 30,000 (US$ 9.0) while 1.26% spent 30,000-60,000 (US$ 9 to 18) and 1.26% spent 60,000 (US$ 18.0) and above.

Hiring a bull / boar (male pig)

Keeping a bull or a boar (male pig) on a farm is a pleasure to most farmers as their imposing figures make the farmers happy. It has been documented that a bull, cock or boar in a heard makes animals come on heat faster hence reducing breeding (mating) intervals. However economically it is not viable to keep a boar or a bull if you have very few animals. For example a bull needs at least 20 or more cows in herd to meet its libido desires while the boar needs at least 5 sows (female pigs).

A total of 126 (48 males and 78 females) study participants were keeping poultry and 80 (40 males and 40 females) keeping piggery; two males keeping rabbits and two female keeping cattle. In total 210 study participants are engaged in animal rearing. Asked about hiring, only 237(99.5%) mentioned they hire boars at 30,000 (US$ 9.00) each time you need a boar while both cattle keepers confirmed they will hire bulls when their cows are due for breeding and is estimated at 50,000 (US$ 15.00). None of the poultry keepers had ever hired a cock.

Water availability

13.0 Animals need adequate, clean, and pathogen-free water available at all times (adlib). Water is important to livestock as it determines the animals' performance in terms of laying, milking and growth rate. Out of 238 study participants with IGAs, 72 (30.25%) participants reported not having enough water while 166 (69.95%) reported that they have enough water.

14.0 Out of the 72 study participants who had no water at home, 6 (8.3%) paid at least Shs200 per day, 20 (27.8%) paid Shs 100 while 46 (63.9%) did not spend on water, implying their animals were not accessing water as required.

Income Generated from IGA Projects

15.0 The main reason why the Bridges study incorporates the IGA component is to enable study participants and their caregivers to establish a steady foundation for generating disposable income. From the home visits, 203 (85.3%) participants had earned at least 30,000 (US$ 9.0), 18 (7.56%) had realized 50,000-100,000 (US$ 15.15-30.30) while 18 (7.14%) study participants had earned 100,000 and above.

Use of funds realized from the IGAs

16.0 It was established that out of the 238 participants with IGAs, 139 (58.4%) of the participants spent their income on school requirements, 24(10.9%) on family needs, 8 (3.36%) on IGA expansion, 3 (1.26%) placed in savings bank accounts opened with support of the project, and 64 (26.89%) did not indicate what they had used their money for.

How IGAS Changed lives of Study participants

17.0 In conducting the home visits, one of the aims was to ascertain if indeed to some extent IGAs had positively changed the lives of study participants. It was established that 64 (26.89%) of the participants reported that the IGAs had indeed improved their lives because they can now afford simple basic needs which they used to see as a dream. In addition 112 (47.06%) reported that it had improved their education in that they could now afford books, and have regular lunch. In addition participants with IGAs also increased their career goals which resulted in better grades. In addition 1 (0.42%) child said the IGA had made her socially responsible while 10.42% said the IGA was tedious and 60 (25%) said they had not yet gained much. It is important to realize however that, if an IGA is not well maintained, one cannot benefit from it and the 25% who had not gained much may fall into this category.

Time Spent on Managing IGAs

18.0 Study participants were recruited while in school and hence have school responsibilities as well as looking after their IGAs. The latest they leave for school is 07.00 hours and the earliest they return is at 18,000 hours (candidates in standard 6 and 7). The responsibility of being a candidate and its attendant challenges takes away most of their time. It was found out that 208 (87.39%) spent less than one hour per day on the IGA, 21 (8.9%) spent 1-2 hours while 9 (3.8%) spent above two hours. This has negative implications on the performance of the IGAs.

19.0 Study participants were asked if IGAs had given them any hope. It is interesting to note that 179(75.2%) said they had developed hope for the future while only 59(25.8%) said the contrary.

Family Support to Study Participant in managing IGAs

20.0 According to findings, 186 (78.15%) participants reported that family members give them support in terms of feeding, watering and cleaning pens as well as helping them to save. However 52 (21.85%) said they did not get support from family members.

21.0 195 (81.9%) Study participants reported that family support was given in managing the IGAs while 43 (18.1%) reported family support in the form of initial capital. In total 124 (52.1%) felt they were not supported enough while 114 (47.9%) considered the level of family support adequate.

22.0 Participants indicated they wanted additional family support in a variety of ways: 38(16.0%) wanted more support in expanding their IGAs, 22 (9.2%) wanted startup capital, 71 (29.0%) wanted support in managing IGAs. However 94 (39.5%) said they did not know what more the family members should do for them since they had enough.

IGA Benefits to other family members

23.0 The 238 family members visited by the team reported the IGAs provide the following benefits:, 68(28.57%) reported manure for the gardens, 34(14.29%) money for food, 61(25.63%) reported income which reduces demand and stress to caregivers, 7 (2.94%) stated they gained skills from training sessions in managing the IGAs, while 68 (28.57%) said they have not yet benefited from the IGAs.

24.0 201(84.45%) mentioned that most benefits from IGA go to the study participant while only 37(15.55%) said it is shared among other family members.

Social benefits from IGA to study participants involved

25.0 70 (29.4%) of caregivers reported that participants have gained and exchanged knowledge and skills, 76 (31.9%) said they were being seen as role models at the community level while 92(38.7%) said IGAs had limited benefits socially. Reasons for having limited benefits were mention by those who felt that they were not maintaining their IGAs properly because of family challenges and limited support. Like any other business, IGAs need attention.

Economic Benefits mentioned by study participants involved

26.0 Study participants were asked if IGAs were of any economic benefit to them. In total 122 (51.26%) reported that IGAs provided substantial economic benefits allowing them to meet basic needs while 116(48.74%) reported they had not yet realized benefits but hoped they will.

Education benefits attributed to IGAs as reported by study participants involved

27.0 All study participants under Bridges to the Future, were enrolled while in school (primary). One area of interest of the IGAs was to assess whether IGAs would contribute to school retention, school performance (better grades) and development of career goals. 177 (74.37%) of participants reported that IGAs had contributed to provision of educational requirements such as scholastic materials, lunch, and uniform. In addition IGAs increased their commitment and interest in education since they could now earn some income that enabled them to access scholastic materials. On the other hand, 61(25.63%) reported that IGAs had limited contribution to their education because they had not earned from them yet.

Skills Development

28.0 A total of 190 (79.83%) participants said they acquired skills in agriculture farming, 61 (2.52%) acquired skills in weaving, 2 (0.84%) in tailoring. Despite claiming they had learned a lot from the training sessions, 40 (16.81%) could not mention a specific acquired skill.

Challenges experienced by study participants in Managing IGAs

29.0 Study participant were asked a range of questions across the board to enlist the challenges they face in agriculture and animal rearing related IGAs. Participants mentioned that the key challenges the face include time demanding 6(4.2%), pests and diseases 78 (25.9%), theft 14 (4.7%) and dry weather 17 (5.6%).

1.0 Introduction

1.1 Bridges to the Future Research Project

Bridges to the Future is a 5 year research project that started in 2011 and is implemented in the Greater Masaka region in the districts of Masaka, Rakai, Lwengo and Kalungu. Historically, this is a region known to have one of the highest HIV prevalence rates in Uganda. Currently the prevalence rate is11.2 %(Abasa Andrew et al 2012) much higher than the national average of 7.3% (UAC 2012). The study is directed by Prof Fred Ssewamala as its principal investigator and the Director of ICHAD. The research project is implemented in 48 catholic based and government aided primary schools with a total of 1,410 study participants. Out of the 48 schools, 16 are in the control arm while 32 are in the treatment arm. The IGA component is implemented in the treatment arm comprised population of 916 (500 boys and 416 girls) study participants

1.2 Study Aim and Objectives

The main aim of the study is to evaluate the efficacy and cost effectiveness of an innovative family based economic empowerment interventions for orphans and other children made vulnerable by AIDS to enhance education and career aspirations. The specific aims of the study are:
a) To examine the direct short and medium term impacts of interventions on key development and health outcomes for orphans and other children made vulnerable by AIDS including financial/economic stability (specifically savings and asset accumulation), educational achievements (school enrollment, attendance, attainment), sexual risk-taking behavior and mental health functioning (including depressive symptoms) .
b. To examine the impact of the intervention on potential mechanisms of change such as: self-efficacy and hopelessness; educational plans and aspirations; and family support and stability.
c. To evaluate the cost effectiveness of alternative savings incentives and match rates.

1.3 Income Generating Activities (IGAs)

The IGA component of the Bridges study aims to enable study participants, and their care givers and families, to gain knowledge and skills about IGAs as well as access to income. IGAs enable participants to have the opportunity to meet basic needs such as scholastic materials, basic medical care, and transport to health facilities for ARV refills, counseling and guidance. (Private Sector for Better Health 2009: Economic Strengthening for HIV/AIDS Affected Communities: Evidence of Impact and Good Practices; Ssewamala, Michael Sherraden Working Paper No. 04-05 2004: Integrating Savings into Microenterprise Programs for the Poor: Do Institutions Matter; Fred Ssewamala, Lissa Johnson, Michael Sherraden etal 2010: Youth Savings around the World: Youth Characteristics, Savings Performance, and Potential Impacts). The economic empowerment component of the study has the following five aims:

- **a)** Supporting study participants with initial funds to open bank accounts and matching savings deposited in the study participant's bank accounts.
- **b)** Linking study participants and caregivers to the nearest banks within their localities.
- **c)** Training participants on how to manage bank accounts including depositing money and reading bank statements.
- **d)** Training study participants and caregivers in IGAs, including identifying viable and feasible IGAs and how they should be sustainably managed for the purpose of realizing profit with support of their families and extension workers.

1.4 Importance of IGAs

Income generating activities (IGAs) are important for low income subsistence families and more so those affected and infected by HIV and AIDS. They enable families to engage in activities that bring in income to meet basic needs such as household items, health care and social welfare. For families with school going children, regardless of the educational levels, IGAs have been identified as the main source of income for families to support their children's education.

IGAs play another important role in defining the behavior of children involved in running and managing family/ individual IGAs. IGAs promote initiative, responsibility and self-sustenance, and give hope and new life to those involved. In additions families which have IGA or regular income are motivated to participate in community initiatives because they feel they have something to share or talk about. IGAs are geared towards sustainable development by creating sustainable income flows. In families with people living with HIV and AIDS, be it children or parents/guardians, IGAs are even more critical. Such families have numerous socio-economic challenges namely affording education requirements for their children, food, clothing, medication and even transport to health centers to access medical supplies.

The IGA is considered a crucial part of the Bridges study as it enables participants and guardians to gain knowledge of IGAs and the skills to start, manage and sustain them. . In addition, IGAs provide access to income, which can provide for basic needs such as scholastic materials, as well as house hold items and basic medical care.

The IGA component of the Bridges to the Future research project consisted of four training sessions. Session I introduced study participants and guardians to the concept of IGAs (what is an IGA, Importance of IGAs, how do you select an appropriate IGA, factors you need to consider among others). Session II involved training participants and caregivers in crop and animal husbandry practices with support of agriculture/ veterinary extension workers. Session III focused on interfacing with participants and allowing them to ask questions relating to challenges they were facing in managing their IGAs. Its main purpose was to provide support and establish whether study participants had in started an IGA. Session four was the final activity which required that the project conduct home visits to families of study participants and their care givers. These home visits were conducted to assess the impact of IGAs on the lives of study participants in particular in relation to education.

1.5 Trajectory of Study Participants trained during sessions I, II and III

From the 32 treatment schools, the project expected a total of 916 pupils (400 boys and 516 girls) at each of the three training sessions. However not all study participants attended the sessions as expected. The attendances in sessions I, II and III were as follows.

	Males (N=400)	Females (N=514)	Total (914)	% attendance
Session I	285	402	687	75.00
Session II	269	312	581	63.42
Session III	280	226	506	55.24

The reasons for non-attendance varied at each training session. During session II the study was in its fourth year and most of the children recruited in form 5 in 2011 had joined secondary and vocational education;

dropped out etc. A total of 408 participants did not attend session III. Reasons for non- attendance were captured as: 1 died, 109 (48 girls and 61 boys) dropped out of school, 82 (61 girls and 21 boys) were lost to follow up, 27 (17 girls and 10 boys) were later found out by the project during wave interviews to be non-orphans, 109 (60 girls and 49 boys) were still in primary but did not explain why they did not attend, I girl participant pulled out of study, 74 (48 girls and 26 boys) joined secondary education, 5 (2 girls and 3 boys) joined vocational schools while 1 boy moved to a non-participating school.

