

# PREVENT Project: Research Guide for Gender Landscaping

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## Introduction

The PRomoting and Enabling Vaccination Efficiently, Now and Tomorrow (PREVENT) project aims to create an efficient sector of medium-sized African hatcheries applying hatchery vaccination and proactive marketing methods to initiate and increase vaccinated Day Old Chick (DOC) sales to poultry Small Scale Livestock Producers (SSP's). It is acknowledged that gender is a broad and complex topic with significant historic, cultural, and geographic considerations. However, within this big and complex picture, the project will seek to bring a pragmatic level of understanding and positive intervention. One of the ways in which the project will do so is through a gender landscaping component, within which the project will build an early qualitative picture of the current situation on the ground, focusing on improved backyard, semi-intensive, and emergent commercial poultry producers.

Gender landscaping will look at the status of the small-scale poultry sector surrounding the project areas in terms of proportions of SSPs in each segment, household dynamics within different small-scale poultry producer segments (including current levels of women participation in management activities within each segment), and possible unintended consequences of the PREVENT project. The landscaping interview data will be collected using semi-structured interviews (focus group discussions and key informant interviews) in three countries representing East, West and Southern Africa (Tanzania, Nigeria and Zimbabwe) during the initial stages of implementation. The results will be used to inform both future gender and M&E activities and the project/governance plan.

The International Livestock Research Institute (ILRI), working alongside the GALVmed Monitoring and Evaluation (M&E) function, will deliver the gender landscaping component of the PREVENT project.

## Gender Landscaping Goals

- Describe existing patterns of labour and control of resources by men and women in the poultry sector and how these patterns could change with hatchery interventions
- Identify ways to engage women in hatchery and poultry sector interventions
- Design list of gender indicators to represent gender dimensions from Women's Empowerment in Livestock Index (WELI): workload and time allocation, decision-making on poultry production, access to and control of resources, control and use of income, access to and control over opportunities
- Assess potential gender-differentiated impacts of project

## Gender Landscaping Activities

- Focus group discussions (FGDs) with poultry keepers
- Key informant interviews (KIIs) with veterinarians, hatchery employees, leaders of women's groups for agriculture, and others with specialized information about the poultry sector

# Focus Group Discussions

Four focus group discussions (FGDs) will be conducted per site disaggregated by gender (women and men) and production system (see eligibility criteria, below). Each FGD will have a maximum of 8 participants.

## Eligibility criteria

Eligible participants are consenting men and women (>18 years old) in the communities served by the hatchery intervention who can be classified as Sector 4 and Sector 3 producers as defined by the FAO based on the number of chickens they currently own/ manage or owned/ managed within the last three months (Figure 1). Sector 4 includes Traditional Backyard (up to 50 birds) and Improved Backyard (50-200 birds). Sector 3 includes Semi-intensive Producers (201-1,500 birds) and Emergent Commercial Producers (1,500 plus birds).

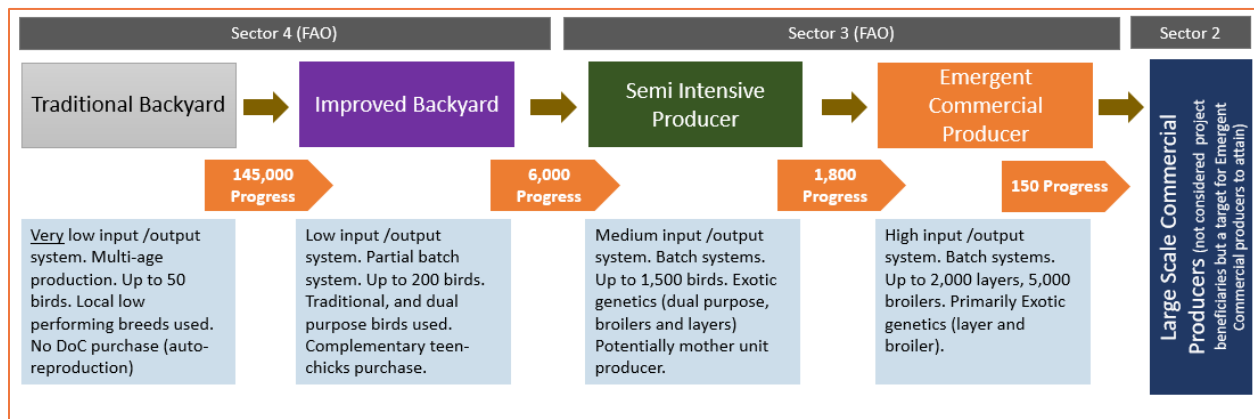


Figure 1: GALVmed diagram showing FAO poultry sector definitions versus PREVENT SSP progression targets

Each FGD will aim to have equal representation of the two sub-categories of producers within the sector, for example a FGD for Sector 4 will ideally have at least four participants representing Traditional Backyard keeping, as defined by having up to 50 chickens, and four participants representing Improved Backyard, as defined by having 50-200 birds (Table 1). Flock size will be used as a proxy for other criteria, such as the type of production system and access to improved breeds.

