

# RAPID CARE ANALYSIS DOCUMENTATION TEMPLATE

## BASIC INFORMATION

Location	
Date	

**Facilitation team** *(include details for facilitators, observers, documenters and translators)*

Name	Gender	Role	Organisation

## Participants

Name	Gender	Age	Civil Status	Occupation

## INTRODUCTION

How was 'care' translated, explained and understood?

What other comments did participants make?

**NB.** For all sections, please record exact words of participants and specify their name, age and gender.

## EXERCISE 1: EXPLORING RELATIONSHIPS OF CARE

### 1) DOCUMENTATION

Take photos of diagrams of 'Who do you care for?'

### 2) UNDERSTANDING OF 'CARE'

*Please ensure the exact words of participants are quoted and include age, gender and name of the person who spoke.*

a) Comments about who does which types of care (women, men, girls, boys, etc.).

b) Comments on value of care.

c) Stories and examples given by participants.

### 3) QUESTIONS AND DISAGREEMENTS

Record questions and disagreements that emerged relating to this discussion. *(Include details about those involved, including name, gender and age – e.g. were young women under 25 disagreeing with older men about the amount of childcare that is done?)*

### 4) FOR FACILITATORS/OBSERVERS

What comments do facilitators or observers have about this exercise (process, content, discussions etc.)? What were the difficulties? How were these overcome? Was it easy or difficult for facilitators to steer the discussion, and why?

## EXERCISE 2: TIME USE FOR WOMEN'S AND MEN'S WORK

### 1) DOCUMENTATION

Keep ALL individuals' papers of the one-day recall and the category symbols.  
Take photos of any flipcharts where the group aggregated/estimated hours of work.

### 2) FOR WOMEN: What did women say about estimating hours of work?

### 3) FOR WOMEN: What were the debates and disagreements that arose? Highlight differences between women from different socio-economic groups, ethnic groups or age groups.

### 4) FOR MEN: What did men say about estimating hours of work?

### 5) FOR MEN: What were the debates and disagreements that arose? Highlight differences in responses/ concerns from men from different socio-economic groups, ethnic groups or age groups.

### 6) DISCUSSIONS AND DEBATES

How did the **discussions/debates** compare between women and men?

### 7) FOR FACILITATORS/OBSERVERS

What comments do facilitators or observers have about this exercise (process, content, discussions etc.)?  
What were the difficulties? How were these overcome? Was it easy or difficult for facilitators to steer the discussion, and why?

## EXERCISE 3: DISTRIBUTION OF CARE ROLES BY GENDER AND AGE

### 1) DOCUMENTATION

Take a photo of the matrix of care activities produced by the group (including the process of drawing the matrix).

### 2) THE FOCUS OF THE EXERCISE

Why did the facilitators/leaders choose to do this? What was the aim/concern?

Which care tasks were focused on?

### 3) BELIEFS

Was it possible to highlight where care patterns relating to gender and age stem from? And how they are reproduced/reinforced at household level or community level?

What did the participants say about beliefs/sayings about why women, men, girls and boys do different tasks? *(Include who said what, e.g. were young men speaking more about women being naturally better at care or were older women saying it would be disrespectful to ask men to do certain care tasks?)*

### 4) AGREEMENTS

What did the group agree on? What was the process for reaching consensus?

### 5) DISCUSSIONS AND DEBATES

What was debated? What did different people say?

### 6) FOR FACILITATORS/OBSERVERS

What comments do facilitators or observers have about this exercise (process, content, discussions etc.)?  
What were the difficulties? How were these overcome? Was it easy or difficult for facilitators to steer the discussion, and why?

## EXERCISE 4: SOCIAL NORMS RELATING TO CARE WORK

### 1) DOCUMENTATION

Take photos and keep papers documenting the discussions.

### 2) THE FOCUS OF THE EXERCISE

Why did the facilitators/leaders choose to do this? What was the aim/concern?

### 3) STORIES/COMMENTS

What did participants say about the expected roles of women and men in the community and why? *(Please ensure exact words are recorded, and include name, gender and age of the person who spoke.)*

What did participants say about women and men in the community who do not fulfil expected roles and why? *(Please ensure exact words are recorded, and include name, gender and age of the person who spoke.)*

How did participants describe 'good' and 'bad' women and men? *(Please ensure exact words are recorded, and include name, gender and age of the person who spoke.)*

### 4) AGREEMENTS AND DISAGREEMENTS

Record any agreements and disagreements between women and men on their roles and cultural values.

### 5) FOR FACILITATORS/OBSERVERS

What comments do facilitators or observers have about this exercise (process, content, discussions etc.)? What were the difficulties? How were these overcome? Was it easy or difficult for facilitators to steer the discussion, and why?

## EXERCISE 5: CHANGES IN CARE PATTERNS

### 1) DOCUMENTATION

Take photos and keep papers documenting the discussions.

### 2) THE FOCUS OF THE EXERCISE

Why did the facilitators/leaders choose to do this? What was the aim/concern?