1.6 Participants who self-reported to have started IGAs

At session I training, none of the participants indicated having an IGA at home. This was re-echoed during session II training. During session III , out of the 506 who attended, 364 participants self-reported they had started IGAs (poultry only 192, piggery only 63, piggery and poultry 6; poultry and goat 1, passion fruit 1, rabbit only 9, goat only 1, poultry and rabbit 2, cattle 5, crops 65 and trade 13. Those who had not yet started an IGA pledged to do so soon.

2.0 Planning and management of home visits

2.1 Government infrastructural support to farming

The Ugandan government has put in place extension services system under the ministry of Agriculture and Animal industry and Fisheries (MAAIF) where agriculture and veterinary extension workers are posted at sub-county level to extend technical services to communities engaged in agriculture. The extension workers provide technical support to families to enable them to practice modern (profitable) farming practices. The extension workers have different specializations namely animal husbandry, crop husbandry, trade (commercial officers), fisheries, apiary, and forestry among others. Extension workers with specializations in agriculture and animal rearing were supported the project during the training of study participants and home visits.

2.2 Developing tools to guide home visits

A basic tool was adopted to facilitate consistency (ask the same questions to all study participants) in data collection during home visits. The tool enabled the team to collect information on the key areas of interest. The tool was discussed with extension workers before home visits. The home visit tool was considered crucial to data analysis and the use of statistical packages at a later time.

2.3 Meeting with extension workers

A meeting was held with five extension workers who were to participate in the home visit exercise to brief them about this last phase of the IGA component, discuss the tool and schedule; as well as seek their consent to participate in the exercise. To reduce on time that would be spent on visiting study participants in their homes and to benefit from their technical capacity, 4 extension workers were co-opted and each was allocated families within their areas of jurisdiction- work.

During phase II and III, extension workers were added to the training team. This was done for two reasons, first to introduce extension workers to study participants and care givers, in case they should need technical support and secondly the extension workers provided expertise that the ICHAD study team lacked.

2.4 Scheduling of home visits

There was no harmonized schedule to follow for the home visit. However, it was agreed that the exercise would be completed within 30 days. Each extension worker scheduled his/her home visits. All home visits were unannounced- families and study participants were not informed in advance. Extension workers were provided with lists of study participants and the schools they attended, to enable them easily locate the families since it was a holiday. The school enabled the extension worker to know the village where the study participants most likely lived. This process was made easier by the extension workers presence during Session II and III trainings at those very schools.

2.5 Determining Study Participants to visit

The study participants that were visited were purposively selected basing on the list of study participants who had established IGAs as reported during session III. This is because when the project called those participants who had indicated they would start IGAs in the nearest future- within 6-12 months, they had not done so. It

was considered not cost effective to visit those who had not started IGAs. During the home visits, a total of 347 (156 males and 191 females) study participants were visited, out of which 37 (17 males and 20 females) were not found at home.

2.6 Basis of analysis of the home visit findings

The analysis in this report is based on the 328 participants that were found at home and had IGAs. There were no repeat visits for participants that were not found at home

3.0 Findings during home visits

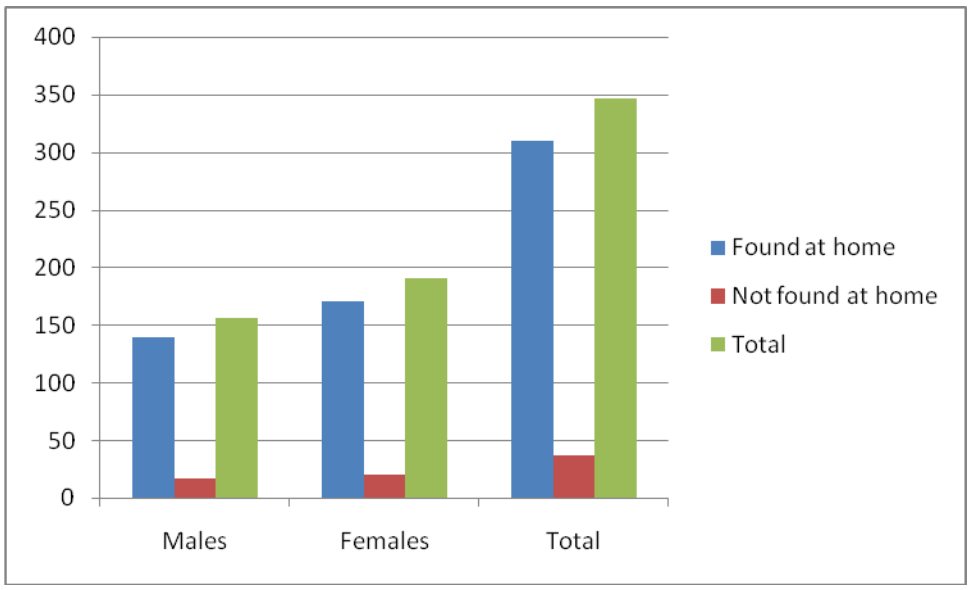
The data entry screen was designed to facilitate data entry using CSPro5.0. It was later exported to STATA12.0 for analysis. Findings are presented in the proceeding sections.

3.1 Home visits by project team

3.1.1 Participants visited and found at home

As already mentioned, each extension worker led the process in his /her area of jurisdiction. All home visits were unannounced and only study participants who had established IGAs were visited.
During the home visits, a total of 347 (156 males and 191 females) study participants were visited, out of which 37 (17 males and 20 females) were not found at home. Among those found at home (310), 72 (29 males and 43 females) no longer had IGAs and it was not captured why they no longer IGAs. Hence 238 (110 males and 128 females) who still had IGAs are the basis of this report.

Figure 2~~1~~: Study participants visited



3.1.2 Participants with IGAs

During Phase III training, out of the 506 study participants who attended, 364 self-reported that they had started IGAs. However during home visits, it was established that out of 310 study participants visited, 238 (110 males and 128 females) representing 68.9% still had IGAs compared to 72 (5.76%) who no longer had them. In Figure 3, 74.85% females and 79.14% males still had IGAs. All the analysis in the proceeding sections are based on 238 who had IGAs running.

Figure 2: Participants who had IGAs

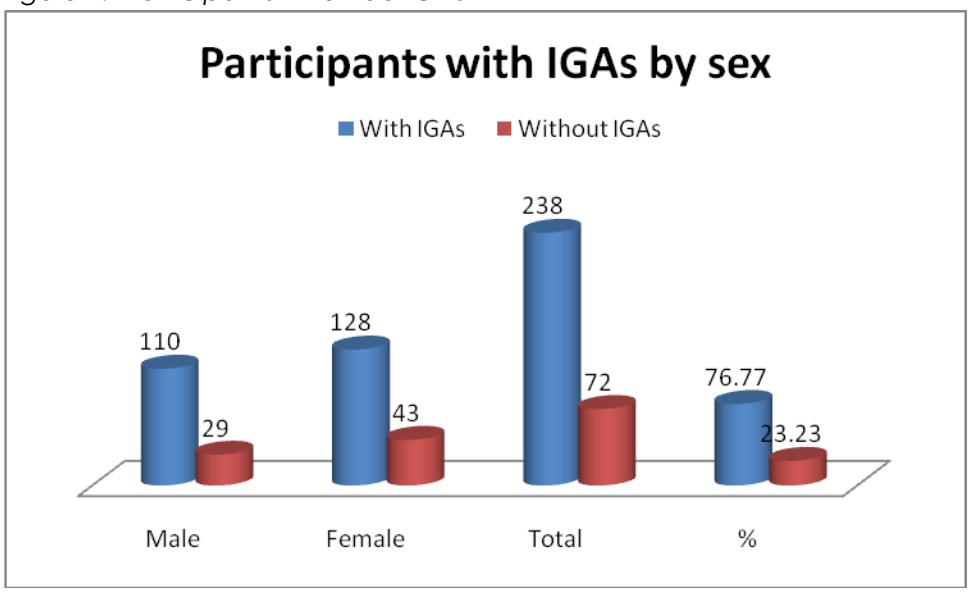
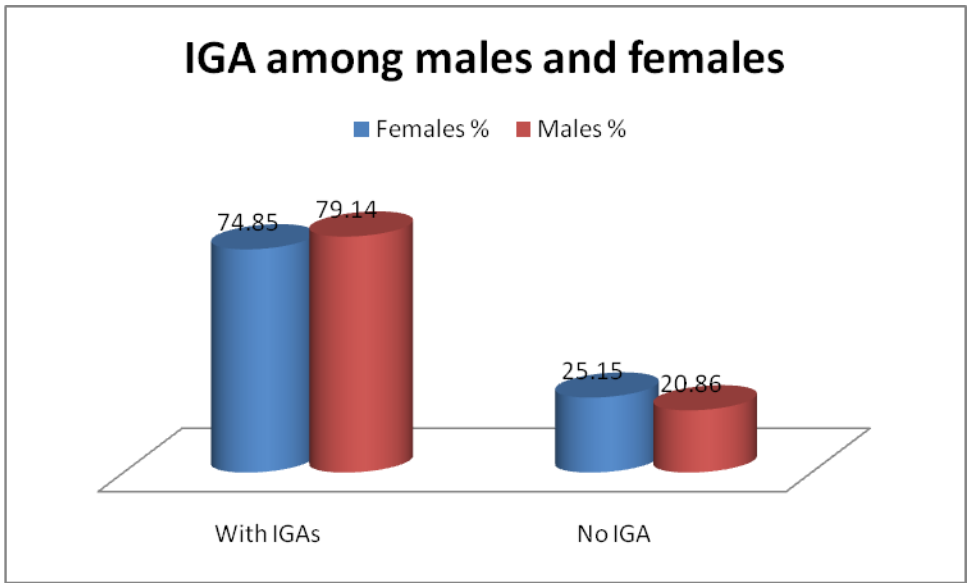


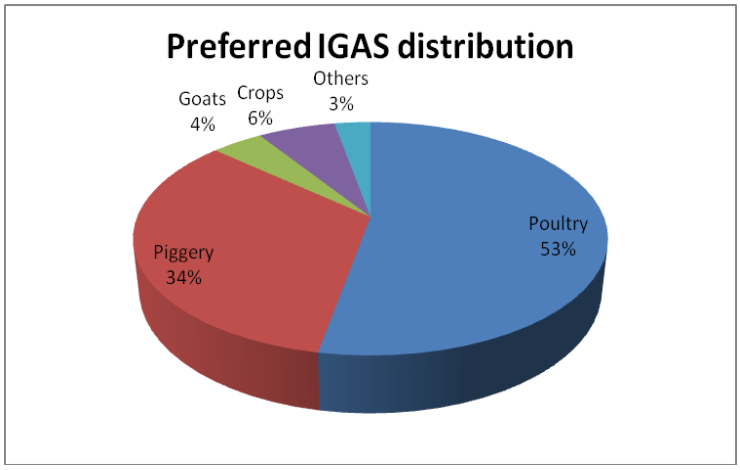
Figure 3: IGA distribution among males and females



3.1.3 Most preferred IGAs

According to study participants, poultry (local birds) was the most preferred IGA with 126 (48 males and 78 females) representing 52.9%, followed by piggery 80 (40males and 40 females) representing 33.6%; goats 10 (5 males and 5 females)-4.2%; maize 9 (6 males and 3 females); beans 6 (2 males and 4 females) and others 7 (males 3 and females 4).

