Rapid Care Analysis
Training for Facilitators
Part 1
Introduction
Training preparation and objectives
## Time allocation for training sessions

<table>
<thead>
<tr>
<th>Part</th>
<th>Content</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td>Introduction</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Part 2</td>
<td>Why Rapid Care Analysis?</td>
<td>35 minutes</td>
</tr>
<tr>
<td>Part 3</td>
<td>A first overview of the RCA</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Part 4</td>
<td>Planning for the RCA</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Part 5</td>
<td>Focus group exercises</td>
<td>4 hours 20 minutes</td>
</tr>
<tr>
<td>Part 6</td>
<td>Documentation and reporting</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Part 7</td>
<td>Roles within the facilitation team</td>
<td>25 minutes</td>
</tr>
<tr>
<td>Part 8</td>
<td>Evaluation of the training</td>
<td>10 minutes</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>6 hours 30 minutes</td>
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</table>
Objectives of the training

Welcome!

1. To clarify why care is important, definition of unpaid care work and care transformation

2. To build an understanding of what the RCA is and what it is not, and how the methodology fits into programmes

3. To introduce briefly the main purposes of the RCA methodology and how these are achieved through the exercises

4. To ensure that facilitators understand all exercises and are well equipped to conduct these

5. To build capacity on how to document and report on the RCA
Participant expectations

• Who has read the materials?
• What are your expectations?
• One major or pressing question about care, care concepts or care in development.
Part 2
Why Rapid Care Analysis?
What do we mean by care?

Unpaid care work
Providing services for family and community outside the market

Direct care of people
- Childcare
- Elderly care
- Care of ill or disabled people
- Care of community members

Domestic work
- Cooking
- Cleaning
- Washing, mending, ironing clothes
- Fetching water
- Collecting firewood
What is *not* unpaid care work

- **Market work:** work that is paid or generates income, e.g. harvesting and selling crops; selling eggs or bread; ironing for pay

- **Productive work:** including productive work that is unpaid, e.g. producing products (furniture), unpaid work in a family business, constructing homes

- **Non-work:** sleep, personal care, entertainment, school

- **Providing money for family’s needs:** including paying for clothes, food or childcare
Why investing in care is important

• Care has a widespread, long-term, positive impact on **wellbeing** and **development**

• Care is a ‘social good’, not a ‘burden’

• Care provision is critical to address **inequality** and **vulnerability**, both for care providers and receivers

• Care provision influences **productivity** and **economic growth**
Unpaid care work is part of the economy

• Care produces goods and services
• **Unpaid carers are part of the labour force** (i.e. message not ‘reduce care work so women can *join* the workforce’)
• Care is not leisure
• ‘**Valuable time**’ (how infrastructure and technology increase productivity, save time, benefit women)
• ‘**All working together**’ (better data on unpaid care makes better policy)
• ‘**Care for the economy**’ (how public care services support economic growth and a healthier workforce)
Evidence: Care is heavy and unequal
Lanao del Sur, Philippines (2014)

Average hours spent on different activities by surveyed participants in the previous 24 hours.
The ‘four Rs’ – transforming care*

- **Recognise** care work
- **Reduce** difficult, inefficient tasks
- **Redistribute** responsibility for care more equitably – from women to men, and from poor families to the state/employers
- **Represent** carers in decision making

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Organisational challenges

I want to do advocacy work but I have no evidence

My manager/the donor aren't convinced

I'm funded to do something else

I DON’T KNOW HOW TO START

It's hard to show positive impact

Care is a culturally sensitive, private issue

It's a long-term, complicated process

Focus on a women’s issue in a mixed group?

I have very little time or money…
RCA principles and purpose

Rapid Care Analysis (RCA) is a 1-2 day exercise with focus groups of 12-20 women and men – a first step to addressing care in development.

RCA is designed to show that ‘care’ is:

- **Significant:** Collects evidence of the problems – quantitative data, stories and visual outputs
- **Feasible:** Practical proposals for short-term solutions
- **Appealing:** Men are involved – addressing care is a ‘societal issue’ about wellbeing
- **Flexible:** Used in a range of cultures/programmes (20 countries)
- **Workable:** Involves simple, user-friendly exercises
- **Inspiring:** RCA aims to ‘open the door’ – to get more people and projects interested in care
What the RCA is *not*

1. RCA doesn’t go into depth – it is not a detailed analysis of social norms, power relations or advocacy
2. The RCA does raise awareness; it doesn’t try to address gender relations
3. It’s not an intervention itself; it is not intended to BE the transformation
4. It’s an assessment, a diagnostic tool
Any questions?
Training exercise 1
(15 minutes)

