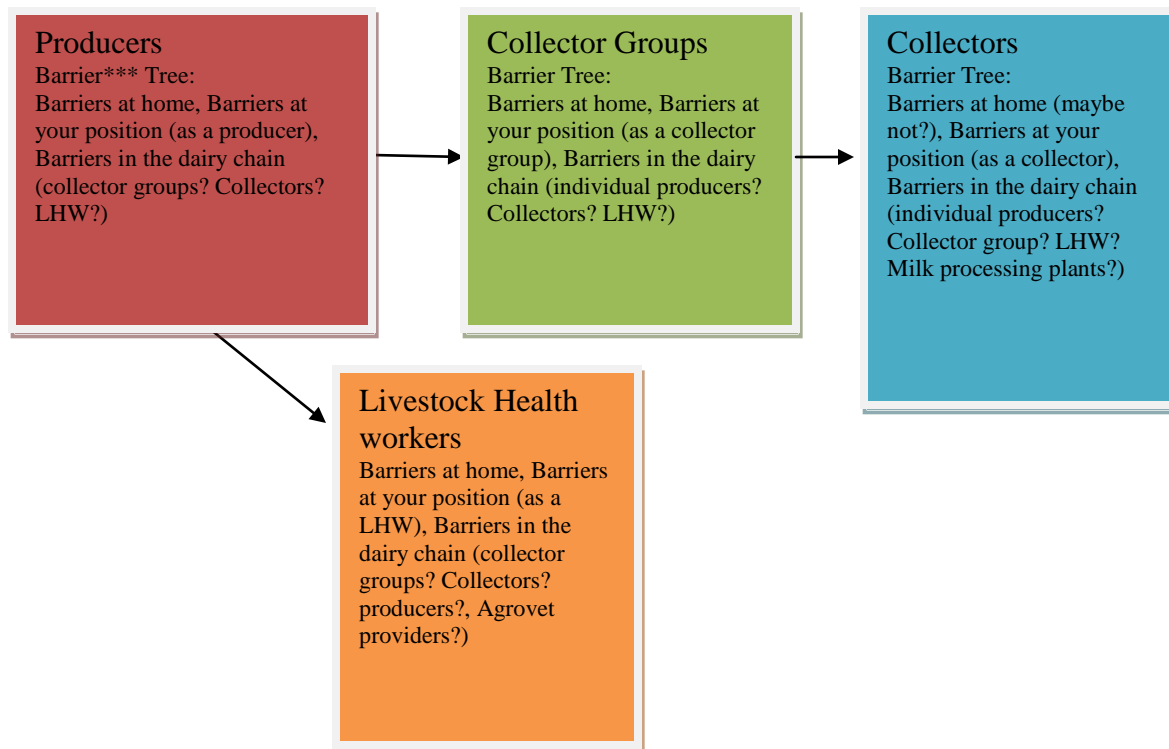