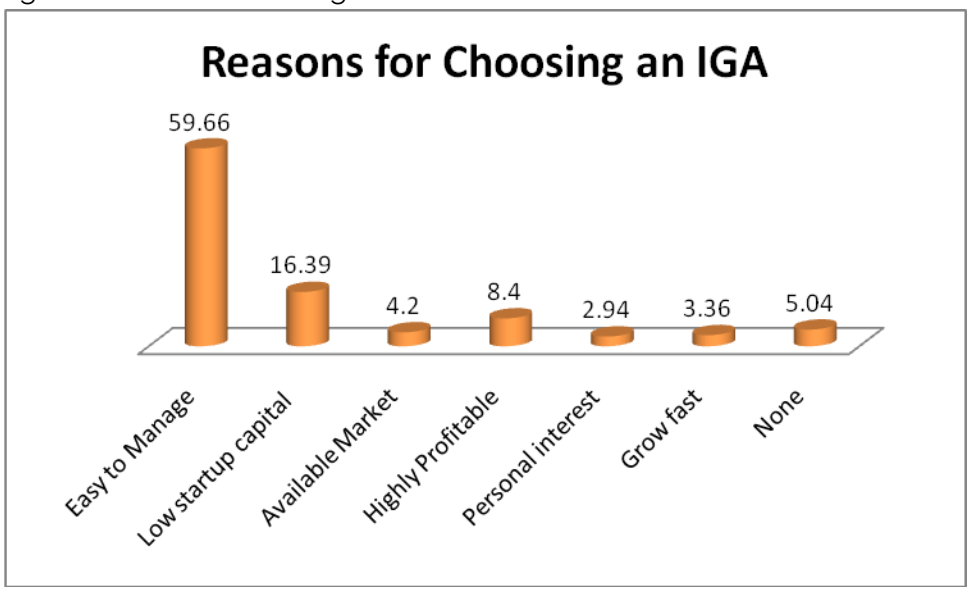
Figure 4: Most preferred IGAs



3.1.4 Reasons advanced for choosing particular IGAs

During trainings, study participants were equipped with the knowledge and skills to choose a suitable IGA based on several factors including: their experience, interest, initial and running costs required, market, resistance or susceptibility to disease. among other factors as shown in the graph. During the home visits study participants provided reasons for choosing a particular type of IGA. It is noted that 142 (59.7%) chose their IGA on the basis of easy to manage and only 8.4% considered profitability while 16.4% considered low capital investment. While we appreciate high returns as a major factor that should be considered, initial and running costs; and ability to manage the IGA are more crucial than the former for families with low resource settings.

Fig 5: Reasons for choosing an IGA



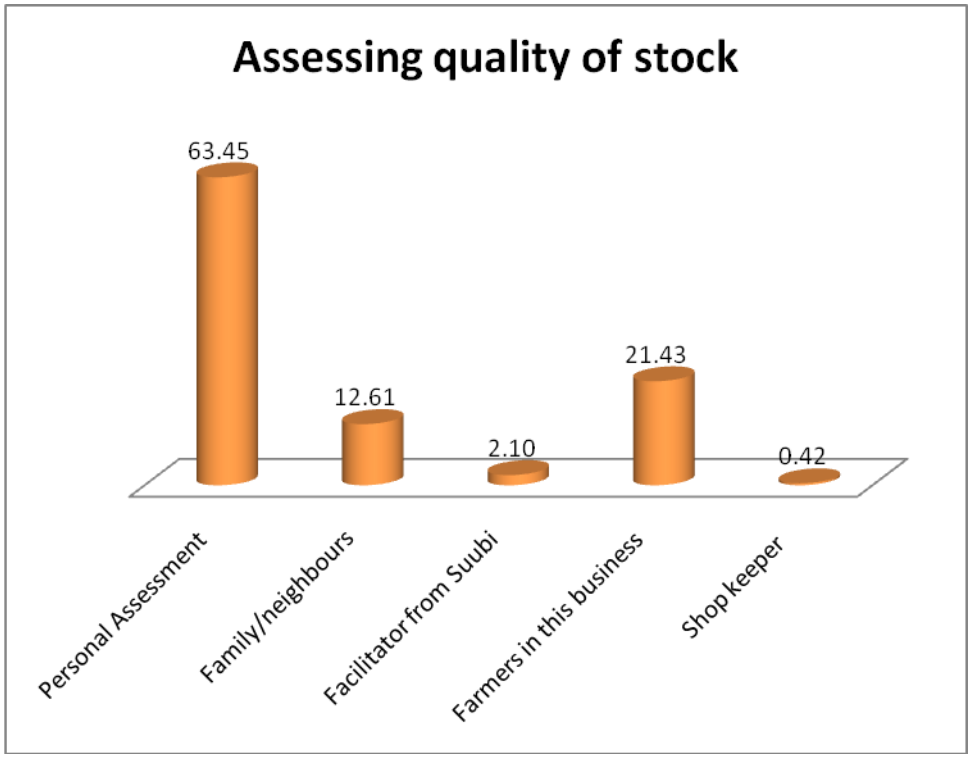
3.1.5 Ascertaining that the animals were of good quality

During session trainings, the issue of quality (good breed) was exhaustively emphasized as it affects production and productivity. This is more referenced to number of eggs a local hen can lay at each laying time, number piglets each pig can litter at a single time, number of kids each goat can deliver at each time, calving/kidding/littering interval (how long does it take to deliver or lay again after each time) among others

regardless of whether the animal is local or exotic. Quality must take into consideration management practices such as feeding, diseases control among others.

Participants were asked how they knew the animals were of good quality before purchasing them. Participants indicated below the source of advice or the person they consulted to inform their final decision in relation to quality.

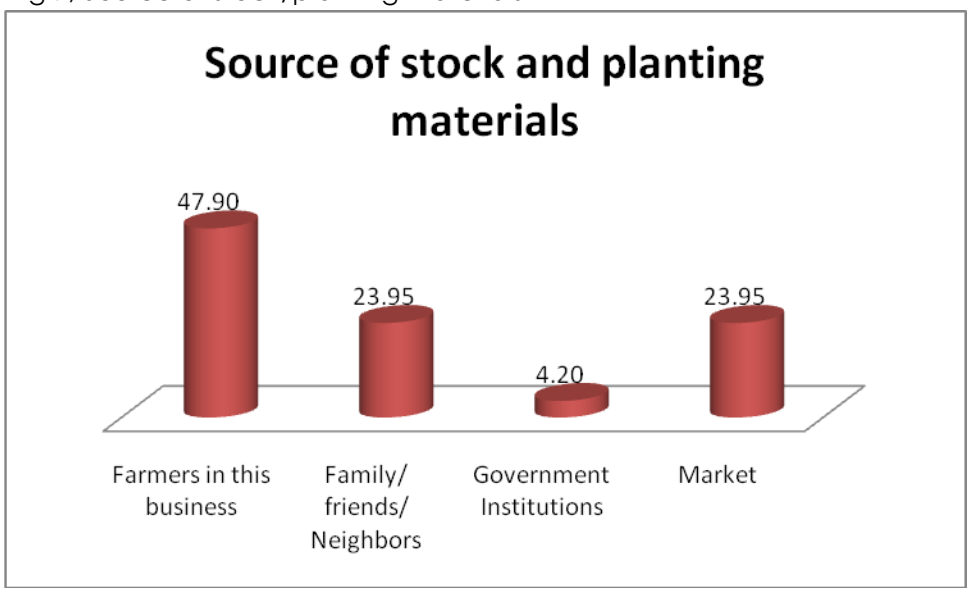
Figure 6: quality assessment of animals



3.1.6 Source of stock (animals) and seeds

Study participants and their caregivers were advised to buy stock and seeds from reliable sources with; records of minimal incidences of diseases, good animal performance (production-eggs laid per laying period, hatchability, survival rates of chicks; and for piggery- number piglets per litter, among others and for goats number of kids delivered at a time). These were to guide the participants and their caregivers during selection of animal and poultry stock. They were also advised to consider sources known for good animal husbandry practices and when possible seek advice of extension workers and experienced farmers and family members. Figure 7 displays where study participants obtained guidance that informed their decisions on quality

Fig 7; Source of stock/planting materials

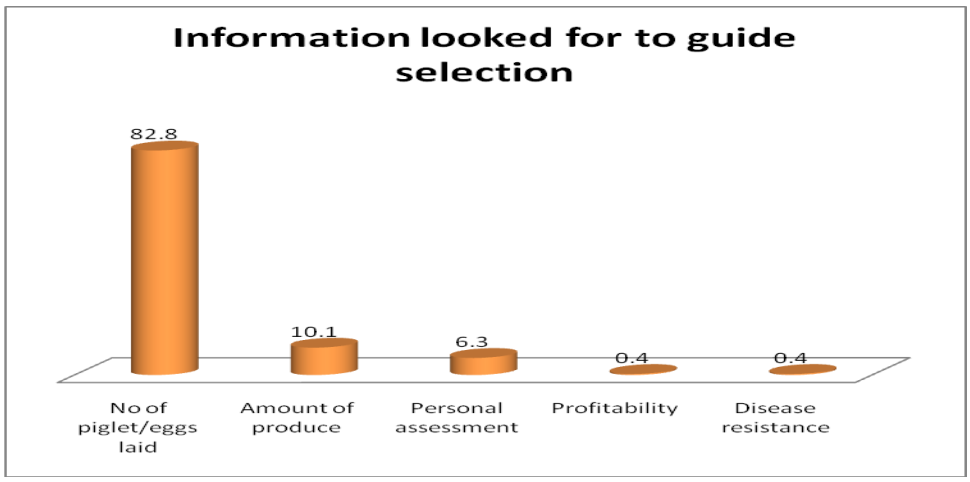


From the statistics above, it is noted that 114(47.90 %)of the study participants and their care purchased their stock and planting materials from farmers already experienced in that business, 57(23.95%) relied on family members, 10 (4.20%) got their stock/ materials from government institutions, while 57 (23.95%) bought them from village markets.

3.1.7 Information that guided selection of animals

Participants were trained that in selecting animal or poultry for rearing, one should look at how many eggs it lays, hatchability and survival rate of chicks; number of piglets per litter, number of kids per kidding (goats) and amount of milk produced and above all breeding/ mating intervals. These factors influence profitability. Figure 8 show that 82, 8% relied on ability to produce more piglets (above ten) at a go and laying ability while 6.3% relied on personal assessment.

Fig 8: Guiding factor on selection

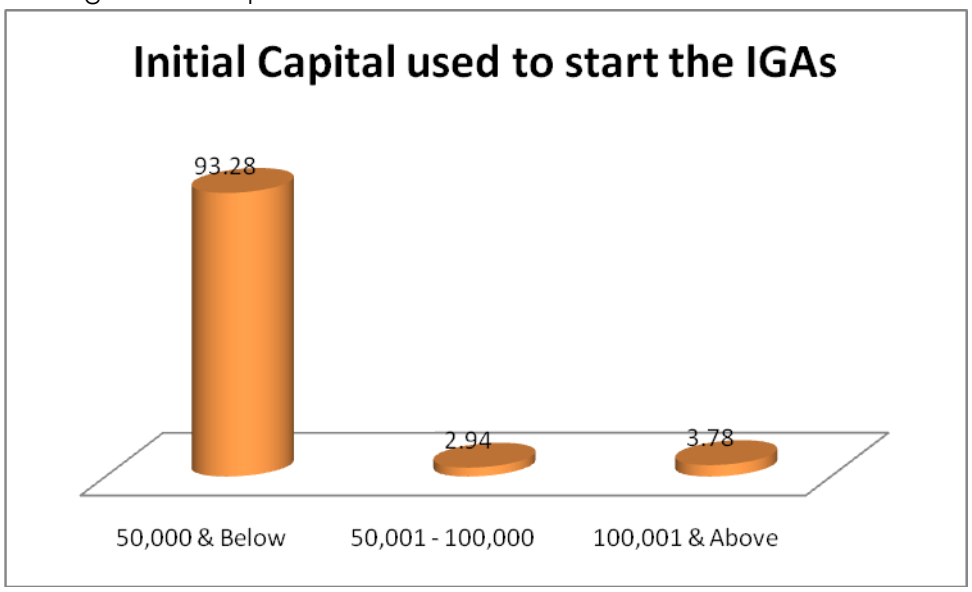


3.2 Initial Capital and hired labor used to start IGAs

3.2.1 Initial Capital

Participants live in poor resource settings and hence have limited income and resources at their disposal. The visiting team asked study participants how much initial capital they had invested in starting the IGAs apart from their time and energy. From figure 9 shows that 222 (93.28%) study participants used equal to or less than Uganda shillings 50,000 (US$ 14.00) compared to 9(3.78%) who used Shs 100,000 (US$ 28.00) and 7(2.94%) who used between 50,000 and 100,000. This is understandable because a local bird that has reached laying age costs about 30,000 each while a piglet that has weaned is about 50,000 each.