Objective:
• To ensure full understanding of the different classes of work, i.e. care work, productive and leisure/non-work and the ability to translate/explain the terms ‘care’ and ‘care work’ in local languages
Part 3
An overview of the RCA methodology
Four key purposes of the RCA

1. Highlight that **everyone cares** and **care matters**
2. Establish women’s and men’s **time use**
3. Identify **problematic** care tasks
4. Develop **solutions**
## The 8 focus group exercises (FGEs)

<table>
<thead>
<tr>
<th>FGE 1</th>
<th>Develop an understanding that <strong>everyone cares</strong> and that <strong>care is important</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>FGE 2</td>
<td><strong>Time use</strong> – estimate women’s and men’s hours per week spent on unpaid care and paid/productive work</td>
</tr>
<tr>
<td>FGE 3</td>
<td>Map how care roles are distributed by <strong>gender and age</strong></td>
</tr>
<tr>
<td>FGE 4</td>
<td>Explore <strong>social norms</strong> about men and women and care</td>
</tr>
<tr>
<td>FGE 5</td>
<td>Document <strong>changes</strong> in care patterns – seasons, policies</td>
</tr>
<tr>
<td>FGE 6</td>
<td>Identify <strong>problematic</strong> care activities</td>
</tr>
<tr>
<td>FGE 7</td>
<td>Note <strong>infrastructure and services</strong> that support care</td>
</tr>
<tr>
<td>FGE 8</td>
<td>Develop and <strong>prioritise solutions</strong> to address problems</td>
</tr>
</tbody>
</table>
Any questions?
Part 4
Overview of the plans and objectives of implementing the RCA
Linking local programme to the RCA

• Outcomes of the programme
• Plans for influencing and advocacy
• Expected outputs from the RCA – what do we want to achieve?
• Focal areas of the RCA
• Be representative
• Explore different challenges
Planning steps

There are several things that need to be addressed before the RCA:

1. Sensitisation of community leaders
2. Briefing ‘gatekeepers’ and observing all protocols
3. Mobilisation of community
4. Logistics
5. Selection of participants
Facilitation team

1. Two facilitators: 1 woman and 1 man, skilled in participatory methods and facilitation on gender issues, fluent in local language, experienced in working with diverse groups

2. Two documenters: 1 woman and 1 man, designated to observe discussions and document (via video, notes)

3. Translators: Are they required? If yes, plan for 2 translators

4. Assistant and observer: This can be the programme team

5. Training of facilitators: 1-2 days of training and practising exercises
RCA participants

Number of participants in each RCA?
• 16-20 people, 60% women

Who?
• By occupation? Age? Youth? Other household types?

Community leaders
• Either 1 or 2 in each RCA, or a separate RCA – to build a base for local advocacy

RCA with children
• Include both in-school and out-of-school children
Logistics

• Lead facilitators schedule RCA, plan exercises
• How many hours (per day)?
• Materials in local language
• Invitations
• Where held? Inside, outside, comfort, privacy
• Logistics (food/lunch, transport, childcare, workshop materials, etc.)
• Documentation template: numbers, quotes, debates, conclusions
Training exercise 2
(15 minutes)

Objective:
• To give facilitators an opportunity to comment on and discuss the plans for their RCA and ask questions on immediate concerns
Part 5
How to conduct Focus Group Exercises
FGE 1: Exploring relationships of care

Start by reiterating the importance of care work

- Fostering love, unity, happiness and peace in the family
- Economic development
- Child development

Who do you care for on a daily, weekly and monthly basis?

- Each participant to draw an individual diagram showing a set of concentric circles
- Allow each participant to present who they care for in each circle
- Discuss findings
Objective:
• To offer practical experience of making an introduction during an RCA and conducting FGE 1
FGE 2: Time use for women’s and men’s work

Process:

• Identify work activities of women and men
• Women and men split up into two groups
• **Estimate average weekly hours** spent on types of work by men and women
• Include simultaneous activities and supervision
• **Come together and compare results**
Definition of terms

• **Primary activity** – main activity that participant was doing during that hour (every hour needs to be accounted for in this column)

• **Simultaneous/secondary activity** – activity that the participant was doing during the same hour

• **Supervision hours** – when participant has a responsibility to look after dependants

• **Care responsibility** – total hours of care which participant spent doing both primary, simultaneous and supervision activities
### One-day recall by individuals

**Women and men**

- Primary/main *activity*
- Secondary/simultaneous *activity*
- Responsibility for ‘looking after’ dependent children/adults

<table>
<thead>
<tr>
<th>Time</th>
<th>Primary activity</th>
<th>Secondary activity</th>
<th>Supervising/looking after child/adult (Yes or No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>04:00-05:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05:00-06:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06:00-07:00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07:00-08:00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Work categories

- Introduce the six categories of work and agree with participants on the symbols to use.
- Symbols must be easy to understand and draw.