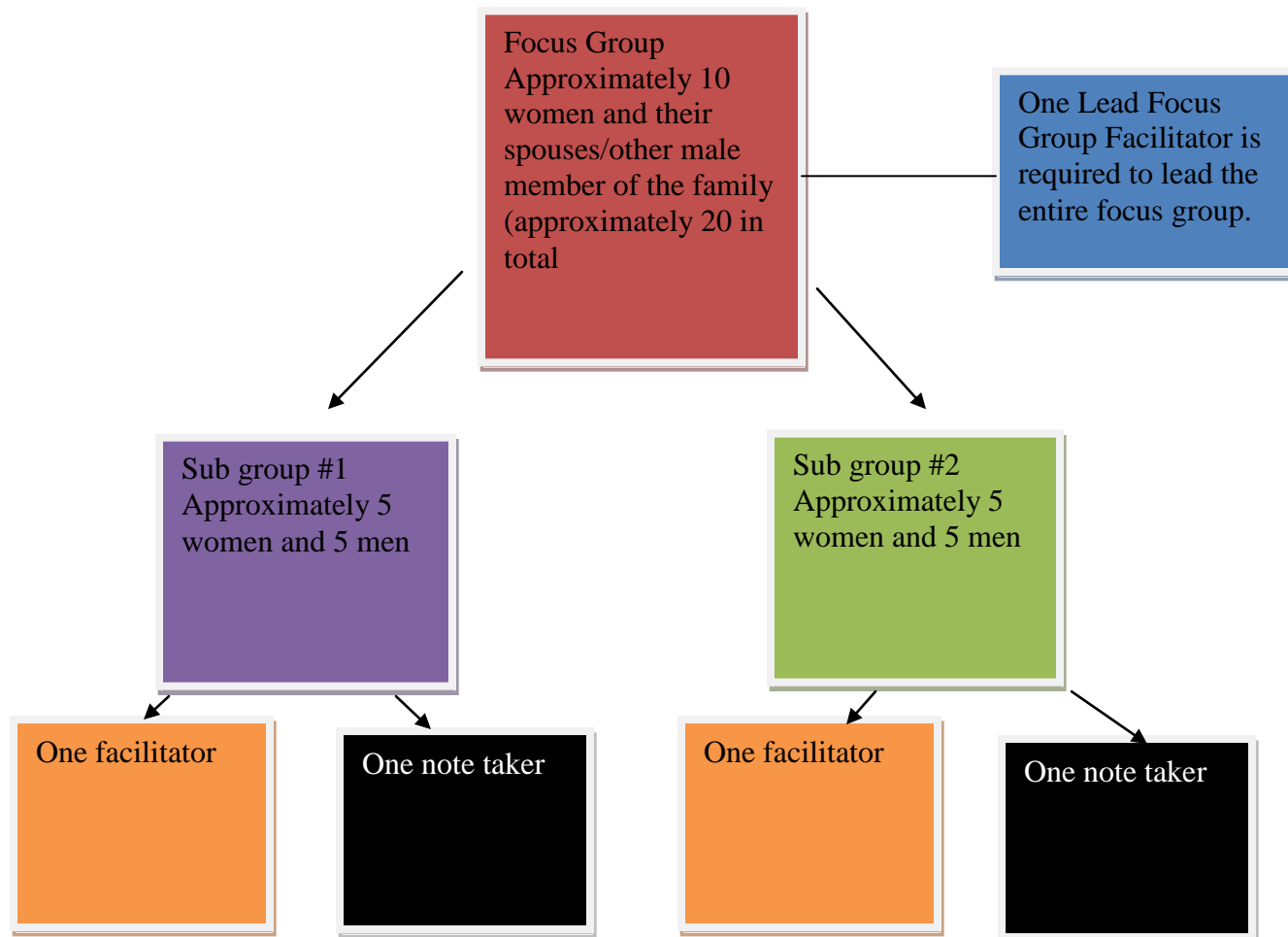