Fig 9: Initial capital used

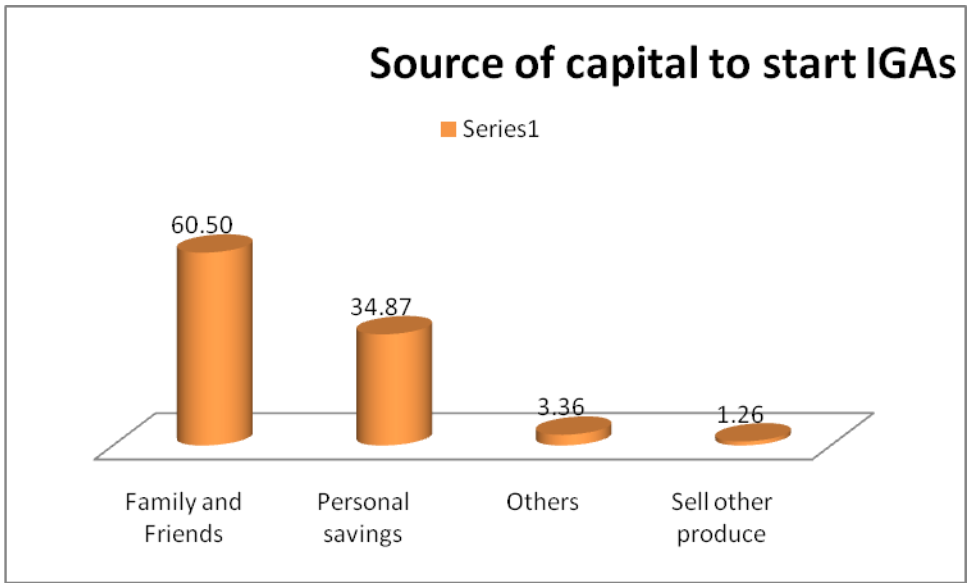


3.2.2 Source of funds to start the IGA

Bridges to the Future Project supported participants with bank account opening funds to enable them start saving. Their savings were matched in ratios of 1:1 or 2:1 depending on where the randomization process placed the school where the participant fell. The savings were expected to be used for education, starting an IGA and health. Out of 914 participants, 512 (212 boys and 302 girls) saved while 275 (126 boys and 147 girls) did not save though they opened bank accounts. In total 127 (60 boys and 67 girls) participants did not open bank accounts.

Figure 10 below indicates the source of participants IGA initial capital with 83(34.87%) of the participants getting capital from personal savings and 144 (60, 5 %(from family members, 3 (1.26% from sell of produce and others (3.36%)

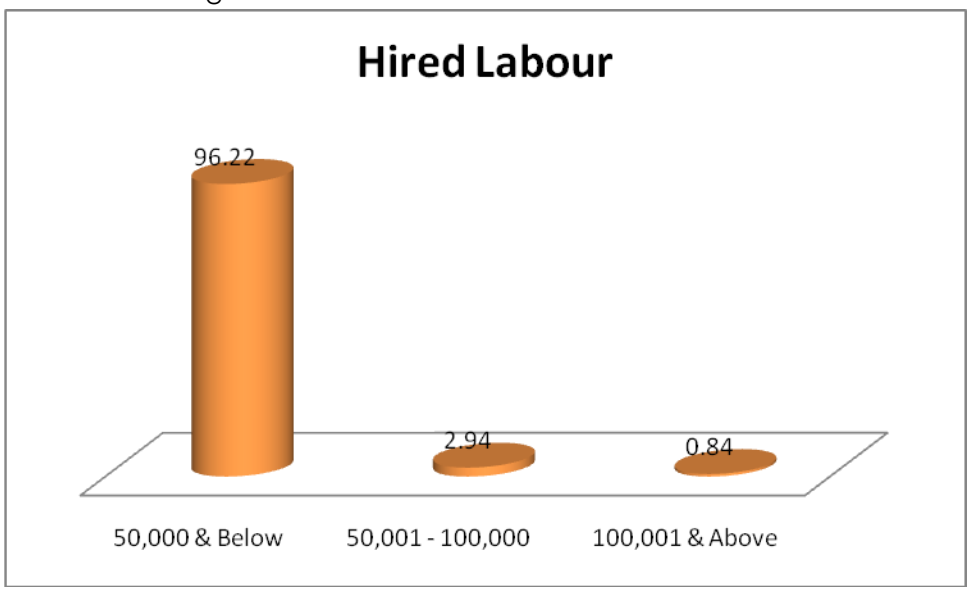
Fig 10: Source of funds for IGA



3.2.3 Hired Labor

Most of the study participants were young and lived with caregivers who were older and not able to fulfill some of the physical requirements necessary in managing an IGA such as constructing the poultry and piggery units, opening up land for crop growing among others. Therefore study participants were forced to hire extra labor especially in constructing poultry and piggery units which require specific measurements, locations, and ventilation. Figure 11 indicates that 229 (96.22%) spent 50,000 and below on hired labor while 7(2.94%) spent 50,000-100,000 and a parity 2 (0.84%) spent 100,000 and above on hired labor. Less was spent on hired labor because the study participants are from poor families and most of them have limited disposal income.

Fig 11: Hired labor



3.3 Consultations for agriculture technical services

3.3.1 Government Infrastructure

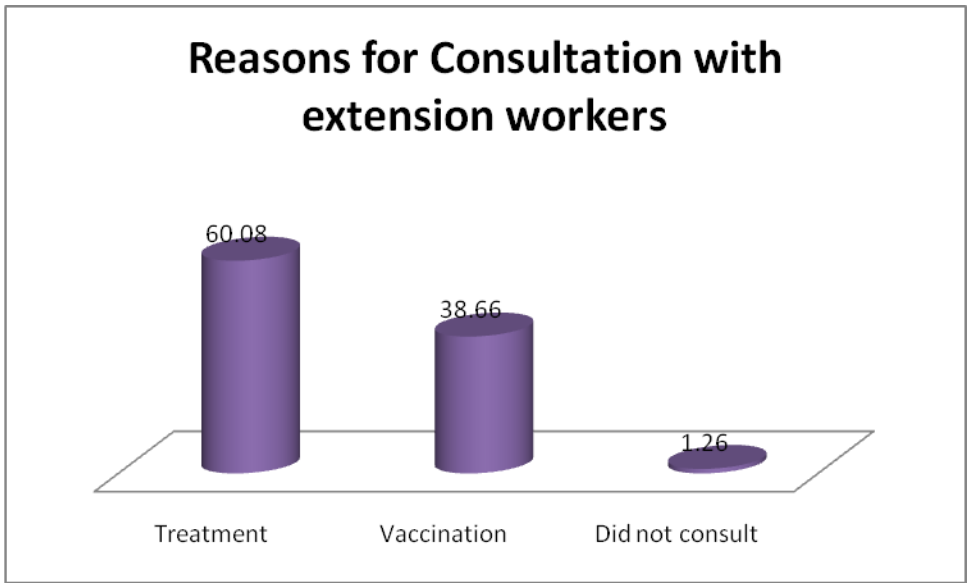
Over the years, the Ugandan government has put in place structural arrangements where agriculture and veterinary extension workers are posted at the sub-county level to provide technical extension services to practicing and aspiring farmers. Although this is in place, extension workers are hardly provided with adequate transport and time compensation allowances hence necessitating interested families or communities to co-fund or supplement the extension workers if they are to access services. As a result, any practicing or intending farmer who invites an extension worker must compensate their time. Although in real terms it looks like a low value- refer to fig 14, it is significant for families living in low resource settings and more so the study participants from AIDS affected families and living with elderly caregivers most of whom have no formal employment or disposable income.

3.3.2 Consultation on treatment

Framers/families involved in agriculture and crop husbandry do consult extension workers for advice. During training sessions, study participants where cautioned that farming is no longer a hobby but a business. This is because people invest their money, time and energy for the purpose of making a profit. They were also reminded that what makes agriculture farming unique is that both animals and crops have life too and therefore they must be attended to as soon as they are detected to be sick or make preventive plans through vaccinations and sprays among other husbandry management practices.

From the home visit findings 143 (60.08%) study participants reported consulting on treatment when their poultry and animals fell sick; and 92 (38.66%) on preventive measures (vaccination) in anticipation of disease outbreaks namely Newcastle and swine fever for poultry and piggery respectively and only 3 (1.26%) did not consult. As a project this is highly commendable and clear testimonies that study participants value their IGAs.

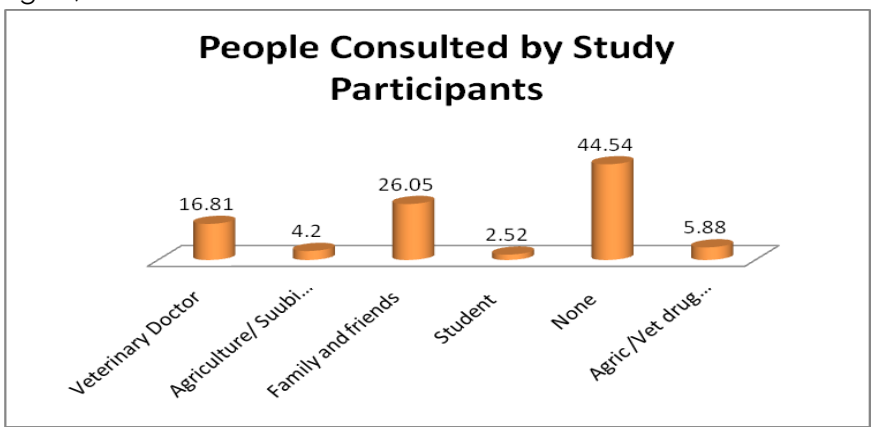
Fig 12: Consultation reasons



3.3.3 People consulted by study participants

During the trainings, the team emphasized to the participants that they must at all time consult someone with more experience and knowledge about any problem they face while managing their IGAs, namely the extension workers. During the visit it was established that 14(5.88%) study participants consulted shop keepers selling animal and agriculture drugs, 40(16.81%) veterinary extension workers, 10 (4.2 %) agriculture extension workers, 62(26.1%) family and friends while 2.52% did consult fellow pupils who attended the trainings. A total of 106 (44.56 %(did not consult any one. It is evident that participants value consultation as were advised during training sessions if they are to avoid losses.

Fig 13; Persons consulted

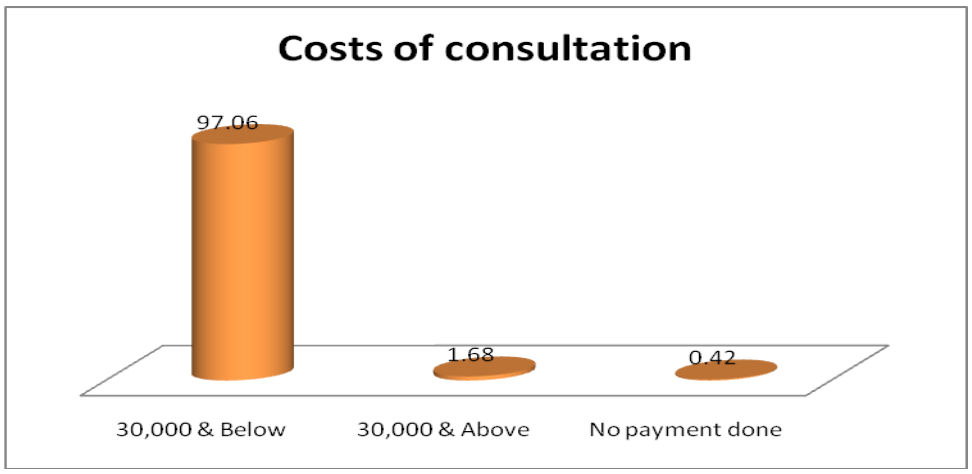


3.3.4 Consultation costs with extension workers

The cost of starting a project, be it poultry, piggery or goat rearing, varies with each animal species and among breeds (local versus exotic). Similarly the cost of running the project until it starts generating inflows and thereafter also varies. With animal rearing, which most of the study participants were engaged in (poultry and piggery), the running costs were identified as: feeding; water; labor; and veterinary care/treatment and advisory services costs. Others costs include consumables such as: bedding material; cleaning products; and vermin control products. The key tangible returns of poultry are eggs. The key tangible returns for piggery is selling the entire animal or hiring out the sow for breeding purposes.

The visiting teams established that 231 (97.1%) paid at least Shs. 30,000 and 4 (1.68%) paid 30,000 and above to the extension workers to provide technical services while 3 (0.42%) did not pay any costs on consultations. Even if the extension worker did provide the technical guidance by phone, the farmer/ study participants met the cost of airtime. The project commends study participants for investing time and resources to consult people with technical expertise.