### 3) STORIES, EXAMPLES AND COMMENTS

What did participants say about changes in care patterns? (*Please record the exact words, and include name, gender and age of the person who spoke*). What changes in care patterns appear to be most 'obvious'? Least obvious? Why?

### 4) AGREEMENTS

What areas of agreement were identified?

### 5) DISCUSSIONS AND DEBATES

What was new? What was controversial? What needed further explanation?

### 6) FOR FACILITATORS/OBSERVERS

What comments do facilitators or observers have about this exercise (process, content, discussions etc.)? What were the difficulties? How were these overcome? Was it easy or difficult for facilitators to steer the discussion, and why?



## EXERCISE 6: PROBLEMATIC CARE ACTIVITIES

### 1) DOCUMENTATION

Take photos and keep papers and flipcharts.

**2) FOR WOMEN:** What did women say about what is problematic for them – either general issues (e.g. time, mobility, HIV/AIDS) or specific tasks (e.g. water collection, caring for sick relatives, cooking)? Were there any strong disagreements amongst women based on socio-economic, ethnic, religious or age factors?

### 3) FOR WOMEN: AGREEMENTS AND RESULTS

What did women agree to be the most problematic care tasks? What was ranked as highest, and why?

**4) FOR MEN:** What did men say about what is problematic for them – either general issues (e.g. time, mobility, HIV/AIDS) or specific tasks (e.g. water collection, caring for sick relatives, cooking). Were there any strong disagreements amongst men based on socio-economic, ethnic, religious or age factors?

### 5) FOR MEN: AGREEMENTS AND RESULTS

What did men agree to be the most problematic care tasks? What was ranked as highest, and why?

### 6) PLENARY DISCUSSION

WHY do participants consider certain care tasks/responsibilities to be problematic? What are the causes?

### 7) DEBATES AND DISAGREEMENTS

Record any debates and disagreements that emerged from this discussion. Were there any age/gender-specific patterns regarding the different positions held in these discussions?

### 8) FOR FACILITATORS/OBSERVERS

What comments do facilitators or observers have about this exercise (process, content, discussions etc.)? What were the difficulties? How were these overcome? Was it easy or difficult for facilitators to steer the discussion, and why?

## EXERCISE 7: MAPPING INFRASTRUCTURE AND SERVICES THAT SUPPORT CARE WORK

### 1) DOCUMENTATION

Take photos of community maps or diagrams and of the process of capturing them.

### 2) CARE DIAMOND: PARTICIPANT QUESTIONS AND COMMENTS

How was the care diamond explained? What questions and comments did participants have?

### 3) COMMUNITY MAP

What did participants say about community infrastructure and services to help with caring for people and housework? (*Please record exact words that were spoken and by whom, including their name, age and gender.*)

### 4) PUBLIC SERVICES/INFRASTRUCTURE, SERVICE PROVIDERS OR EMPLOYER PRACTICES NEEDED

What services do participants wish they had?

### 5) FOR FACILITATORS/OBSERVERS

What comments do facilitators or observers have about this exercise (process, content, discussions etc.)? What were the difficulties? How were these overcome? Was it easy or difficult for facilitators to steer the discussion, and why?

## EXERCISE 8: DEVELOPING SOLUTIONS TO REDUCE AND REDISTRIBUTE CARE

### 1) DOCUMENTATION

Take photos of discussions, lists and diagrams and keep papers/flipcharts.

### 2) PARTICIPANT QUESTIONS

How was the exercise 'identifying options' explained and what questions did participants have?

### 3) BRAINSTORM

Who proposed which options? (Please use their exact words, and include name, age, and gender.)

### 4) DEBATES AND DISCUSSIONS

What debates and discussions took place relating to the options/solutions identified? (Please use exact words, and include name, age, and gender.)

### 5) CRITERIA USED TO RANK OPTIONS

What criteria were proposed or used to rank the different options/solutions discussed? Was it straightforward to arrive at these criteria, or did it lead to controversial discussions?

### 6) RANKING AND PRIORITISATION

What did participants say when ranking the different options/solutions? (Please use their exact words, and include name, age and gender.)

**7) FINAL LIST OF OPTIONS/SOLUTIONS**

What was the final list of options/solutions agreed on by the participants? *(Please include a photo as well as key points.)*

**8) AGREEMENTS AND DISAGREEMENTS**

What were the agreements and disagreements? *(And were there age-/gender-specific characteristics to different positions held in these discussions?)*

**9) AGREED FOLLOW-UP ACTIONS**

List all agreed on follow-up actions as identified by participants.

**10) FOR FACILITATORS/OBSERVERS**

What comments do facilitators or observers have about this exercise (process, content, discussions etc.)? What were the difficulties? How were these overcome? Was it easy or difficult for facilitators to steer the discussion, and why?

## CONCLUSION AND LEARNING FOR FACILITATORS/OBSERVERS

What is your evaluation of the day? What are your reflections on the process of conducting the RCA?

What was your learning from the overall RCA experience?

What would you do differently?