1) Conceptual Mapping of the SDVC Quantitative Baseline Survey:



Each focus group is expected to have around 20 people (10 women and 10 spouses or another male member of the family). For most of the activities, the 20 in each focus group will be broken up into two sub-groups with 10 members in each of them. For each subgroup, there needs to be a facilitator and a note taker. The diagram below lays this out:



2. Barrier Tree Activity (Approximately 30 mins):

First, greet the group members and explain why we have gathered here today. Then explain today that we will talk about the “Root causes of violence”. Draw a tree and explain how we are going to use this tree to explain root causes of the barriers the women in SDVC are facing. Please explain the participants how the violence tree has to be made with colored papers.

The barrier categories should be discussed by the facilitator. If you look at the conceptual mapping above, you will see that each focus group box (producers, collectors, etc.) has some barriers attached to it. We should discuss this with the group and we should also discuss briefly that we are trying to see barriers both within the household and the dairy value chain. An example for something a facilitator could say is:

“We are aware that an SDVC member can face various barriers and difficulties when they participate in dairying and project related activities. Some of these barriers are inside of the home, some are with your collector group, some with the milk collector, and some more you may think of. (Draw a brief diagram to illustrate this). We would like you to consider all of these factors when you are building your barrier trees.”

Let us plan on splitting up our focus groups into **TWO** groups (we could use counting method to determine which group each person is in). Each group will make **TWO** trees in which:

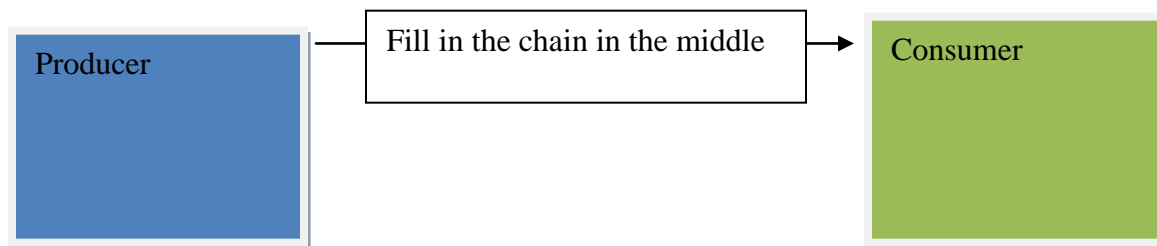
- The leaves/fruits will represent the actual coercion that is being experience by the participants.

- The trunk of the tree will represent the place and the time of day this coercion is usually being faced.
- The roots will represent the people and structures that creating the barriers.

One barrier tree will be used to address issues inside of the household and one barrier tree will be used to address issues outside of the household.

3) Dairy Value Chain Activity (Approximately 20-30 mins)

After two barrier trees are created, we will ask each group to draw their own dairy value chain. The facilitator will have to explain that a dairy value chain involves all of the people and activities that are involved in producing milk and putting it in the hands of the consumer. The facilitator will have to draw a basic diagram like so:



Encourage them to question the beginnings and ends of the dairy value chain and be creative. Probe in these ways:

- . Where does it actually start for you? Does it start when you milk the cow? When you buy/inherit cattle? When you gather or buy feed? Is it something else entirely?
- Where does it actually end for you? When the collector comes to collect milk? When you earn your income from dairying? When you actually start making expenditures with your earned income from dairying? Is it something else entirely?
- What are the barriers associated with each of these starting and ending points?
- Starting with the household and ending with their point of choice. We shall ask them to briefly depict each of the violent/coercive events that they have described in both barrier trees.

As they are creating their dairy value chains, we shall ask them to briefly depict each of the violent/coercive events that they have described in both barrier trees in the value chains.

If the groups think of more events at this point that they didn't put on the barrier trees, encourage them to write them into the dairy value chain.

Note: Every group's dairy value chain will most likely be different and this is okay. It will reflect the different interpretations the respondents have about the dairy value chain.

Afterwards, each group will present both sheets of paper to the rest of participants and there will be a short discussion session. The facilitator will ask the one group to describe the other group's diagrams and how they are similar or different to their own.

- 3. After a break, new groups will be formed for the labor allocation section. Each group will do one for the men and one for the women. There will be two tables for each group. Direct quotes and**

sidecomments should be recorded in the note taker's notes; they are just as important as the answers. (Approximately 30 mins)

Time	Name of Activity	Where does this activity typically occur?	Where is your youngest child at this time?	Who usually watches your child at this time?	Does this person decide what to feed your child?	As women (if in women's group)/men (if in men's group), what specific difficulties do you face while doing this particular activity?	How has your participation in SDVC affected this activity?
From the time you wake up, what are the activities you do every thirty minutes?							

4) The facilitator will guide the final discussion using the following questions:

- How is one barrier you face related to another? (For example: how is a barrier inside of the household related to a barrier you are facing outside?)
- How are the barriers you face similar to the barriers of others in the room? How are they different? Can you find common barriers that everyone in the room is facing?
- How are you currently tackling the barriers you are facing?

Note: The term violence has been discussed quite a bit amongst the SDVC staff and was deemed too strong and intrusive for this particular survey. Although the activities will be addressing domestic violence issues, the focus group aims to identify barriers that women face along the dairy value chain, both large and small. Therefore, the term "barriers" will be used in this discussion.

The discussions that take place when both groups come together should be audio taped for further analysis (especially the last discussion session).

The note taker is required to take down direct quotes that are said, the emotional response of the group to each question (laughter, annoyance, etc.), answers to the extra probing that the facilitator is doing, and all other information that cannot be recorded on the activity sheets. The note taker is required for activities 3) and 4).