Fig 14: Costs of consultations



3.4 IGA running and maintenance costs

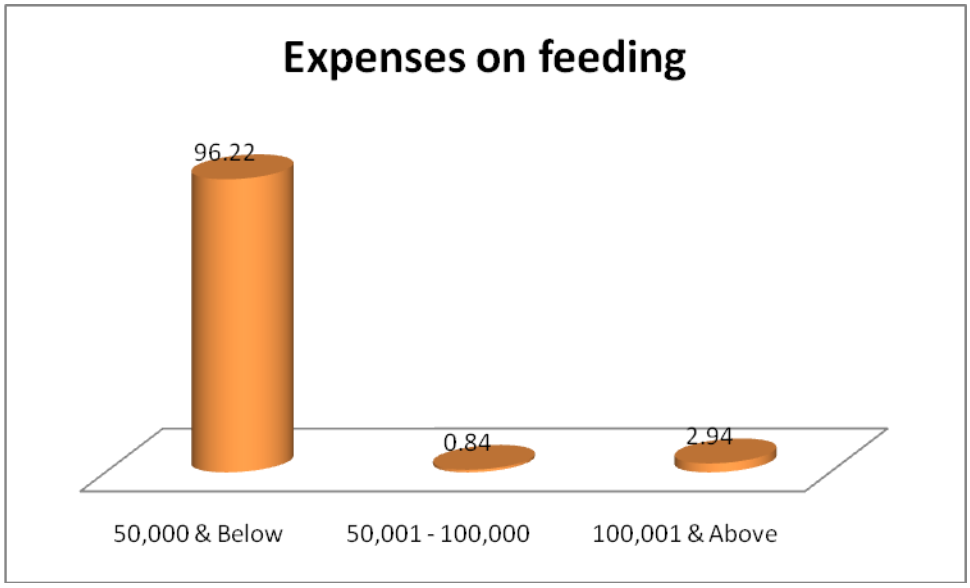
Regarding running costs are document in the proceeding sections

3.4.1 Feeding

In animal rearing, feeding is ether done for maintenance or production. Maintenance is feeding to survive without extra care while feeding for production aims at making the animal give the owner the best it can in terms of number of eggs laid, long laying period, fast growth rate, short calving, littering or kidding periods among others.

The visiting team asked study participants how much they had spent on feeding each month, bearing in mind that the study participants keep local breeds on free range. Figure 15 shows how much participants spent each month on feeding their animals. Almost all study participants 229(96.22%) spent equal or less than 50,000 (S$ 15.00) while 2(1%) spent 50-100,000 and only 7(2.94%) spent 100,000 and above. This is not surprising because the study participants come from poor families and live with care givers who in advanced ages and with limited resources. Secondly the study participants keep local breeds at free range especially with poultry and tethering the pigs.

Fig 15. Feeding costs

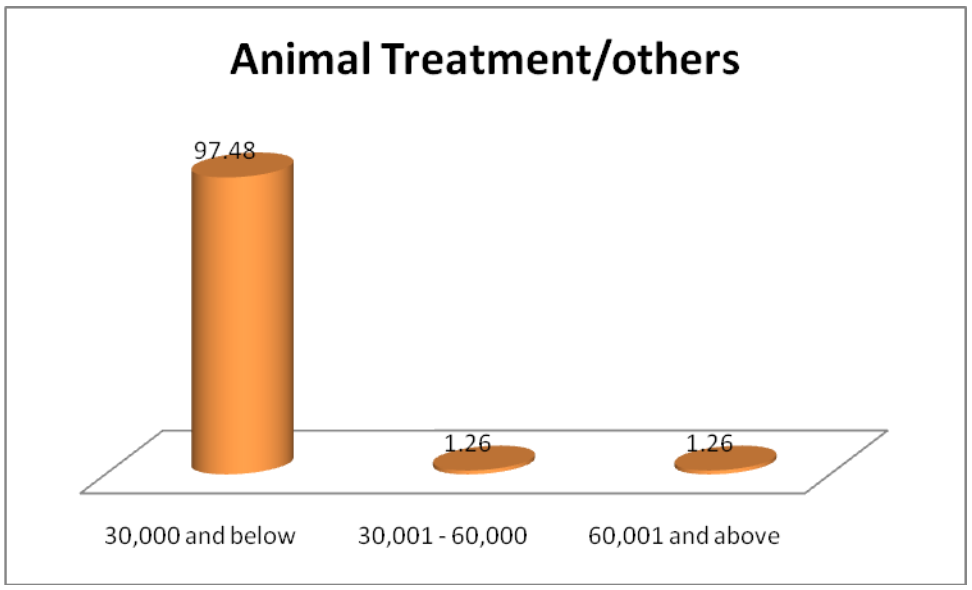


3.4.2 Veterinary care and treatment

Animals like human beings fall sick and hence, require special attention whether it's a local or exotic breed. Although veterinary care and treatment is more pronounced in exotic breeds, local breeds also are susceptible to diseases and more so to endemic diseases that require vaccinations such as Newcastle for poultry and swine fever for piggery. Animals such as cattle may also require artificial insemination, dehoofing, dehorning, deworming, debeaking, assistance during calving and at times a caesarian operation.

Study participants were asked how much they had spent on veterinary care and their responses are tabulated in the table below. Responses are generalized and hence not categorized into treatment and other routine practices operations. In total (97.48%) had by the time of this home visits spent less or equal to 30,000 (US$ 9.00) while 3(1.26%) spent 30,000-60,000 and an equivalent 3(1.265) spent 60,000 and above.

Fig 16; Cost of veterinary care and treatment



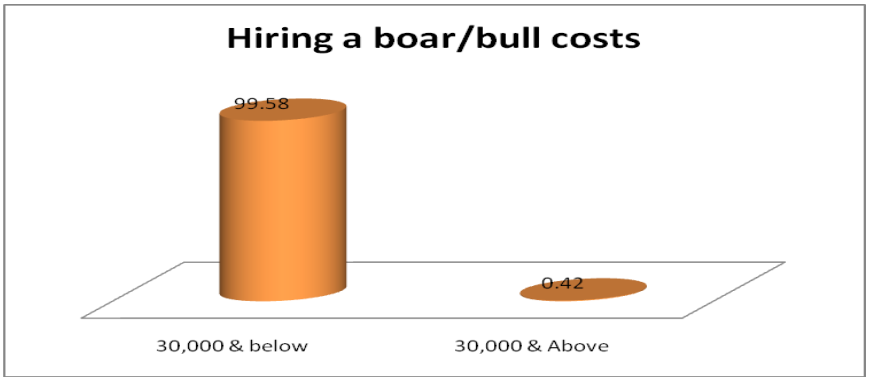
3.4.3 Hiring a bull / sow

Keeping a bull or a boar (male pig) on a farm is a pleasure to most farmers as their imposing figures make the farmers happy. It has been documented that a bull, cock or boar in a heard makes animals come on heat faster hence enhanced breeding.

However economically it is not viable to keep a boar or a bull if you have very few animals. For example a bull needs at least 20 or more cows to meet its mating desire while the board needs at least 10 sows (female pigs) If you there are less females, the males will may run away to look for mates and this brings complications. It may be much easier for to raise male poultry because the libido for cocks is not so pronounced as for large animals.

A total of 126 (48 males and 78 females) study participants were keeping poultry and 80 (40 males and 40 females) keeping piggery; two males keeping rabbits and two female keeping cattle. In total 210 study participants are engaged in animal rearing. Asked about hiring, only 237(99.5%) mentioned they hire boars at 30,000 each time you need a boar while both cattle keepers confirmed they will hire bulls when their cows are due for breeding at a cost of Shs 50,000. None of the poultry keepers had ever hired a cock.

Fig; 17: Cost of hiring a boar

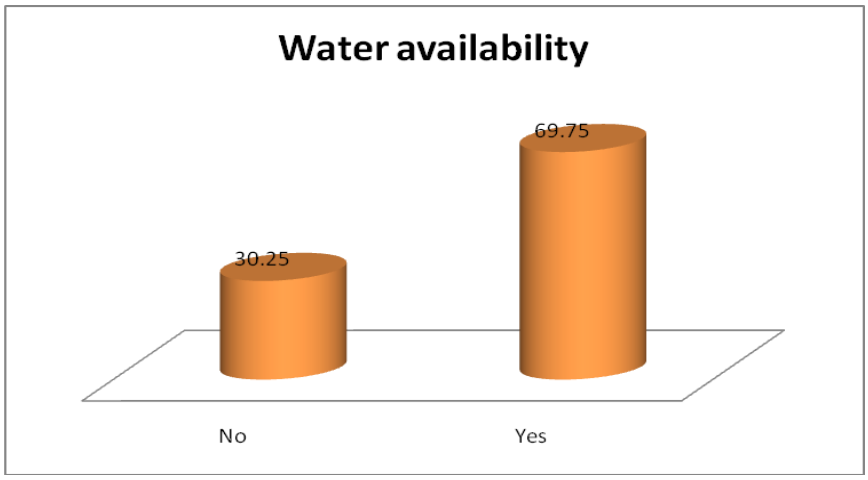


3.4.4 Water availability

Akibibola A July 2015 asked, can man do without water? Is there anyone that can do without taking water for one week? If there is one, then his or her name should be in the Guinness Book of Records. Of a truth, water is life. One can do without eating but cannot do without drinking water. As water is important to man, so also it is to animals. It is the responsibility of a farmer to supply adequate, clean, and pathogen-free water at all times (adlib) to his or her animals. The importance of water to livestock is that, it determines the performance of animals. For instance, a laying hen that hasn't taken enough water will not have good and impressive laying performance. This is because water is highly essential in egg formation. Likewise, a dairy cow that hasn't taken enough water, will produce less milk. This is because water takes 80% of the constituents of a fresh cow milk. In addition animals will not eat well if water is not provided when they are served feed. Some natural sources of water that are used are: streams, river, springs etc. If these are not available around the farm, then water wells and boreholes are alternatives. If all these water sources are unavailable, water must be bought or someone must be hired to bring water.

Study participants were asked if they had enough water. Out of 238 study participants with IGAs, 72 (30.25%) participants reported not having enough water while 166 (69.95%) reported that they have enough water.

Fig 18: Availability of water

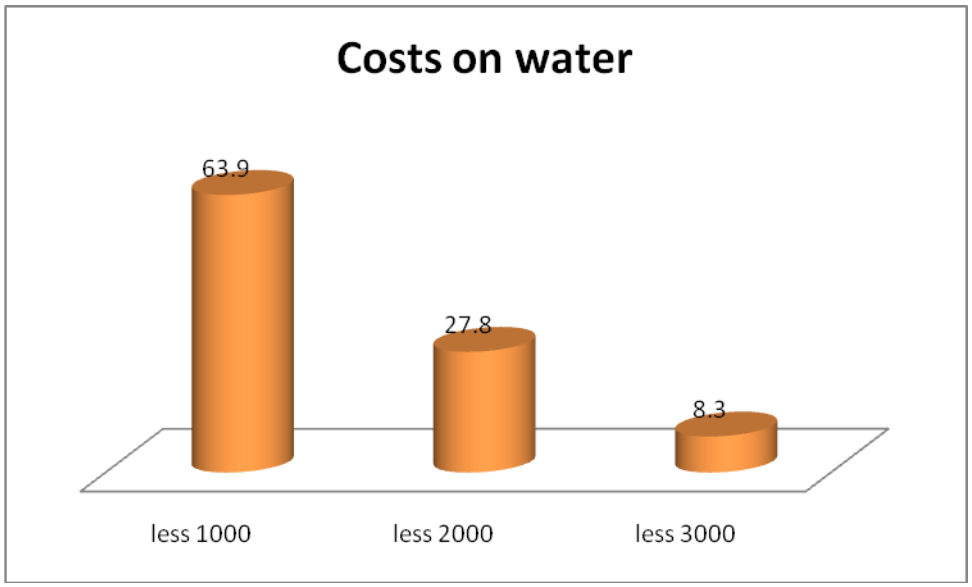


3.4.5 Expenses on water

During dry spells water is normally scarce and hence expensive. Young people will find it hard to struggle with adults to access water from public water sources. To the families which have no man power to fetch water from public water points, they resort to hiring other people to fetch water for them or buy from water vendors.

The home visits established that out of the 72 study participants who had no water at home, 6(8.3%) of the participants paid at least Shs 200 per day for a one 20 litre container of water , 20 (27.8%) paid Shs 500 while 46 (63.9%) did not spend any money on water. Therefore water seems not to a big problem to the study participants and their caregivers. However the other explanation could be that because they keep local poultry and piggery, they tend to think these species do not need water and yet they do though in less quantities compared to exotic animals because of the nature of the feed they take. Manufactured feeds are dry with much less water content and hence animals which take such feeds require more water and more so cattle (60 litres per day for a mature cow).