<table>
<thead>
<tr>
<th>Examples of simple symbols to denote different types of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work to produce <strong>products for sale</strong></td>
</tr>
<tr>
<td>Paid <em>labour</em>, paid <em>services</em></td>
</tr>
<tr>
<td>Unpaid <em>care work</em></td>
</tr>
<tr>
<td>Unpaid care work producing <strong>products for home consumption</strong></td>
</tr>
<tr>
<td>Unpaid community work</td>
</tr>
<tr>
<td>Non-work</td>
</tr>
</tbody>
</table>
## Allocating activities to categories

- Appropriately allocate each activity to a category and use relevant symbols

<table>
<thead>
<tr>
<th>Time</th>
<th>Main (primary) activity</th>
<th>Symbol</th>
<th>Simultaneous (secondary) activities</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>00:00-01:00</td>
<td>Sleeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01:00-02:00</td>
<td>Sleeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02:00-03:00</td>
<td>Sleeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03:00-04:00</td>
<td>Sleeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04:00-05:00</td>
<td>Getting up: praying, bathing, dressing</td>
<td></td>
<td>Putting beans to soak</td>
<td></td>
</tr>
<tr>
<td>05:00-06:00</td>
<td>Preparing breakfast</td>
<td></td>
<td>Vegetable garden: watering garden</td>
<td></td>
</tr>
<tr>
<td>06:00-07:00</td>
<td>Serving breakfast</td>
<td></td>
<td>Children: dressing, school bags</td>
<td></td>
</tr>
</tbody>
</table>
Estimate average weekly hours – women and men

• Count number of hours for each category
• Multiply hours for main activity by 7 days
• Estimate weekly hours: add up all individual hours and divide by number of participants

<table>
<thead>
<tr>
<th></th>
<th>Example of one participant’s daily totals</th>
<th>Yesterday’s main activities x 7 days: All participants</th>
<th>Estimated weekly hours of work for women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Main Simultaneous Supervision</td>
<td>Main Simultaneous Supervision</td>
<td></td>
</tr>
<tr>
<td>1. Products for sale</td>
<td>1 0</td>
<td>7,7,14,28,28,7 15 0</td>
<td></td>
</tr>
<tr>
<td>2. Paid labour and paid services</td>
<td>5 0</td>
<td>35,0,7,14,28,21 18 0</td>
<td></td>
</tr>
<tr>
<td>3. Unpaid care work</td>
<td>9 9 7</td>
<td>63,28,42,49,56,63 15 27 16</td>
<td></td>
</tr>
<tr>
<td>4. Unpaid production of products for home consumption</td>
<td>0 1</td>
<td>0,7,14,14,14,21 12 0</td>
<td></td>
</tr>
<tr>
<td>5. Unpaid community work</td>
<td>1 0</td>
<td>7,7,7,7,7,14 8 0</td>
<td></td>
</tr>
<tr>
<td>6. Non-work</td>
<td>8</td>
<td>56,119,84,56,35,42,392 65</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>24 10 7</td>
<td>168 27 16</td>
<td></td>
</tr>
</tbody>
</table>
Purpose of FGE 2

• Not rigorous time-use evidence

• But participants: 1) Know the figures are based on reality; 2) Own the data; 3) Have a big ‘aha’ or ‘lightbulb’ moment
Practice 2
(45 minutes)

Objective:
• To develop facilitators’ practical knowledge on the completion of the individual one-day recall and calculation of average weekly hours
FGE 3: Distribution of care roles by gender and age

- Present categories of care work from FGE 2
- Gender and age analysis of care activities

### Ranking Matrix 1 – example of detailed gender analysis of care activities

<table>
<thead>
<tr>
<th>Care activities</th>
<th>Sub-categories of care activities</th>
<th>(Symbol for) woman</th>
<th>(Symbol for) man</th>
<th>(Symbol for) girl</th>
<th>(Symbol for) boy</th>
<th>(Symbol for) older woman</th>
<th>(Symbol for) older man</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing meals</td>
<td>Collecting firewood</td>
<td>●</td>
<td></td>
<td>●●●</td>
<td>●●</td>
<td>●●●</td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>Pounding grain</td>
<td>●●●</td>
<td>●</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Washing the dishes</td>
<td>●●●</td>
<td></td>
<td>●●●</td>
<td>●</td>
<td>●●●</td>
<td>●●</td>
</tr>
<tr>
<td>Taking care of sick people (in the family)</td>
<td>Staying home</td>
<td>●●●</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Buying medicine</td>
<td></td>
<td>●●●</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooking special food</td>
<td>●●●</td>
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</tr>
</tbody>
</table>
Practice 3
(15 minutes)

Objective:
• To develop facilitators’ practical knowledge of how to facilitate FGE 3 on distribution of care roles at household level
FGE 4: Social norms relating to care work

1) Perceptions of care work as valued or skilled
   • Which tasks are considered ‘work’?
   • Which activities are desirable?
   • What type of work is most important?
   • Which work requires skill?

