



## Gender Labor Analysis Tool

<b>What?</b>	<i>A participatory tool that helps you brainstorm activities and refine your work plan based on the division of labor and the distinct use and differential control over resources by women and men.</i>
<b>Why?</b>	<i>To implement a project that is sensitive to the different roles and responsibilities that women and men carry out in a society.</i>
<b>When?</b>	<i>At project start-up</i>
<b>How?</b>	<i>Participatory process in the field.</i>
<b>Who?</b>	<i>Resident staff members led by M&amp;E officer and Gender Specialist with input from the DC team.</i>

## Gender Labor Analysis

Women and men carry out different roles and responsibilities in a society. To design and implement a program that addresses the needs and interests of both women and men, it is important to make sure these differences are taken into consideration and that both women and men are engaged in the program equitably. An analysis of the division of labor, which helps teams diagnose the differential use of time by gender, is a necessary step towards achieving gender-sensitive outcomes. The Gender Labor Analysis tool<sup>1</sup> helps staff analyze the division of labor between women and men based on their productive, reproductive and community roles in a given context. Gender labor analysis is key for ensuring the equitable participation of women during both the design and implementation phases of the program. The analysis is particularly important when you are working directly with local women i.e. councilwoman, CSO members, members of political parties, etc.

### STEP 1: IDENTIFY ACTIVITIES

#### What are the different roles?

**Productive role** involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment). Both women and men can have productive roles, but for the most part, their functions and responsibilities will differ according to the gender division of labor.

**Reproductive role** involves the care and maintenance of the household and its members, including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered "real work." In poor communities, reproductive work is, for the most part, manual labor-intensive and time consuming. It is almost always the responsibility of women and girls.

**Community role** involves the collective organization of social events and services, including ceremonies and celebrations and community improvement activities. It involves considerable volunteer time and is important for the spiritual and cultural development of communities. It also involves citizens' public life, and their participation in political processes. For example, organizing and advocating for public policy reform, voting, running for office, partaking in election campaigns, participating in national and local committees, etc.

#### Now you do it!

As a group brainstorm and identify activities carried out by women and men under each category below:



Type of Activity
<b>Productive Activities</b> <ul style="list-style-type: none"> <li>- Growing fruit and selling it at market in rural areas</li> </ul>
<b>Reproductive Activities</b> <ul style="list-style-type: none"> <li>- Childcare</li> </ul>
<b>Community Activities:</b> <ul style="list-style-type: none"> <li>- Organizing advocacy campaigns for local policy reforms</li> <li>- Attending cultural or religious ceremonies</li> </ul>

<sup>1</sup> This tool is part of the [Harvard Analytical Framework](#), which is also known as the Gender Roles Framework, and is modified to serve our purposes.

## STEP 2: CATEGORIZE ACTIVITIES BY GENDER

Now that you have the list of activities categorized, assign gender to the activities and add them to the second column of the table. As you assign a gender for each activity ask yourself the following:

- Who actually does what?
- What activities usually belong to women and/or young women' and what activities are carried out by men and/or young men?

While conducting this tool, it is important to probe. Often, respondents provide socially desirable answers, responding “we are both involved.” However, in practice, it might be that one person is spending twice as much time as the other. These expressions need to be captured to fully understand the gender dimensions of the particular activity.



Type of Activity	Who (Gender)			
	Women	Young Women	Men	Young Men
<b>Productive Activities</b> • Growing fruit and selling it at market in rural areas	x	x	x	x
<b>Reproductive Activities</b> • Childcare	x	x		
<b>Community Activities:</b> • Organizing advocacy campaigns for local policy reforms			x	x
• Attending cultural or religious ceremonies	x	x		

## STEP 3: DESCRIBE ACTIVITY FREQUENCY

Now think about how often (frequency) each activity takes place. This could be daily, weekly, monthly, bi-monthly, seasonal, etc.



Type of Activity	Who (Gender)				How often
	Women	Young Women	Men	Young Men	
<b>Productive Activities</b> • Growing fruit and selling it at market in rural areas	x	x	x	x	4x year
<b>Reproductive Activities</b> • Childcare	x	x			3x per day
<b>Community Activities:</b> • Organizing advocacy campaigns for local policy reforms			x	x	Unspecified
• Attending cultural or religious ceremonies	x	x			Unspecified

## STEP 4: DESCRIBE TIME AND TRANSPORTATION

### TIME

Identify “when” the activities take place during the year.


- In which season/quarter do these activities take place?
- If it’s a daily activity, what time does it happen?

For daily activities, you can also use the daily activity clock, which is referenced in the footnote. This will help you understand when women and men will have time to get involved in and dedicate themselves to your proposed program activities.