Fig 19: Water expenses



3.5 Income realized from IGAs and how it helps them

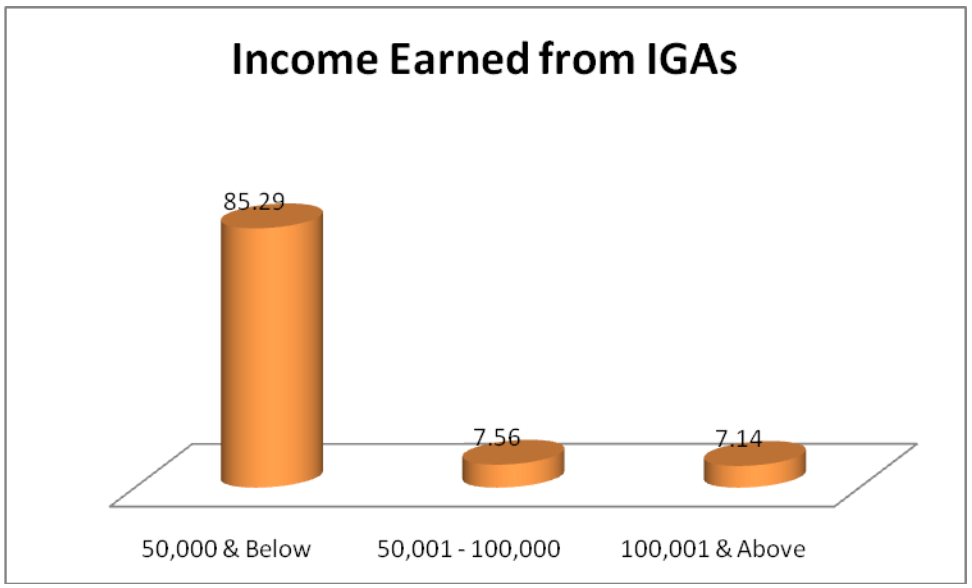
The main reason why the study incorporated the IGA component is to enable study participants and their caregivers to establish a steady foundation for generating disposal income. The income is intended to enable the study participants to access basic needs such scholastic materials, personal needs, to access medical care in case of ill health and also lunch at school in addition to fees when they join secondary. At primary level the study participants attend public schools where they do not pay fees.

In the last month, 203 (85.3%) had earned at least 30,000, 18 (7.56%) had earned 50,000-100,000 while 18 (7.14%) study participants had earned 100,000 and above.

3.5.1 Total Income earned

During the home visits, the teams explored how much income the study participants have earned from their IGAs so far. The bar graph shows how much participants have earned from their IGAs. It is evident that 203 (85.29%) earned equal to or less than 50,000 , 18 (7.56%) participants earned 50,001 to 100,000 while 17 (7.14%) earned above 100,001 and 150,000. These earning may look small but considering the socio-economic status of such families, they are significant.

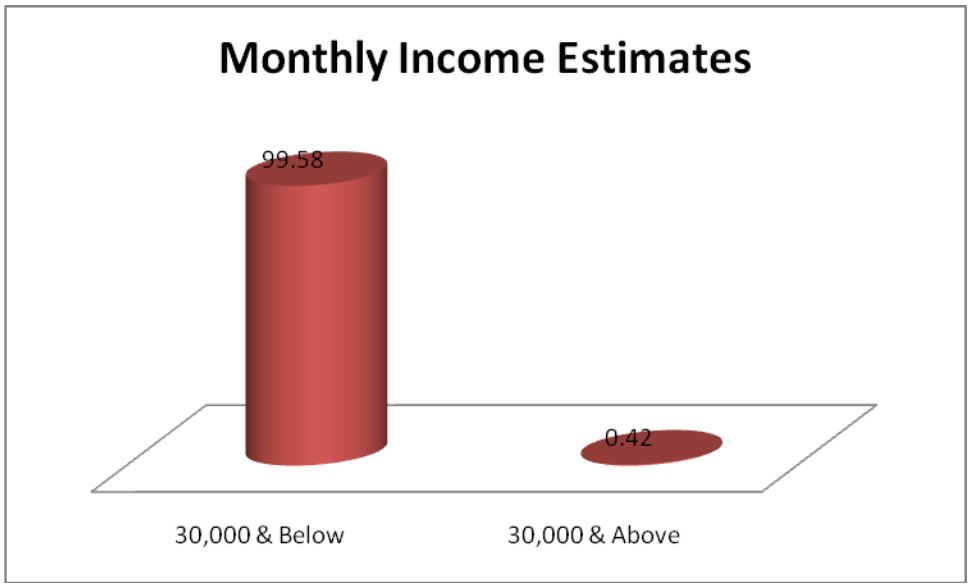
Fig 20: Income earned from IGAs



3.5.2 Monthly incomes

One of the aims of this project was to enable the study participants to have disposal income all the time. Consistent disposable income is important because it ensures that the participants and the caregivers have some income to rely on. The visiting teams captured statistics about monthly incomes as shown in the graph . In total, out of 238 study participants, 237(99.58%) earned 30,000 and below while 1 (0.42%) earned 30,000 and below.

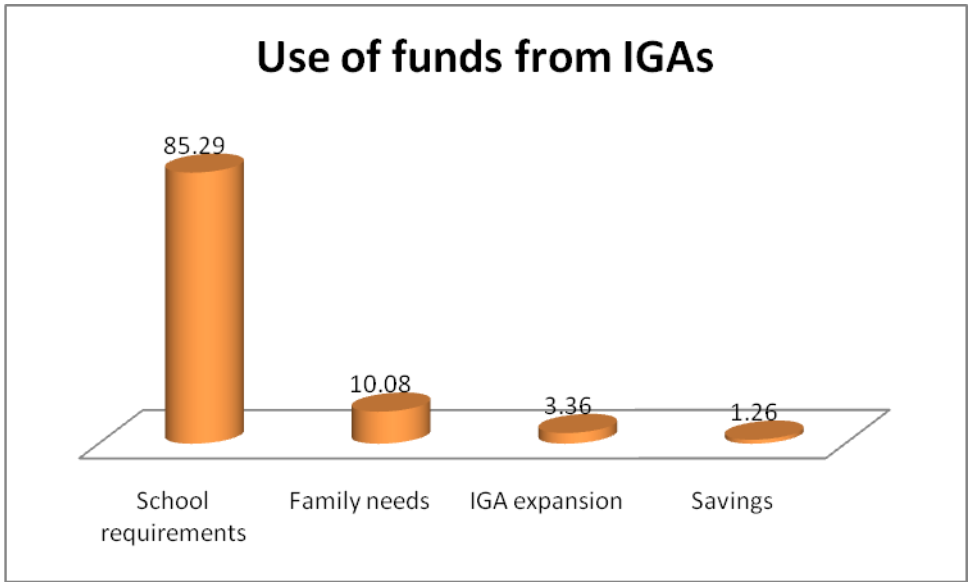
Fig 21: Monthly income



3.5.3 Use of funds realized from the IGAs

One of the reasons the stud includes bank accounts and matching savings was to enable study participants to raise income for health, educational requirements and starting an IGA. The home visits exercise explored if the study participants are selling some of the IGA by products to earn some income. It was established that out of the 238 participants with IGAs, 203 (85,29%) of the participants spent their income on school requirements, 24(10.9%) on family needs, 8 (3.36%)on IGA expansion, 3 (1.26%) on savings in their bank accounts opened with support of the project.

Fig 22: Use of funds from IGAs

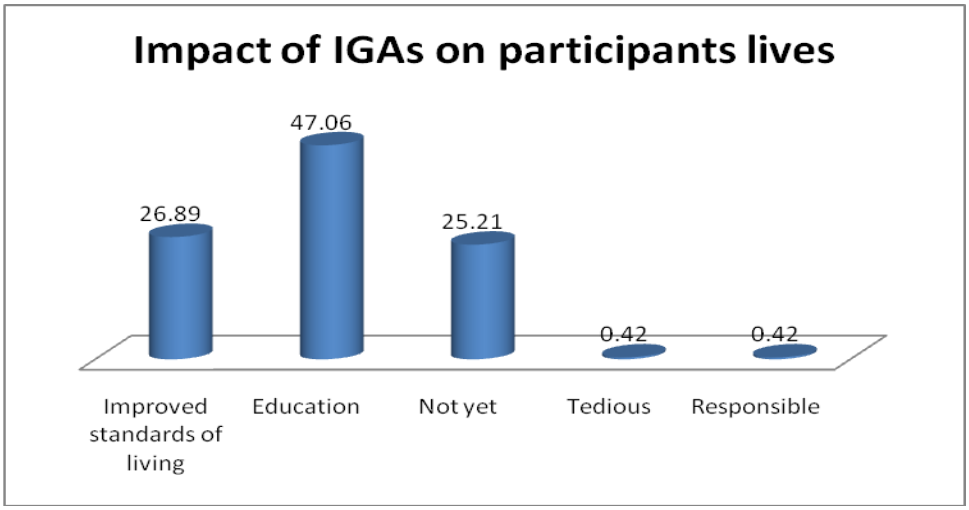


3.6 How IGA Changed lives of Study participants

The situation of orphans and vulnerable children (OVCs) requires two perspectives; the incorporation of children into viable economic programs, and the appropriateness of doing so to avoid child labor. One of the recommendations is initiating them into small-scale production activities commonly called Income generating activities (IGAs) to enable them generate funds necessary for survival and to pay for their education in partnership with a local school. Bridges to The Future supported study participants were supported to start IGAs with a hope that they would make a difference in their lives.

In conducting the home visits, one of the aims was to ascertain if indeed IGAs had positively changed the lives of study participants. In figure 23, below, 64 (26.89%) of the participants reported that the IGAs had improved their lives because they can now afford simple basic needs which they used to see as a dream. In addition 112 (47.06%) reported that it had improved their education in that they could now afford books, and have regular lunch. In addition IGAs also increased their career goals which resulted into better grades. One child (0.42%) said the IGA had made her responsible. Another child (0.42%) said the IGA was tedious and25% said they had not yet gained much. It is important to realize however that, if an IGA is not well maintained, one cannot benefit from it and the 25% may fall in this category.

Fig 23: Impact of IGAs on study participants

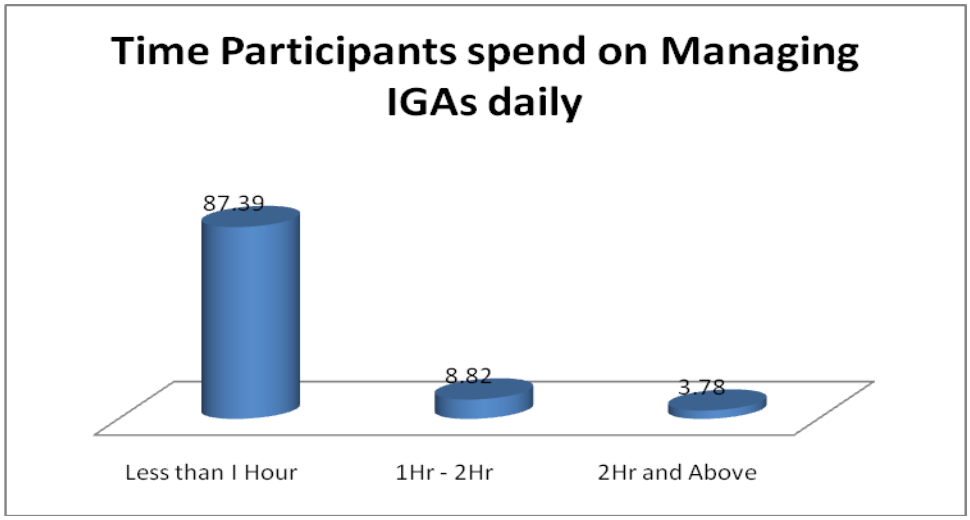


3.7 Time Spent on Managing IGAs

The study is mindful that study participants were recruited while in school. This implies they had school responsibilities as well as looking after their IGAs with support of family members. The latest primary pupils leave for school is 07.00 hours and return at the earliest 18,000 hours.. This is more so for pupils in semi and candidate's classes (standard 6 and 7). The responsibility of being a standard 7 candidate and its attendant challenges takes away most of their time and hence have limited time to spend on managing IGAs.

