

Daily Activity Clock

Tool No.1



Purpose of the Activity:

The Daily Activity Clock activity illustrates all the different kinds of activities carried out in one day. It is particularly useful for looking at relative workloads between different groups of people in the community, e.g. women, men, rich, poor, young and old. Comparisons between Daily Activity Clocks show who works the longest hours, who must divide their time for a multitude of activities, and who has the most leisure time and sleep. This knowledge can be very helpful during programme planning or evaluation to determine who should be targeted by what activity and assess the potential and actual impact of a programme activity on beneficiaries' workload. It can also be a powerful activity to bring to light unequal distribution of labour within a household or community and to encourage men and women to share work more fairly.

Activity and Material Preparation:

- Prepare two clocks, one for the day (6:00 to 17:59) and one for the night (18:00 to 5:59) either on poster paper or on the ground in the middle of the circle, as shown below.
- Divide participants into groups based on their gender and, if relevant, age.
- Assign two facilitators to each group. One will act as note-taker. Groups of women should have a female facilitator and a female note-taker.
- Arrange participants in a circle and clear the ground in the middle. Make sure the facilitator is sitting as part of the circle.
- Ensure you have all needed materials at hand.
- Consider these questions:
 - Is there a time of year in which you are most interested (e.g. rainy season or dry season)?
 - Do you want to collect information about activities of boys and girls, as well as men and women?
 - Are there certain types of household or labour roles about which you want to be sure to ask?

The Daily Activity Clock activity is particularly useful for looking at relative workloads between different groups of people in the community.

Materials:

- Flip chart paper
- Markers



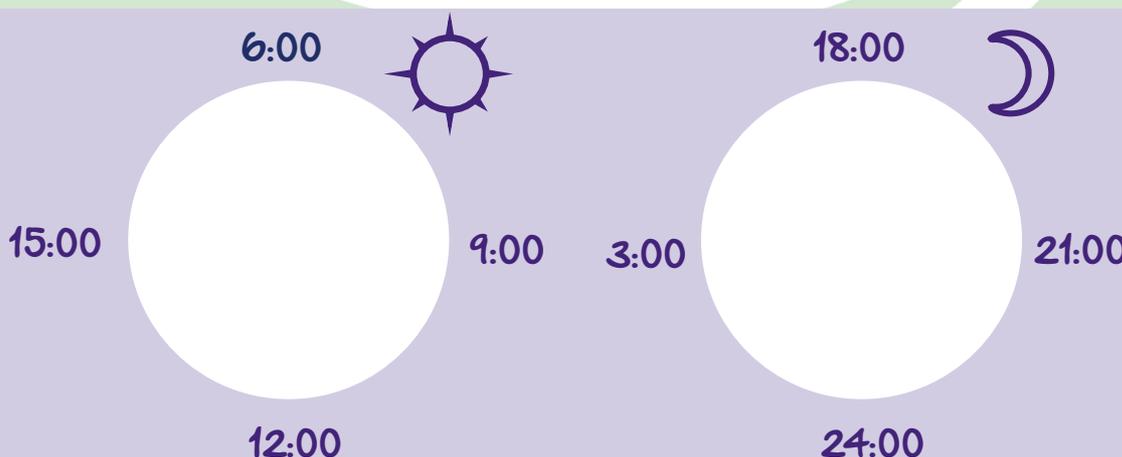
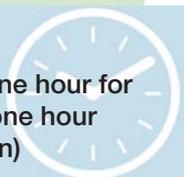
Participants:

Separate groups of men and women [8-10] of mixed socio-economic status and ages.



Time:

Two hours (one hour for the activity, one hour for discussion)



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Activity Steps:

1 Introduce yourself and the team and then the activity. When introducing the activity, explain you are interested in finding out about how a typical man/woman spends his/her day in the community. At this point, **there is no need** to mention gender roles or how they affect our activities.

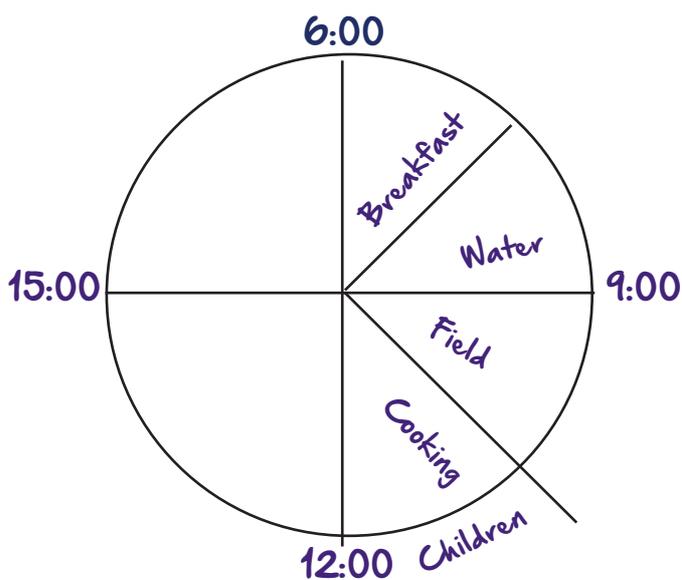
2 Ask the participants to introduce themselves, and note the name and any special information for each individual (youth, elderly, disabled, for example)

3 Begin by asking the participants to identify the month or period in which their workload is the highest. Explain that you want to learn what participants do in a typical day during that period.