### TRANSPORTATION

To reveal people’s mobility and assess the travel time for each activity, think about how far out do these women and men bring their products into the market and what is the most common travel method. Remember to disaggregate by gender.

If you can’t answer any of these questions, consider doing this exercise with local partners using these participatory and user-friendly tools—seasonal calendar and daily activity clock<sup>2</sup>.



Type of Activity	Who (Gender)				How often	When	Means of transportation
	Women	Young Women	Men	Young Men			
<b>Productive Activities</b> <ul style="list-style-type: none"> <li>• Growing fruit and selling it at market in rural areas</li> </ul>	x	x	x	x	4x year	Summer and fall	Walking is the most common means of transportation both for men and women. An average Burkinabe vendor walks to the market from 5 to 30 km. If clients want them to deliver goods to their homes, the vendor walks to the homes with loads carried on the head of back.
<b>Reproductive Activities</b> <ul style="list-style-type: none"> <li>• Childcare</li> </ul>	x	x			3x per day	Every morning, noon, and later afternoon	
<b>Community Activities:</b> <ul style="list-style-type: none"> <li>• Organizing advocacy campaigns for local policy reforms</li> <li>• Attending cultural or religious ceremonies</li> </ul>			x	x	Unspecified	Irregular	Walking is the most common means of transportation both for men and women.
	x	x					Walking

<sup>2</sup> If you want to understand women’s vs. men’s workloads, livelihood strategies and division of labor, use the [seasonal calendar](#) (see pages 123-138). To map daily activities, see the [daily activity clock](#).

## STEP 5: DESCRIBE IMPLICATIONS

Based on your findings, brainstorm some potential implications of the division of labor on your program. Write down your answers on the table.



Type of Activity	Who (Gender)				How often	When	Means of Transportation	Implications for Program Beneficiaries
	Women	Young Women	Men	Young Men				
<b>Productive Activities</b> <ul style="list-style-type: none"> <li>• Growing fruit and selling it at market in rural areas</li> </ul>	x	x	x	x	4x year	Summer and fall	Walking is the most common means of transportation both for men and women.	Saturday is market day when women staff the market stand all day. From June to November, all young to middle-aged women and men are tending fields and picking produce. Incomes increase after sales, especially by December.
<b>Reproductive Activities</b> <ul style="list-style-type: none"> <li>• Childcare</li> </ul>	x	x			3x per day	Every morning, noon, and later afternoon		Except for mid-mornings and mid-afternoons, women are usually busy with housework. Keep this in mind when you are working with local council women.
<b>Community Activities:</b> <ul style="list-style-type: none"> <li>• Organizing advocacy campaigns for local policy reforms</li> <li>• Attending cultural or religious ceremonies</li> </ul>			x	x	Unspecified	Irregular	Walking	Affect CSO activists
	x	x					Walking	Affect women's participation

## STEP 6: DESCRIBE ACTION STEPS

Finally, identify actions to mitigate the impact of inequalities in division of labor on your program design and implementation. Take these actions into consideration as you draft your plan of activities and start implementing your program.



Type of Activity	Who (Gender)				How often	When	Means of Transportation	Implications for Program Beneficiaries	Action Steps for Program
	Women	Young Women	Men	Young Men					
<b>Productive Activities</b> <ul style="list-style-type: none"> <li>Growing fruit and selling it at market in rural areas</li> </ul>	x	x	x	x	4x year	Summer and fall	Walking is the most common means of transportation both for men and women.	Saturday is market day when women staff the market stand all day. From June to November, all young to middle-aged women and men are tending fields and picking produce. Incomes increase after sales, especially by December.	NDI does not schedule trainings with women on Saturdays. However, if you are doing public outreach activities, market days allow you to reach wider audience through theater performance on public awareness, GoTV, peace messaging...); NDI does not schedule activities between June and Nov because neither women nor men are available to attend
<b>Reproductive Activities</b> <ul style="list-style-type: none"> <li>Childcare</li> </ul>	x	x			3x per day	Every morning, noon, and later afternoon		Except for mid-mornings and mid-afternoons, women are usually busy with housework. Keep this in mind when you are working with local council women.	NDI doesn't schedule trainings with women during meal times. However, given that most women are home during mealtimes, the Institute organizes its public outreach activities around that time to reach women at home via radio, tv and door-to-door campaigns.
<b>Community Activities:</b> <ul style="list-style-type: none"> <li>Organizing advocacy campaigns for local policy reforms</li> <li>Attending cultural or religious ceremonies</li> </ul>			x	x	Unspecified	Irregular	Walking	Affect CSO activists	NDI understands CSOs advocacy timeline and the issue that they are advocating for (perhaps relevant to NDI programs) to determine their availability
	x	x					Walking	Affect women's participation	NDI doesn't schedule activities during the times when women are attending cultural/religious ceremonies.