Study participants were asked to indicate how much time they spend working on their IGAs. In the graph it shows that 208(87.39%) spend less than one hour per day on the IGA while 21 (8.9%) spend 1-2 hours while 9 (3.8%) spend above two hours. This has implication on the performance of the IGAs. Since most of them are engaged in poultry and piggery, these animals need feeding, water and the pens need cleaning daily which takes more than one hour to complete

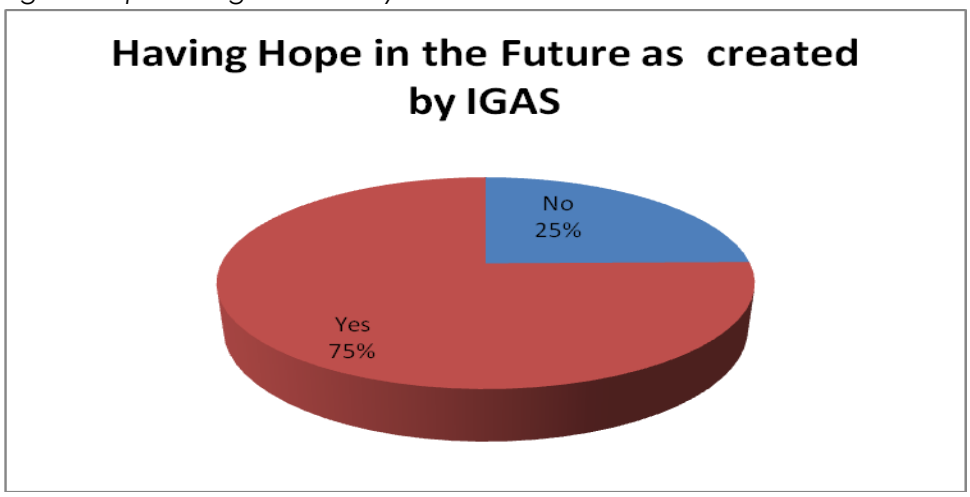
Fig: 24. Time spent on IGAs



3.8 Hope about the Future Created by IGAs

Study participants were asked if IGAs had given them any hope in the future. It is interesting to note that 179(75.2%) said they had developed hope in the future while 59(25.8%) said the contrary

Fig 25: Hope brought about by IGA



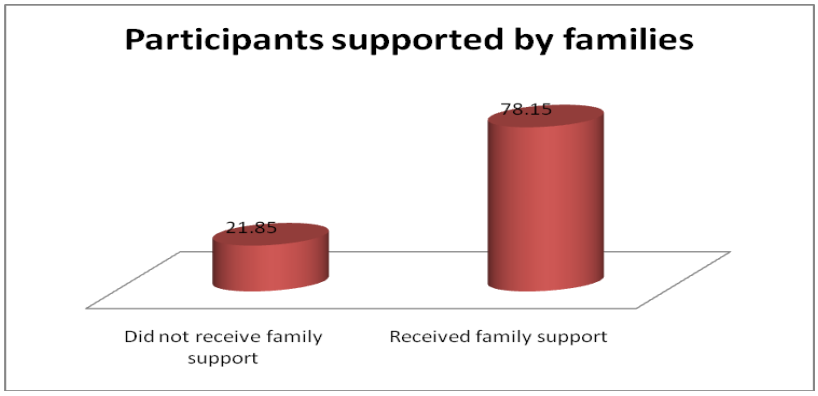
3.9 Family Support to Study Participant in managing IGAs

During all training sessions, both study participants and their caregivers were invited to attend together. The rationale for involving the caregivers was that we knew study participants were young and hence needed the support of caregivers and other family members to raise money to save and also to manage IGAs. As already pointed out, IGAs require time, physical energy and supervision and yet mot times, the participants are at school. Due to these factors it was justifiable to include care givers in the training sessions. During session III training – care givers attended- set graph of care givers attendance.

Level of family Support

A total of 186 (78.15%) study participants attested that family members indeed give them support in managing IGAs in terms of feeding, watering and cleaning while 52 (21.85%) did not receive support from their family members. While the level of support is high, the IGAs of the 21.85% participants are not likely to perform well without the support of family members and more so if study participants are in school.

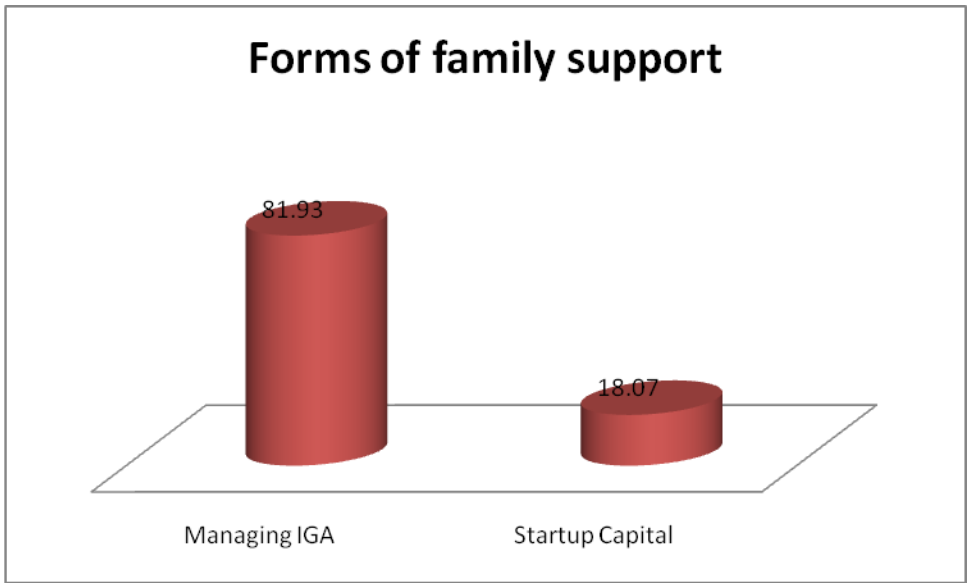
Fig 26: Family support levels



3.9.1 Forms of Family Support to the Study Participants

A total of 195 (81.9%) study participants reported that they receive support in managing the IGAs while 43 (18.1%) in form of startup capital These statistics give a realistic finding because participants used savings to start IGAs while family members support the management of IGAs while they are at school.

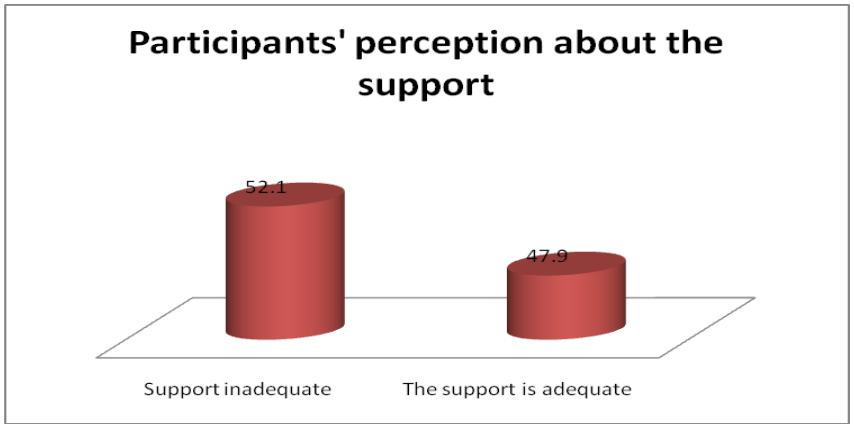
Fig 27: Forms of family support



3.9.2 Participants expected level of family support

Study participants were asked if the level of support extended to them in managing IGAs from family members was considered adequate. In their response, 124 (52.1%) felt they are not being supported enough while 114 (47.9%) considered the level of support adequate.

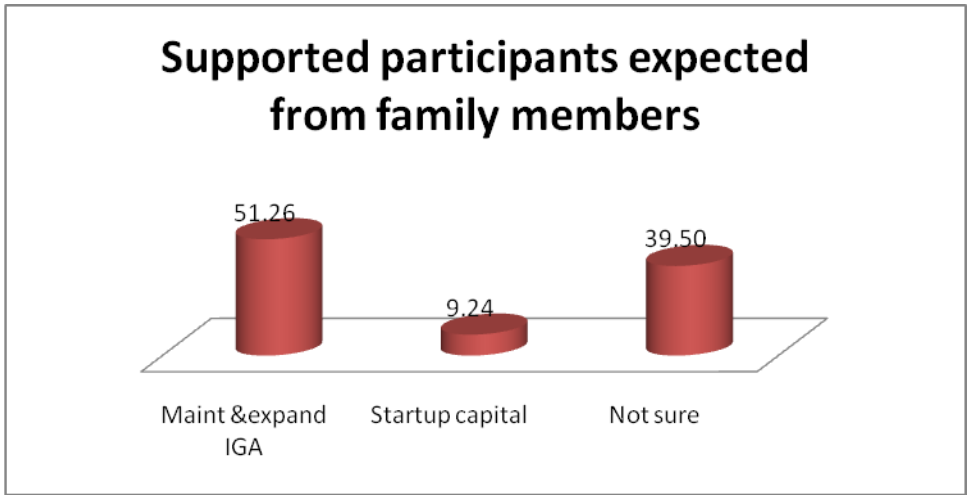
Fig 28: Participants perception on family support



3.9.3 The support study participants expected from the family members

Participants indicated that they wanted family members to provide additional support. From fig 29, 122 (51.26%) feel that they should be supported more in maintenance and IGA expansion, 22(9.24%) in provision of startup capital while 94(39.50%) were not sure in what other ways the family members should support them.

Fig 29: Support participants expected



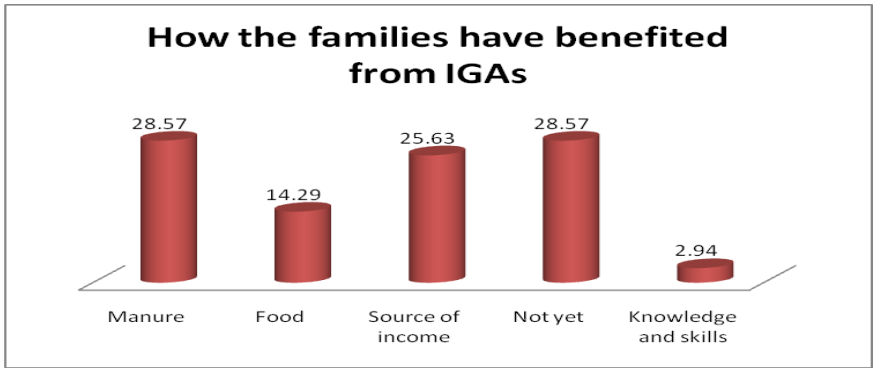
3.10 IGA Benefits to other family members

3.10.1 Benefits from IGAs to other family members

30.0 The IGAs started by study participants were supported by the caregivers and other family members. As we have noted in the preceding sections, family members have and still continue to support the IGAs. We have also observed that other family members have also benefited. Family members were asked to mention how they have benefited from the IGAs.

31.0 The 238 family members interviewed stated that they have benefited from IGAs in a number of ways namely 68(28.57%) reported that they get manure for their gardens, 34(14.29%)get some money for food, 61(25.63%) reported that income from IGAs reduces demand and stress to caregivers, 7 (2.94%) stated that they gained skills in managing IGAs. However 68 (28.57%) said they have not yet benefited from the IGAs. 201(84.45%) mentioned that most benefits from IGA go to the study participant while only 37(15.55%) said it is shared among other family

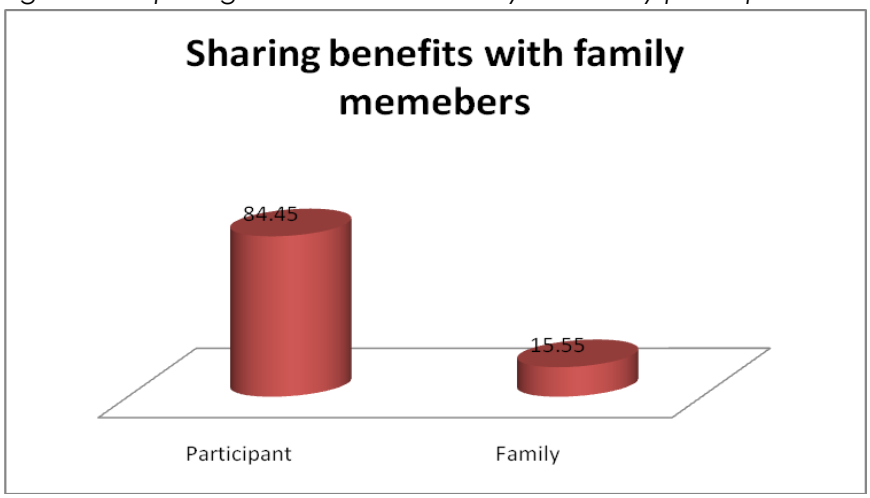
Fig 30: IGA benefits to family members



3.10.2 Sharing benefits with family members

Study participants visited mentioned that 84% of the benefits from IGA go to the study participant while only 15.55% is shared among other family members. This is in line with the objective of incorporating the IGA component in the study.