4 Ask the group what time they wake up and the first thing they do. Let them discuss and come up with an 'average'.

5 Ask volunteers from the group to take over the drawing and writing, and continue showing their activities during all 24 hours of the day.

For simultaneous activities that both require significant attention, for example cooking and caring for children, write or draw them in the same piece of the circle.



Facilitator tip:

One of the best ways to introduce the Daily Activity Clock tool is to start by showing what your own day looks like. Draw a big circle on paper and indicate what time you wake up, what time you go to work, when you care for your children, and so forth. No need to go into great detail, but it is important to illustrate that all kinds of activities are included such as agriculture work, wage labour, child care, cooking, sleep, etc.

6 Use your own probing questions to ensure that all activities and perspectives are included in the Daily Activity Clock, or refer to Checklist 1 for some suggestions.

7 Once you have completed the Daily Activity Clocks for both men and women, you can use them as a starting point for discussion on gender roles in the community.

The Daily Activity Clocks can be a very powerful tool to get community members to think about how an unfair division of labour can have a negative impact on community resilience and development. It can also be a powerful learning tool for men, both in the community and the office, who might not fully realise the extent of women's workload.

8 You can lead the discussion either in the same separate groups of men and women or bring together both groups to encourage cross-gender dialogue.

This decision will depend on the local context, so you will need to refer to your own experience to evaluate whether a cross-gender dialogue is appropriate or presents any risks for women involved.

9 Most importantly, women who developed the Daily Activity Clock **must** be consulted before engaging in any mixed discussion. Ask them:

- Are you happy for the Daily Activity Clock you have produced today to be shared with other members of the community, including men?
- Would you feel comfortable discussing your Daily Activity Clock with men in the other group?

Checklist 1:

Questions for completing the Daily Activity Clock

- What time do you normally wake up? What time do you go to sleep?
- What do you do next?
- What are your responsibilities in the fields? When do you do this?
- Do you go to the market? If so, when do you normally do this?
- Do you participate in community meetings? If so, when do you normally do this?
- Do you spend time with your children? If so, when do you normally do this?
- During harvest season, what are some of the activities you stop doing (or spend less time doing) in order to spend more time in the fields?
- Are these daily activities different for any certain group of men/women in the community? If so, how?
- Are these daily activities different for any certain families, for example those with more than one wife, female-led households, grandparent-led households, etc.?

Checklist 2:

Questions for Discussion

- What are the main differences between the women and men's activity clocks?
- Did anything surprise you when you looked at the activity clock the other group produced?
- What did you learn about your community during this exercise?
- How have these roles changed in the last ten years?
- Why have these roles changed?
- Do men have any household tasks? Cleaning? Childcare? Fetching water? Fixing broken things?
- Do you think this is changing or will ever change?
- What could women and/or girls do if they had more "free" time?
- What are some of the activities women and/or girls currently do not have any time for?
- Would it be a good thing for women and/or girls to have more time to spend on [insert activities mentioned above]? Why? Why not?
- In the long run, would the family and the community benefit if women and/or girls spent more time on [insert activity]?
- How can men and boys support women and/or girls so they have more time to dedicate to [insert activities]?
- Are there any activities which women and/or girls are doing right now which men could also do? On the farm? At home? In the market?
- What would happen if men and boys started doing some of the activities women and/or girls are busy with right now? Would they be criticised in the community?
- How can community leaders support men and boys who have decided to take a bigger share of the work?
- How can the rest of the community support men and boys who have decided to take a bigger share of the work?

- Who would feel comfortable presenting the women's Daily Activity Clock to the male group?

If women appear hesitant or unsure about participating in a mixed discussion, do not proceed with the activity. You can have separate discussions about gender roles using the same questions.

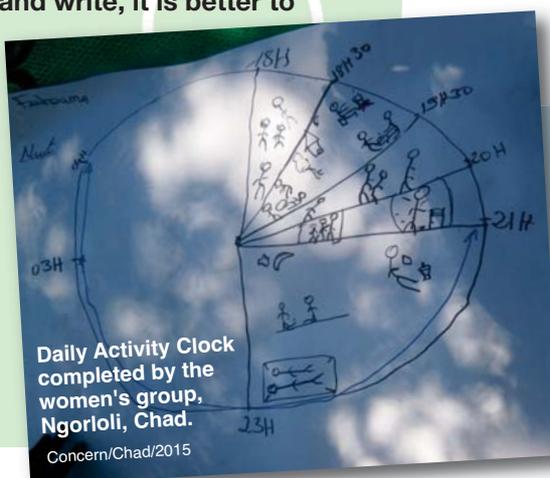
10 Refer to Checklist 2 or use your own probing questions to discuss gender roles in the community and how they have changed and/or might change in the future.