Table 1: Break-down of the types of people in each of the four focus group discussions per site. Each group will have 8 people total.

FGD #1	FGD #2	FGD #3	FGD #4
<b>Women, Sector 4</b> 4 people with 1-50 chickens 4 people with 51-200 chickens	<b>Women, Sector 3</b> 4 people with 201-1,500 chickens 4 people with 1,500 + chickens	<b>Men, Sector 4</b> 4 people with 1-50 chickens 4 people with 51-200 chickens	<b>Men, Sector 4</b> 4 people with 201-1,500 chickens 4 people with 1,500 + chickens

A summary of the FGD discussion structure is presented in the Table below (Table 1). The information that will be collected as part of the FGDs is summarised in Table 2.

*Table 1: Summary of Focus Group Discussions*

Country	Site	FGD 1	FGD 2	FGD 3	FGD 4	Total # of participants
Tanzania	Iringa	Sector 4	Sector 3	Sector 4	Sector 3	32
		Women	Women	Men	Men	
	Pwani	Sector 4	Sector 3	Sector 4	Sector 3	32
		Women	Women	Men	Men	
Nigeria	Ibadan	Sector 4	Sector 3	Sector 4	Sector 3	32
		Women	Women	Men	Men	
Zimbabwe	Masvingo	Sector 4	Sector 3	Sector 4	Sector 3	32
		Women	Women	Men	Men	
<b>Total</b>		32	32	32	32	128

Table 2: Participant Information to be collected in Focus Group Discussions

**Participant information - FGD with chicken keepers**

Date of meeting: \_\_\_\_\_ Site: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Notetaker: \_\_\_\_\_

Type of chicken keepers (tick one):  Sector 4 (Traditional and improved backyard)  Sector 3 (Semi-intensive and emergent commercial)

Gender of chicken keeper (tick one):  Women  Men

*Questions about access to chicks, vaccines, etc. refer to entire household/ business. Eg: If another household member or employee purchased vaccines, mark 'yes'.*

Participant ID	Age	Education Level	Marital status	Head of household	Main occupation	Number of chickens owned	Production system	Type(s) of chicken kept	Used DOC/ teen chicks within last 3 months?	Bought vaccines in last 3 months?	Purchased poultry feed in last 1 month?
	<35 35-60 60+	Primary Secondary Above	Widow Single Married	Y/N			Free range/ battery cage system/ deep litter	Local Layer Broiler Improved	DOC Teen Both	Y/N	Y/N
P1											
P2											
P3											
P4											
P5											
P6											
P7											
P8											

Notes: DOC is day old chick, teen chick is defined as 1- 4 weeks, purchased feed is pre-formulated and packaged feed.

## Focus Group Discussion Guide

This section provides a broad overview of the approach to be used in the FGDs, focusing on the types of questions that will be asked of FGD respondents.

### Reasons for keeping chickens

- Why do you keep chickens? *Focus on benefits.*

### Workload and time allocation (Routine tasks)

- What are the daily activities needed for your chickens? Who does it and why? About how much time is spent on each activity per day? *Probe for daily poultry rearing activities done by women (girls <18 yrs, adult women 18-60 yrs, older women 60+ yrs) and men (boys <18 yrs, adult men 18-60 yrs, older men 60+ yrs) and record in table below.*
- What about activities that are done periodically but not daily, such as buying chickens, buying veterinary inputs such as drugs or vaccines, selling and marketing chickens and eggs, administering drugs/ vaccines, or business management activities?

Table 3: Example of Workload and Time Allocation Capture Form

Activity	Person/ people responsible (Gender, age, family role)	Why does this person do it?	Time spent on task (List units eg: hours per day)	Notes
<i>Example: Cleaning</i>				
<i>Example: Feeding/ watering</i>				
<i>Example: Buying drugs/ vaccines</i>				

### Decision-making on poultry production

*Note gender and age group (child, adult, older) of responsible people.*

- Which type or breed of chicken do you keep and why? Who decides which breed to keep?
- Who owns the chickens? Why?
- Who needs to be consulted when chickens are bought/ sold? Why? What about eggs?
- To whom do you sell the chickens? Eggs?
- How is money from the sale of chickens/ eggs used? How do you divide the money from the sale of chickens/ eggs between household members?
- How do you decide whether shared resources (land, time of household members, money, crops for feed) should be used for chicken keeping?
- *If relevant.* Who makes decisions about hiring employees? Who manages employees?

### Access to and control of resources

- What additional resources are needed for poultry production? (e.g., credit, equipment, loans)
- How do you acquire what you need? What are you missing that you would need?
- How do you usually get your chickens (from whom, how far, how many, how often)? How do you pay for the chickens?