Fig 31: Comparing IGA benefits to family and study participants



3.10.3 Social benefits from IGA to study participants involved

During session II of the IGA training, caregivers and study participants mentioned that children who start IGAs have less time to spend loitering in trading centers during holidays and after school because they are occupied in their IGAs. This is because IGAs, in particular animal and poultry rearing, demand a lot of time and attention lest the animals die or you get very limited rewards. They further said study participants attitude and behavior had changed positively because they are more focused and have some economic activity occupying them. . Study participants who reared goats, poultry and rabbits had already started selling some and had earned some income. This income has helped them to buy books, afford lunch, and buy after school clothes. They also ate some of the byproducts namely eggs.

However during home visits, 70 (29.4%) participants reported to have gained and exchanged knowledge and skills, 76 (31.9%) were being seen as role models at community level while 92(38.7%) had limited benefits socially. Reasons for having limited benefits were mention by those who felt that they were not maintaining their IGAs properly as taught because of family challenges and limited support.

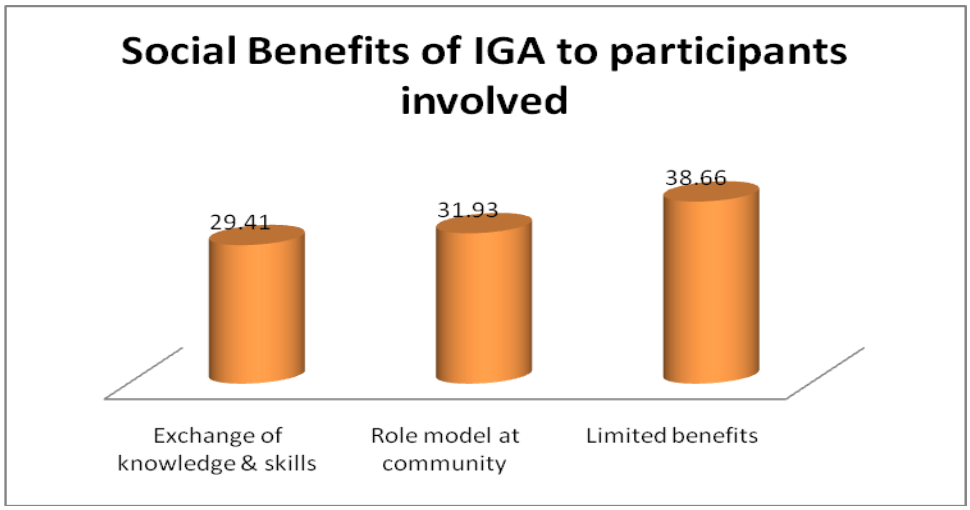
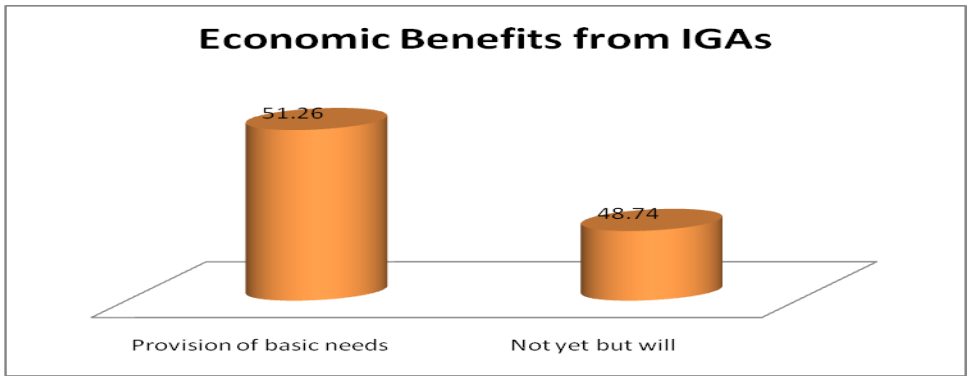


Fig 32: Social benefits of IGAs to participants

3.10.4 Economic Benefits mentioned by study participants involved

Study participants were asked if indeed IGAs were of any economic benefits to them. In total 122 (51.26%) reported that IGAs had substantial economic benefits because they have been able to meet basic needs while (116(48.74%) mentioned that, they had not yet realized benefits but hope they will. Probed further to explain why they had not and why they have hope that the IGAs will create economic benefits, they explained that the reason why the IGAs had not made significant benefits was that they were not maintaining them well in terms of feeding, giving water and treating the sick animals as they were taught. They admitted that they know this fact because they were taught. However they have challenges because their family members do not support them enough as expected.

Fig 33: Economic benefits from IGA

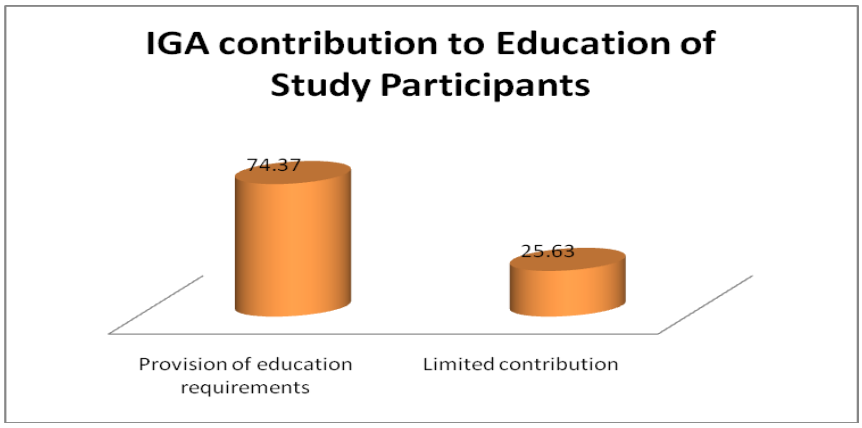


3.10.5 Education benefits attributed to IGAs as reported by study participants involved

All study participants under Bridges to the Future, were enrolled while in school (primary). One area of interest of the IGAs was to assess whether IGAs could contribute to school retention, performance –better grades and development of career goals. During home visits, study participants were asked how IGAs have in fact contributed to their educational needs. It was established that 177 (74.37%) admitted that IGAs had contributed to provision of educational requirements such as scholastics, uniform and above all commitment

and interest in education while 61(25.63%) reported that IGAs had limited contribution. The limited contribution was attributed to poor maintenance of IGAs.

Fig 34: IGA contribution to Education

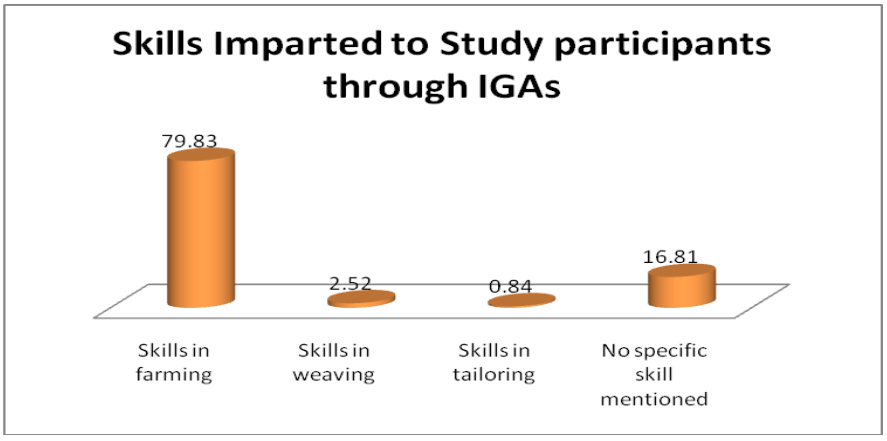


3.10.6 Skills Development

Income generating activities (IGAs) is an economic business. Like any other economic business, one needs to have adequate skills and knowledge about basics in managing farming components so as to be able to benefit from the business. This is the very reason IGA training sessions were conducted and technical extension added to the training teams in order to take advantage of their knowledge and skills in agribusiness.

Participants were asked what skills they gained from IGA sessions, 190 (79.83%) said they acquired skills in agriculture framing, 61 (2.52%) acquired skills in weaving, 2 (0.84%) got skills in tailoring. Despite reporting leaning a lot in training, 40 (16.81%) could not mention a specific acquired skill. .

Fig 35: Skills imparted to study participants



3.11 Challenges experienced by study participants in Managing IGAs

Study participants are engaged either in animal or crop husbandry. Out of 238 study participants , 210 (88.24%) engaged in animal rearing while 28 (11.76%) engaged in crop husbandry. Study participant were asked a range of questions across the board to enlist the challenges the face in agriculture related IGAs. In

the bar graph below participants mentioned the key challenges the face presented as a percentage. Most of the challenges mentioned by participants include time demanding 6(4.2%), pests and diseases 78(25.9%), theft 14 (4.7%) and weather 17 (5.6%) among other as shown in the graph below

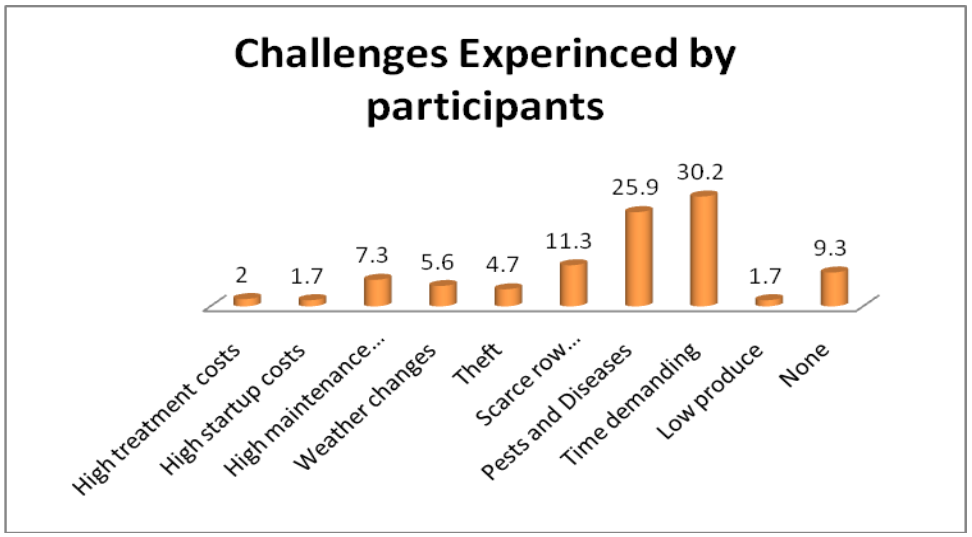


Fig 36: Challenges experienced by study participants

4.0 Conclusion and recommendations

The home visit exercise was a learning opportunity for both the project team and extension workers. The project team q was able to assess the impact of the IGA trainings on the lives of study participants and their families and more so the contribution of IGAs to the educational needs of the study participants in line with the study objectives.

4.1 Challenges

The home visit experienced a number of challenges and these include

a. 72 participants originally had IGAs but by the time of this home visit exercise they did not have IGAs any more
b. 37 were not found at home and the teams were not able to locate where they live

4.2 Gaps

The following were the gaps

a. The teams did not visit the 142 study participants who did not start any IGAs to establish reasons as to why they did not do so despite attending the training sessions

4.3 Recommendations

a. Extension workers need to continue visiting the study participants and their families to ensure that the IGAs continue to flourish.
b. Study participants need to devote more time to the IGAs. Farming is only profitable when you take it as a business and give your best to it.
c. Caregivers need to give more support in terms of management and expansion. Eventually the entire family benefits.
d. Under Adherence Project, home visits should start immediately so that study are support earlier rather than conducting them at the end, Extension workers need to support the project since they are already part of the project.

The experience gained during the home visits will go a long way in contributing to the review of training guide and more so in emphasizing family support, home visits and the role of extension workers.

March 3, 2016
Kampala, Uganda

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