2) Social norms about gender roles
   • Which tasks are acceptable for women and men to do, and why?
   • What exceptions are there to this?
   • What sayings are there about gender roles?
   • Where do people learn roles from – what influences norms?
Practice 4  
(30 minutes)

**Objective:**
- To allow facilitators to practise facilitating FGE 4 on social norms that impact on care work, including asking probing questions
- To enhance facilitators’ understanding of perceptions of care work and norms on gender roles and care work
FGE 5: Changes in care patterns

Changes affecting care provision – e.g. migration, displacement, conflict, government policy changes, extreme weather

Seasonal calendar of extra burden care activities

<table>
<thead>
<tr>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
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</tbody>
</table>

- Senior care
- Weather-related needs
- Water requirements
- Childcare
# Before-and-after matrix

Changes in factors affecting care before, during and after a situation (flood, conflict, clinic closing, cash-for-work project)

<table>
<thead>
<tr>
<th>Care categories</th>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fuel collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childcare</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meal preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleaning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care of dependent adult</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective:
• To allow facilitators to practise facilitating FGE 5 on exploring changes in care patterns
### FGE 6: Problematic care activities

- Identify most ‘problematic’ care activities for women and men
- Women and men split up into two groups

<table>
<thead>
<tr>
<th></th>
<th>Time burden</th>
<th>Limits mobility</th>
<th>Affects carer’s health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing meals</td>
<td>●●●</td>
<td>●●</td>
<td>●●●●</td>
</tr>
<tr>
<td>Providing moral support</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Cleaning house</td>
<td>●●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>Nursing ill people</td>
<td>●●●</td>
<td>●●●</td>
<td>●</td>
</tr>
</tbody>
</table>
Practice 6
(20 minutes)

Objective:
• To allow facilitators to practise facilitating FGE 6 on identifying problematic care activities in their communities and how to prioritise these
FGE 7: Mapping infrastructure and services

Community map of infrastructure and services that support care

Society provides care with ‘care diamond’: state, market, community, family

**Examples:**

- Water supply
- Electricity, fuel
- Washing facilities
- Health services
- Schools, childcare
- Grain mills, oil presses
- Shops
- Services for elderly, disabled or HIV+ people
- Relatives

Photo: Oxfam
Objective:
• To provide facilitators with practical experience on how to facilitate a session on mapping available infrastructure and services that support care work
FGE 8: Solutions to reduce and redistribute care

Identify and prioritise solutions to address problems of care provision

1. Practical solutions
   • Machines for meal preparation, cooking, cleaning and washing
   • Shared cars for food shopping
   • Recreational activities and psycho-social support for carers

2. Advocacy
   • Installation of water pumps and electricity
   • Provision of childcare, bus services, healthcare and sanitation services
   • Raising awareness on family planning; laws on labour and women’s rights

3. Gender roles
   • Household discussions on sharing care work (partners and family members)
   • Community discussions, workshops and campaigns on sharing care work
   • Cooking lessons for men and boys
## Prioritising solutions

Plotting **feasibility** and potential **impact**

<table>
<thead>
<tr>
<th></th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financially feasible?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socially acceptable?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievable?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saves time for women?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved quality of life for women (health, mobility, safety)?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved quality of life for family?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unintended negative consequences can be dealt with?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice 8  
(20 minutes)

Objective:
• To provide facilitators with practical experience on how to facilitate a session on ranking possible solutions to address the problems with care work, and on managing community expectations
Any questions?
Part 6
Documentation and reporting
**Documentation and reporting**

- Documentation during RCA to be done by two designated individuals – use the documentation template
- Documenter will take notes and photos of flipcharts, diagrams, drawings, plus group photo of participants and trainers
- Video of the training?
- Need to informally seek consent for videos and photos
- Use the reporting template to facilitate reporting and developing publications.
Documentation challenges

Sharing of experiences by documenters

• Challenges
• Concerns

What other challenges do we anticipate during the RCA?

How can we deal with these challenges and concerns?

• What needs to be done before, during and after the RCA?
Part 7
Unpacking roles within the facilitation team
Discussion
(25 minutes)

**Objective:**
- Roles and responsibilities of the facilitation team
Part 8
Evaluation of the training
Please take 10 minutes to complete the evaluation form for the training
Thank you!
WE-CARE (Women’s Economic Empowerment and Care) is Oxfam’s initiative in 10 countries that supports women’s empowerment by addressing excessive and unequal care work – building evidence, promoting positive norms, new investments and policy advocacy

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