- Do you have access to day old chicks (DOC) or “teen chicks” (1-4 weeks old)? Are there any challenges in working with them? If you do not have access, would you like to have access? Why or why not?
- Are any of these challenges different between men and women? In what ways?

**Control and use of income**

- Who makes decisions on the income from poultry?

**Access to and control over opportunities**

- Who makes decisions about how and where to market chickens/ eggs?
- Where do you get information about keeping chickens? What are the pros and cons of these information sources?

Table 4: Example of Information Sources Capture Form

Information source	Pros	Cons

- Would you prefer to work with a male or female agroveter or veterinarian? Or no preference? Why?
- Is there any difference between the services provided by men or women who work as agrovets/ community health workers/ veterinarians? In what way?

**Training preferences**

Interactive activity where people vote with a marker on large paper for their preferred time for training/ group meetings. Draw the templates beforehand. Discuss briefly and note any reasons given for very popular or very unpopular times.

Time of day

Morning (8 am-12 pm)	
Afternoon (1 pm-5 pm)	
Evening (5 pm-9 pm)	

Day of the week

Mon	Tues	Wed	Thur	Fri	Sat	Sun

Month of the year

Jan	
Feb	
Mar	
Apr	
May	
Jun	
Jul	

Aug	
Sep	
Oct	
Nov	
Dec	

## Goals

*Visualization activity: Close your eyes and think about your poultry activities. Where do you hope to be in one year's time? What will be the same and what will be different. Take a moment to set one goal for yourself that is achievable in the next one year. PAUSE. How about after five years? Where do you hope to be? Take a final moment and set a goal for yourself that is longer term, over the next five years. PAUSE.*

- Share the short term and long term goals with the group.
- To achieve your future short-term and long-term goals, what would need to change? What is hindering you from achieving? What would support you in achieving?

## Norms and community perceptions

*Vignette to read aloud:*

Amina has always kept chickens, even when she was a girl. When she got married, she continued keeping chickens. In the last few years, she has started shifting from keeping chickens for the family use to keeping chickens as a business. Now, she has many customers who buy chickens and eggs from her, and she is spending more and more time caring for the chickens and interacting with customers. The income from these activities is more than the family could have imagined even one year ago. One evening, Amina's husband approaches her. "Amina", he says, "I need to talk to you about the chicken business."

What happens next?

*Record the conversation without asking leading questions. Some prompts if discussion is slow could include:*

- How is Amina perceived by her husband? What about by others in the community such as neighbours, relatives, her children?
- How have Amina's activities and time use changed over time? What about other family members?
- What types of activities would be acceptable for Amina versus more unusual? E.g., Traveling to meet customers, speaking with customers on the phone at night, vaccinating chickens, hiring employees?
- How do you think this business will change Amina's life over the coming year? Her family's life?

*Thank the participants and answer any questions they may have.*

# Key Informant Interviews

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## Eligibility criteria

Eligible key informants are consenting adults (18 years and above) who work in the poultry sector or have specialized knowledge about the poultry sector in the communities targeted by the hatchery interventions. This could include veterinarians, animal health workers, hatchery employees, leaders of members of women's farmer groups, or businesspeople who buy and sell chickens.

### *Format*

Key informant interviews are less structured than the focus group discussion. The questions in the guide are suggestions and can be modified based on the person's responses and their areas of knowledge. Interviewer can pick 4-6 most relevant questions to ask for each interview.

## Key Informant Interview Guide

This section provides a broad overview of the approach to be used in the KIIs, focusing on the types of questions that will be asked of KII respondents.

### **General**

- i. Tell us about your business with chicken producers. Who are your customers in general (gender, age, economic status, rural/urban, ethnic group etc.)? What do they need from you? How do you support them?
- ii. What resources exist in your community for chicken producers? (eg: Trainings, government services, private companies, hatcheries, women's groups, saving and loan groups, etc.)
- iii. What challenges do chicken producers in your community face? How do these differ between small scale producers and commercial producers?
- iv. What roles are men, women, and youth currently playing in the poultry sector? How do these roles change as poultry production intensifies?

### **Animal health professionals**

- i. What skills and resources do your customers need to work with day old chicks?
- ii. Who will benefit most from increased availability of vaccinated day old chicks and teen chicks in the community? Why?
- iii. What constraints do you and your colleagues face when providing veterinary services for poultry? Are any of these constraints different for men versus women animal health care providers? How?
- iv. What would change if more chicks in your community were vaccinated at the hatchery?

### **Poultry sector**

- i. What strategies would you suggest for keeping women involved in the poultry sector as intensification increases?
- ii. How do you think the poultry sector will look in your community in ten years compared to now? What will be the same? What might be different?

- iii. How do you think the current poultry management changes as producers shift to bigger flocks or hybrid/exotic breeds? Who is likely to have more work and who is likely to have more benefits? What else would change? Why?
- iv. (*Hatchery employees*) – Who are the customers of hatchery chicks and where are they located? Do you have any data about the percentage of your customers who are women? Does this change as intensification increases? Why?