Do not worry if you are not able to cover all questions, the objective is to stimulate discussion, not to complete a questionnaire.

Make sure you are not expressing your own opinion during the discussion. The point of this exercise is not to tell the

Facilitator tip:

Unless you are sure that every participant in the group can read and write, it is better to complete the Daily Activity Clock using drawings and symbols. Make sure you are not spending too much time deciding how to draw each activity; simple symbols are the best option.



Facilitator tip:

Community dialogues are not meant to "provide information" or "teach" something to the participants.

They are an opportunity for communities to express their own views about a topic, identify a problem and its solution.

The role of the facilitator is to guide the discussion by using good and thought-provoking questions, not suggest solutions.

community what to think but to help them realise the impact of gender norms on their lives and come to a shared solution together.

11 Conclude the session by summarizing the content of the discussion and especially suggestions that have been made by participants on how to change things in their community.

Encourage participants to continue the discussion after you have left.

Note taker tip:

It is more important to capture the discussion that happens throughout this exercise than it is to capture the details from the clock about exact times of activities. Most of the data will not be shown in the visual of the clocks so it is essential to take notes during the discussion.

Variations

You may want to divide the focus groups into smaller clusters for this activity. More variations in labour may be recorded if you choose this method, which can better represent the reality of different groups. It can be interesting to do this exercise **by livelihood group**. What does a pastoralist's day look like compared to a farmer's?

You can ask the group/s to perform the same exercise for a **different season**. You may be interested in, for example, what a group's workload looks like during a relatively labour-free part of the year.

You can use this tool to examine variations **in gender roles over time**, by asking elder men and women to draw a Daily Activity Clock from when they were young and compare it with one developed today.

In addition, you can ask the women's group to create a clock for the average man, and ask the men's group to create a clock for the average woman. This way you can compare at a later stage **men's and women's perceptions of each other's activities**.

Variations for sectors



All Concern's sectors can adapt the Daily Activity Clock tool to focus exclusively on tasks and activities related to their area of work. For instance, Food, Income and Markets (FIM) teams can explore activities related to agriculture, or livestock care. Water, Sanitation and Hygiene (WASH) teams can focus specifically on hygiene activities, or water collection and management. Health and Nutrition teams can finally look at tasks related to nutrition of children and/or seeking healthcare. The guidance below can therefore be adapted for each sector based on the range of activities promoted in the country programme.

Why: You can use the Daily Activity Clock to explore how much time men and women dedicate to activities specific to each sector, both within their households and at the community level, on a regular day. You can use this information to improve targeting of activities and understand how Concern's activities impact women' and men's workloads. By comparing the time that men and women each spend on certain types of activities, and bringing attention to any inequalities, you can also encourage community members to re-distribute tasks within the household with the objective of improving the health, resilience and wellbeing of their family and community.

How: Ask participants in separate groups to draw a complete Daily Activity Clock, following all steps in the guide. Once the clock is completed, ask participants to highlight, using a red or green marker, all tasks during the day that are related to your specific sector (Health and Nutrition, FIM or WASH). You might need to provide a few examples of what these activities include, such as:

Health and Nutrition: going to collect PlumpyNut at the clinic, preparing food, feeding children, participating in Mother Support Groups, taking children to the clinic, etc.

WASH: collecting water, washing water containers, cleaning the household and latrine, purchasing soap, participating in Water Point Management committees, etc.

FIM: time spent in the fields, selling produce at the market, attending to animals, searching fodder for livestock, milking livestock, etc.

Participants might want to add tasks which they had not thought of before, such as bringing children to the hospital. They can do so directly on the Daily Activity Clock or, if the changes are numerous, it might be best to draw a second clock on a separate flipchart.

If you want to assess the impact of Concern's activities on women's and men's workloads, ask them to draw another Daily Activity Clock which represents a "typical day" before Concern started your sector's activities in the village. Then compare the two clocks together with participants and take note of the major changes between the two. You can ask questions such as:

- Which activities did you stop doing or spend less time doing to be able to spend more time on Health and Nutrition/FIM/WASH tasks? Has anyone else taken responsibility to do those activities?
- If you have more time thanks to Concern's FIM/WASH/Health and Nutrition support, what are you using this "extra" time for?

Once each group has completed the Daily Activity Clocks, you can bring them together (only if everyone agrees and is comfortable to do so, refer to step 9 overleaf) to compare and discuss the potential consequences of unequal distributions of tasks. If women seem to carry out the majority of tasks related to WASH and hygiene, for instance, you can encourage men in the group to think about what is men's role in ensuring the health and wellbeing of their children and family through WASH activities. You can ask:

- Can men do any of the tasks that are currently listed on the women's Daily Activity Clock?
- How can men support their wives, daughters and sisters to ensure that they have enough time to take care of their many responsibilities?

Refer to Checklist 2 for more ideas of questions to ask — you just need to make sure they are focused on the type of activities your sector supports.